

# **“The problems in this big country are too many!” Can Brazil implement Investigative Interviewing?**

Dr. William Ceconello



**COGJUS**

# Carnival and 7x1





# Brazil: is not all about Carnival

Criminality rates

Social abyss between  
class/race

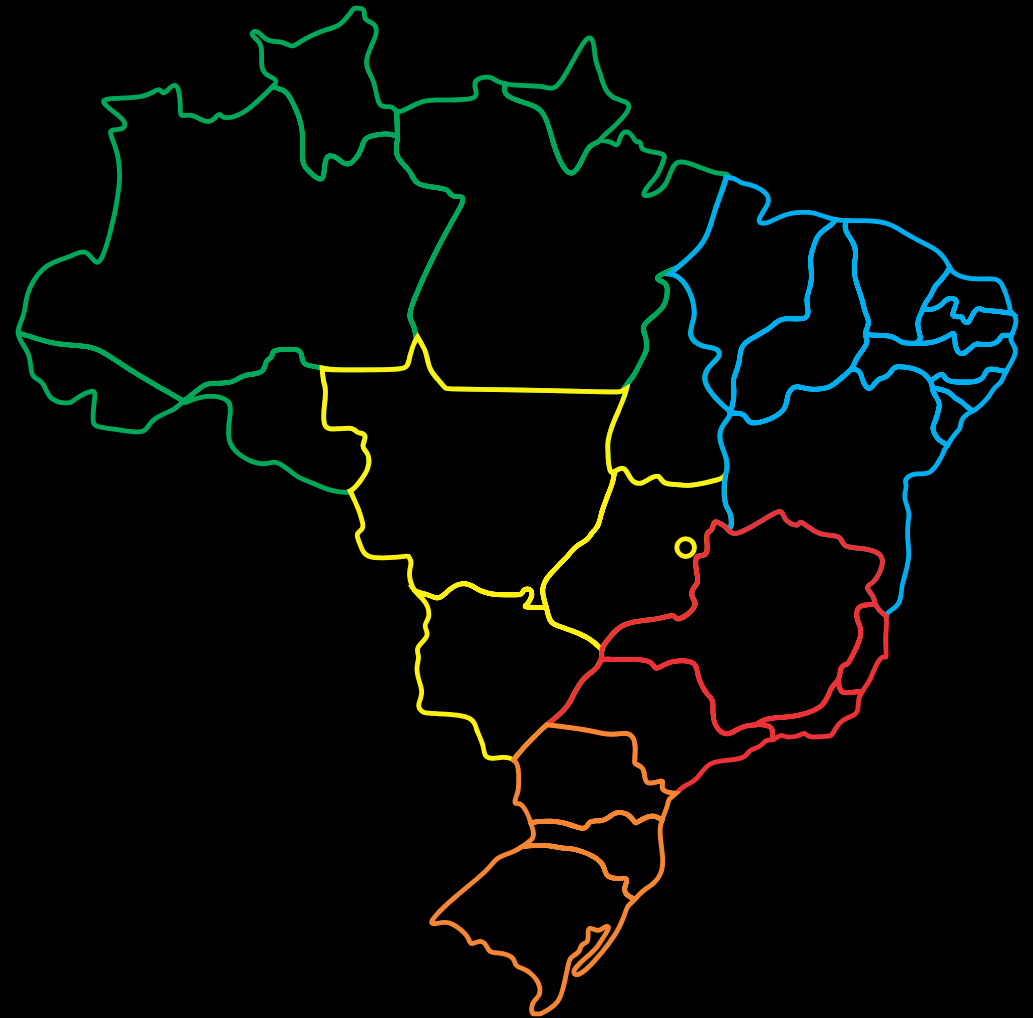
Human rights violations



# Brazil

27 states

95.908 Civil police officers  
12.900 Federal police officers





**Militar regime 1964- 1988**



# From Torture to What?





**Teach as you do.  
But where have you  
learned from?**



**U.S. Influence:  
Reid and  
Microexpressions**





**“I know I don’t want to be coercive, but what is the alternative?”**

Lack of dissemination of II in Brazil

Less than 5% of Brazilians are fluent in English

Scientific community and Police  
- a difficult relationship



## **Brazil challenges:**

Each state as its own country.

Pseudoscience or outdated practices as the norm.

Lack of infrastructure

Little dissemination of II



**The emergence of alternatives:**

Pioneering work of Lilian Milnitsky Stein

False memory studies

Child interview

Mapping of common practices





## Mapping of common practices in Brazil in 2015

Usually a witness/victim is interviewed 3 times

Unrecommended techniques as the usual (lack of rapport, closed questions, etc...)

Moslty learned by doing







**UiO** : Norwegian Centre for Human Rights  
University of Oslo

**Follow up cooperation on Implementing Investigative  
Interviewing in Brazil**

**COGJUS**

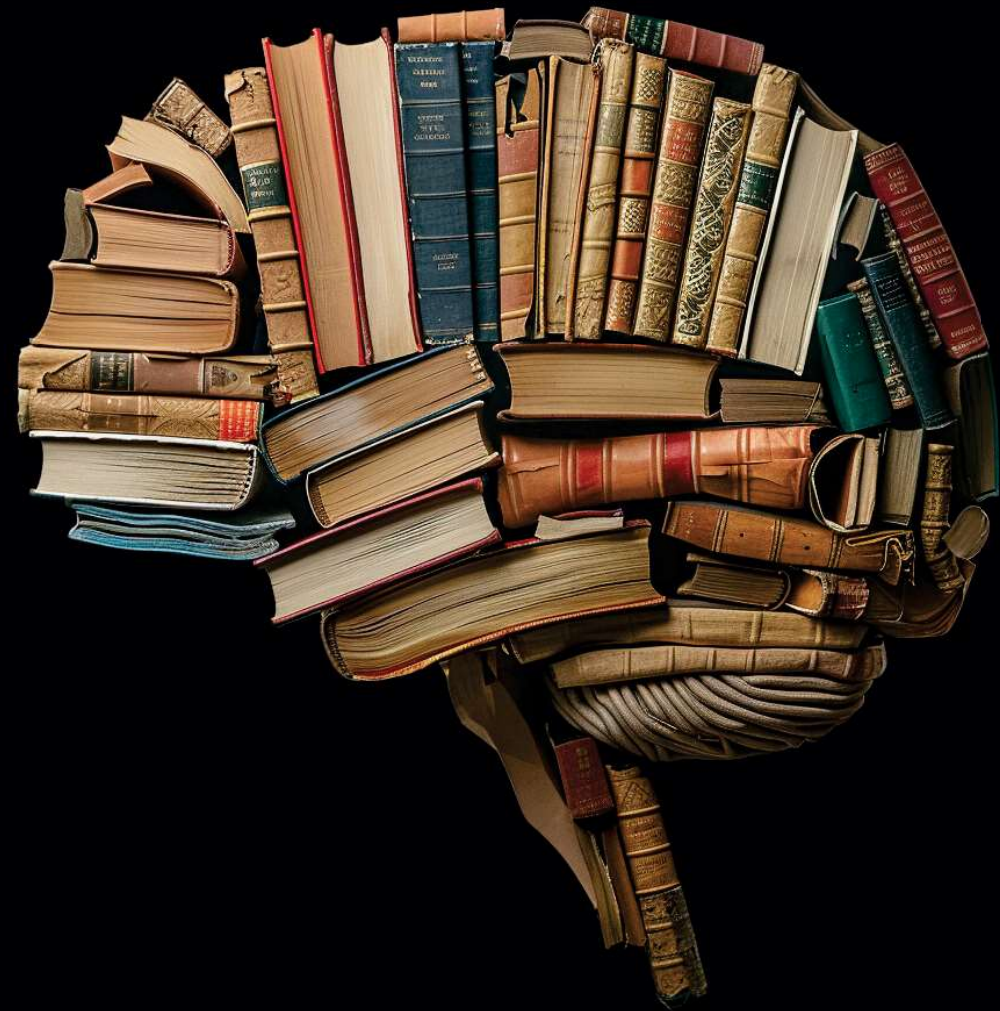


## **Results: Online training for Instructors**

Theory and practice

Presentation of manual,  
videos, tools and  
exercises

3 months of continuous  
contact with instructors



Theme	Item	Before training		3 months after training	
		M	S.D.	M	S.D.
<b>Before the interrogation, how often did you:</b>	Plan the topics to be covered in the interview	3.7	0.3	4.0	0.2
	Think before interrogation about hypotheses about why the suspect may be innocent.	3.6	0.3	4.0	0.2
	Plan how to use interrogation to obtain a confession from the suspect.	<b>3.4</b>	<b>0.3</b>	<b>2.8</b>	<b>0.2</b>
	Try to stick to your intuition about what must have happened	2.9	0.2	2.6	0.2
<b>At the beginning of the interrogation, how often did you:</b>	Shows interest in hearing the suspect's version (e.g. nodding and avoiding interrupting)	4.0	0.2	4.4	0.2
	Uses the interrogation as an opportunity for the suspect to present his perspective (even if it goes against the evidence that incriminates him).	3.9	0.2	4.2	0.2
	Reveal to the suspect your conviction of his involvement in the crime.	2.6	0.3	2.7	0.3
	Confronts suspects with evidence (if evidence is available) before they share their accounts of the crime	1.8	0.2	2.3	0.3
<b>Regarding questions asked during interrogation, how often do you:</b>	Prioritize open-ended questions (e.g., "tell me everything you did on day x")	<b>3.5</b>	<b>0.3</b>	<b>4.3</b>	<b>0.2</b>
	It seeks to encourage the suspect's report, so that he tells as much information as possible	4.2	0.1	4.5	0.1
	answers the suspect can provide (e.g., is it A or B?).	2.6	0.2	2.1	0.2
	suspect's non-verbal language (posture, facial expressions, etc...) to identify whether they are lying	<b>3.5</b>	<b>0.3</b>	<b>2.3</b>	<b>0.2</b>



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Item	Before training		3 months after training		Z	p
	M	SD	M	SD		
<b>Number of hypotheses generated</b>	2,7	1,1	4,1	1,7	-2,18	0,029
<b>Number of non-criminal hypotheses generated</b>	0,2	0,4	0,5	0,6	-2,00	0,046
<b>Number of hypotheses considering the main suspect to be innocent</b>	1,8	1,2	3,1	1,7	-2,08	0,037

Self-assessment of skills in interviewing:	Before training		3 months after training		Z	p
	M	SD	M	SD		
<b>Victims</b>	3,9	0,8	4,1	0,6	-1,14	0,157
<b>Witness</b>	3,6	0,8	4,0	0,5	-2,11	0,035
<b>Suspects</b>	3,2	0,7	4,0	0,6	-3,12	0,001

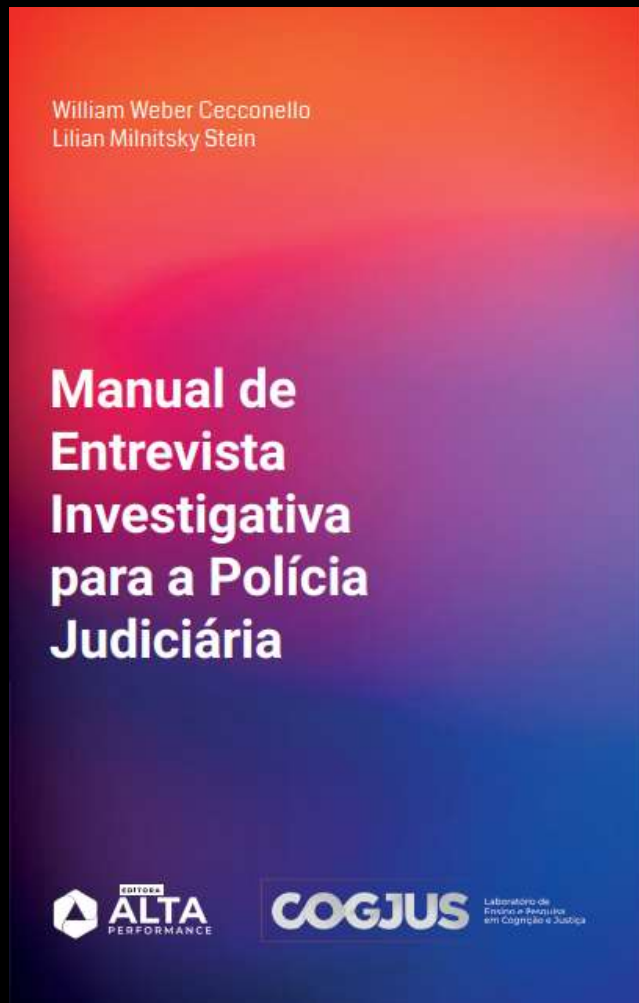
**“This is not the first course I have taken on the topic, and I can highlight that the teaching methodology applied here is the most current and effective I have ever seen.”**

**"The use of investigative interviews brings a paradigm shift, with the professionalization of police work and a better perception of the community about our work"**

**"Through the techniques learned in training, several cases were solved more quickly, speeding up justice and bringing relief to victims."**



# Development of materials and protocols



# **The face of change: Investigative Interviewing Trainers as a network**



**Results:** GPS - Group of Investigative Interviewing Instructors

### **Curriculum Development**

We developed the "Introduction Course in Investigative Interviewing Techniques" for Civil Police.

The curriculum, standardized across various states, emphasizes ethical, effective, and scientific interviewing methods. It encompasses a comprehensive overview of Investigative Interviewing techniques in a 12-class-hour format.



**Results:** GPS - Group of Investigative Interviewing Instructors

5 regions of Brazil

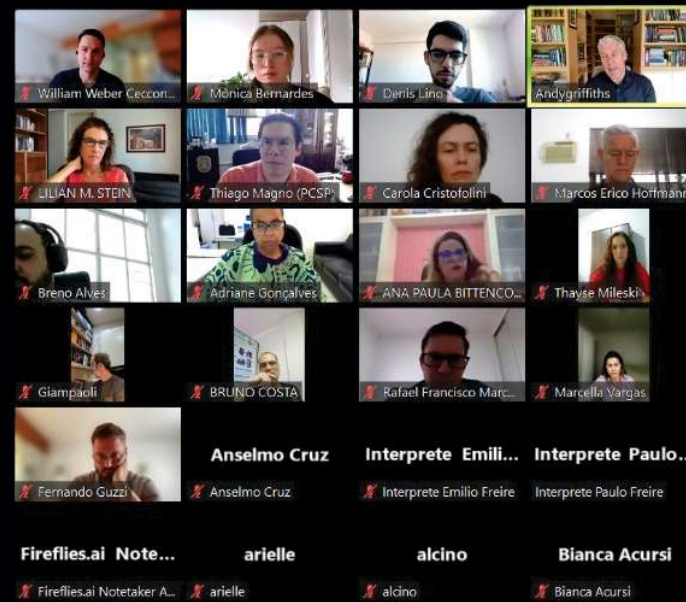
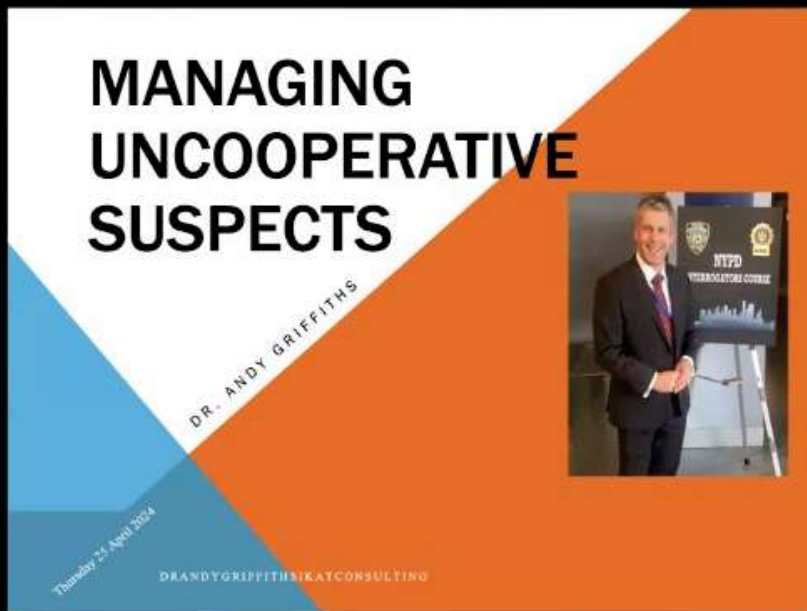
responsible for  
training more  
than 4000 officers  
in 2023

<b>State</b>	<b>Trained Police Officers in 2023</b>
Goiás	1400
Bahia	800
São Paulo	1455
Paraná	250
Santa Catarina	60*
Rio de Janeiro	700
Total	4665

**Results:** GPS - Group of Investigative Interviewing Instructors

Development of a common curriculum for recruits

Start on the debate of more advanced trainings



# National seminars among the group of instructors

Addressing the need for advanced training by the instructors

Advocacy Discussion

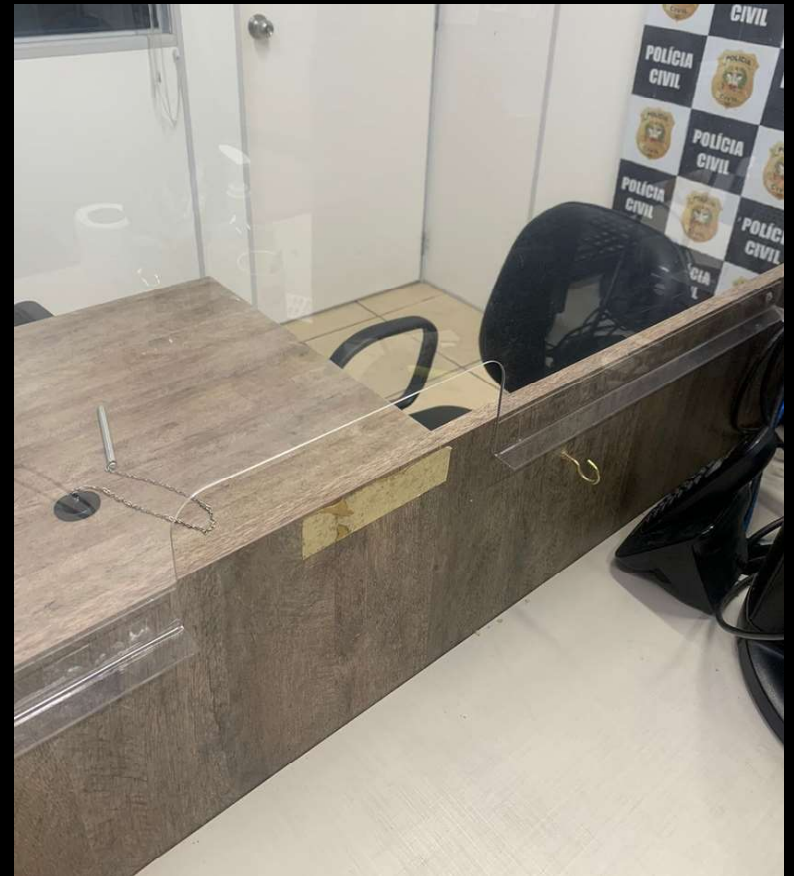
Meeting with Senasp

Guideline Discussion





# Equipment: The ugly the improvised and the good



# Equipment: The ugly the improvised and the good



# **Challenges: the organisation of the training**

**Agreement on the recommended techniques**

**Different trainings still are used**

**Mostly introductory training**





A minimalist room with two black chairs and a small table. The room has a light-colored wall and a dark floor. The chairs are modern, with a curved backrest and a metal base. The table is small and round, with a metal frame and a glass top. The text is centered on the wall.

## **Challenges: necessary organisational reforms**

Need to reform of laws

Changing culture and the mindset

Organizational investment

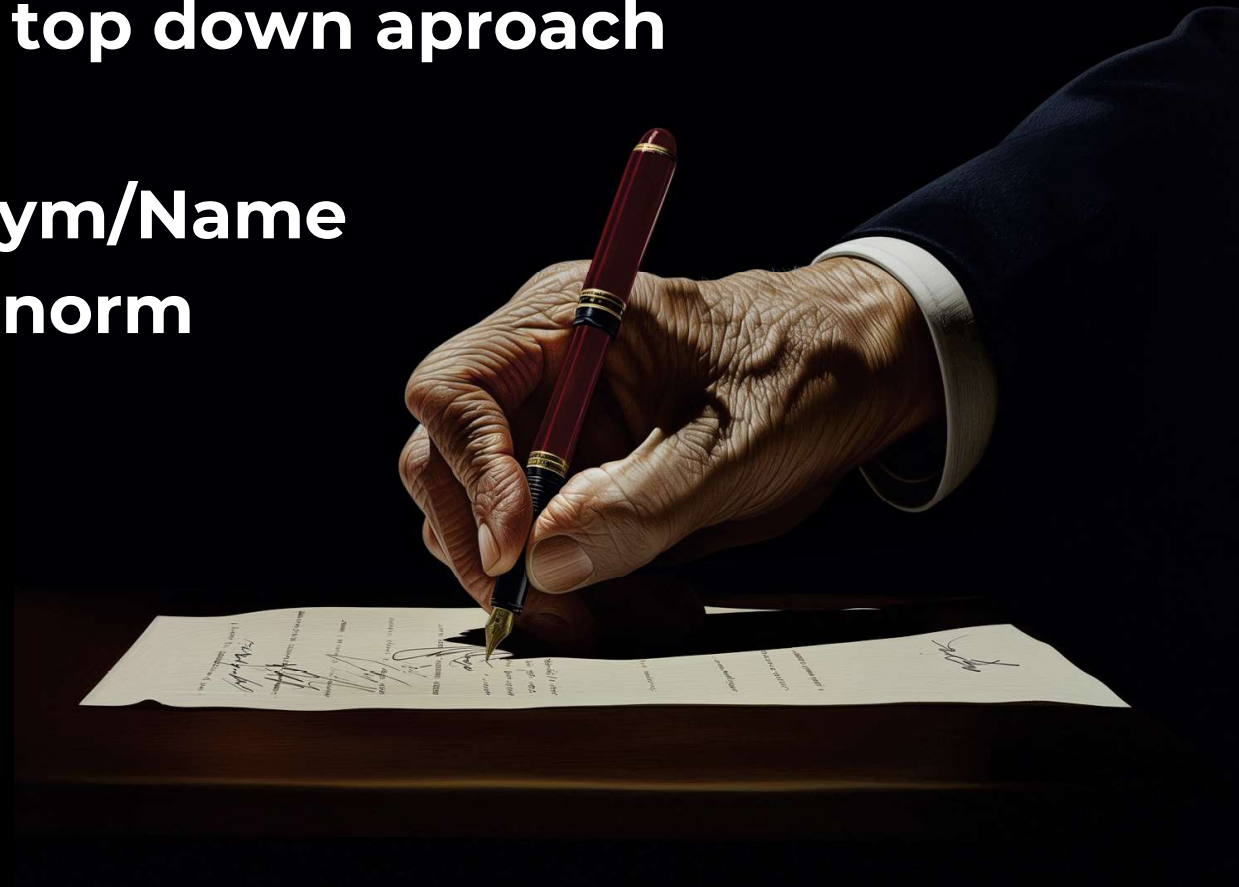
# Perspectives to the future

Ministry of justice and a top down approach

Engaging more states

Creating our own Acronym/Name

Recommending II as the norm



## **Perspectives to the future**

Police officers becoming researchers

Data: Other practitioners and researchers scrutiny

Access to data from beginners and advanced training

Direct and indirect assessment



## **Perspectives to the future**

### **Latin America: possibilities to share expertise**





## Conclusion

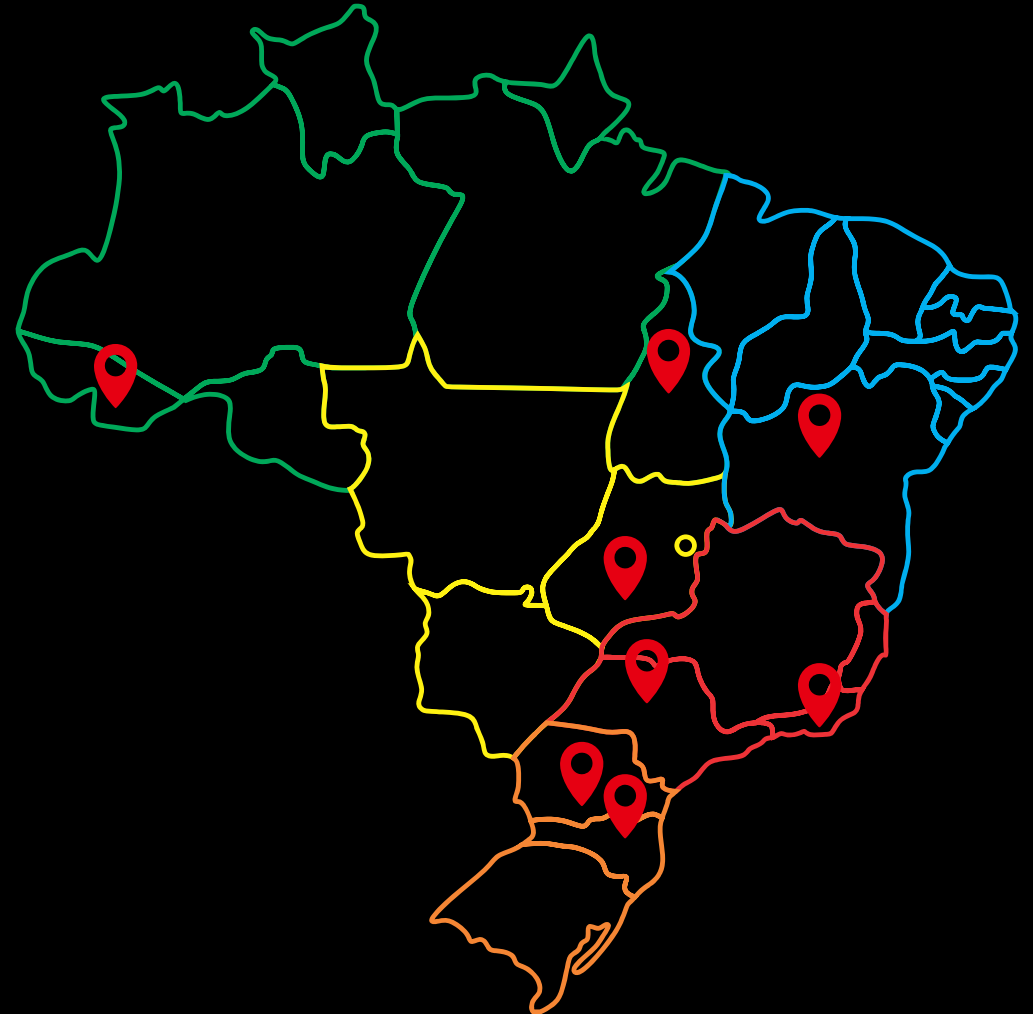
### Going towards change

Group of instructors implementing and developing trainings and materials

Interest from ministry of justice to implement

### Change in on its way but not completely done!

Need of protocols, laws, infrastructure and training assessment



# Thank You

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