

# Experience based pedagogy– example from the Czech Republic



Pomáhat a chránit

# I, me and myself.....

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# Police of the Czech Republic



# Police Education and Training Unit

- 2016 our unit was established
- Nation wide competence
- Responsible for all kinds of vocational education



# Experience based pedagogy (EBP)– new challenge

2016 – two milestones

- Reform of police education
- Implementation of experience based pedagogy into vocational training – first steps



# EBP– what does it really mean?

- New experience of participants
- New and innovative way of training
- „try my shoes“



# Brief overview – history

- 5000 BC examinations within tribes
- 800 BC Kalokagathia – ancient Greece and Athens
- Middle Ages – knights and noblemen
- 18th century – Jean Jacques Rousseau, Johann Bernard Basedow „Filantropium“



# Modern history

- 2008 educational programs for schools
- 2016 – 2018 Strategy for policing concerning minorities
- 2016 – trainings by private company
- 2016 group of internal police trainers –  
**NEW CHALLENGE**





# Internal police trainers

- Police officers, teachers
- From police schools
- Open minded, flexible, creative, patient...
- experts



# November 2016 – first training

- Expectation of participants
- Fears, myths.....
- Team building



# January 2017 methodical part

- Theory
- Aims of training
- Target group
- Creating program
- New games
- Practical experience



# Theoretical part

- Alternative point of view
- Prejudice, why
- How to work with it
- Minorities – what do we really know about members of minorities



# Aims

- Knowledge
- Changes in attitudes
- Competences
- Internal audit
- External audit



# Target group

- Hierarchy
- Contacts among participant
- Men x women
- Main rules for participants – names, time schedule, open door.....



# Development of target group

- Forming of the group
- Storming (roles)
- Norming
- Performing
- Adjourning



# Creating program

- Comfort zone
- Zone of learning
- Panic zone
- **Never be too extreme – examples**
- Flow concept





# Creating program

- Intensity
- Level of difficulty
- Dynamics
- Variety of activities
- Emotions, stop times, atmosphere, time for reflexing and feedback



# Practical example – glass ceiling game

Aim of the game:

- To feel glass ceiling in the same way as Roma people do
- To understand how does this glass ceiling influence members of minorities and results of glass ceiling



# Instructions for game

- Description of the game: less structured game simulating Roma people in any society
- Physical requirements: 3
- Psychological requirements: 4



# instructions

- Time for preparation: 30 minutes on the spot
- Time for the game: 1,5 hour
- Instruction for the game: 3
- Number of players: 10 – 30



# instructions

- Material: bank notes, costumes for instructors, description of flats including equipment, notices for buildings, 5 boxes with „forms“, dice, papers with legal jobs, working permissions



# Realization

- participants are divided into groups (3 – 4) and each group is one family. They choose papers with number of children in the family and they are waiting
- They do not know what will happen.



# Realization

- An officer comes (very friendly) and invites them in the social housing in the town
- Officer is very friendly and explains details



# Realization

- Day is 5 minutes long (4+ 1), signals
- Family must live together and they pay bills together
- To integrate into majority means only that they need to have accommodation and legal job





# Economical lessons

- Bill are paid one week in advance
- First week accommodation and meals are for free
- Second week – Roma people get money for the flat of category 4 and food for the next week



# Lessons on accommodation

- There are 4 categories of flats
- Category 4 – the worst one – far from the centre, far from offices, in dangerous quarter, criminality and it is necessary to be at home at night. But the hygiene is bad, there is insect in the flat, Roma people have to kill the insect – to jump all the „night“



# Lessons on accommodation

- Prices of the flats
- Family decides about the flat in advance and they pay in advance



# Lessons of jobs

- Go to labour office
- You need 5 filled forms
- When you get legal work, you get money each week before you pay for food and accommodation



# Beginning of the game

- 5 minutes for sharing information
- Language tests - time starts to pass.....
- After the language test participants can start to apply for jobs



- Participants go from one place to another one, take items
- Come to labour office, officer announces that they fulfilled all conditions, now they have just throw dice and if they have six and six, they get legal job (probability)



- First participants who has six and six becomes a bank officer and migrants pay him rent for flats and money for food
- Second one becomes a guard – takes care that migrants spend nights in their flats a do what they should do jump or stand ....



- All the jobs are really done
- Second week – there is a criminal who offers illegal work – thefts, prostitution, drugs,.....
- He sends new money among people





- Policeman can be among Roma people and can arrest somebody who works illegally for two days
- After two weeks officers announce, that migrants Roma people have last three days for getting accommodation and legal job and they go to the meeting of inhabitants of the town



- Roma people who do not have legal job and accommodation are integrated and start to live in a social excluded locality and this is the end of the game

Time for rest and relaxing, feedback ASAP



# Methodical notes

- People should be in stress, officers have to be cruel, if they refuse to play it can be used as a good example
- the core thing of the game is reflexion



