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DEFENSIVE SHOOTING TRAINING IN THE PRESERVATION OF LIFE GIRALDI METHOD IN THE MILITARY POLICE OF SÃO PAULO AND NATIONAL POLICE OF CHILE, ECUADOR, PERU, BOLIVIA, EL SALVADOR AND MEXICO

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ABASTRACT

The Defensive Shooting Training in the Preservation of Life Giraldi Method has been used by the Military Police of the State of São Paulo since 1997, although developed in the late 1980s by Colonel Nilson Giraldi, of the Military Police of São Paulo, it was institutionalized within a reengineering process initiated shortly after the episode of police violence that became known internationally as "Naval Favela". This article presents an overview of the 27 years of use of this method in the Military Police of the State of São Paulo, from 1997 to 2024, in addition to considerations on the transversality with human rights and international humanitarian law, based on experiences in Chile, Ecuador, Peru, Bolivia, El Salvador and Mexico through its dissemination in specialization courses on the use of force, carried out by the Ecuadorian National Police. At the end, reflections are presented on the positive impacts of the application of this teaching method in relation to the change in behavior of police officers who undergo this training.

Keywords: Police Sciences. Training. Defensive Shot. Human rights.

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INTRODUCTION

Until the end of the 1990s, the Military Police of the State of São Paulo (PMESP) did not have an institutional training methodology focused on police shooting, so that the instructions were in charge of the officers and sergeants who acted as shooting teachers, as well as being able to teach any other discipline linked to operational service.

The absence of a training methodology does not imply that there were no guidelines regarding instruction, let's see, for example, the existence of the manual "The Revolver Shooting Technique", printed in 1975 by the Teaching Board of the Military Police Academy authored by Captain Iracy Vieira Catalano, a teacher of Police Shooting (CATALANO, 1975)

In the presentation of this manual we have the following reflections:

> Shooting instruction is a highly specialized teaching, and cannot be taught by laymen in the subject or even just interested parties. There is a need for a shooting instructor or teacher to have sufficient technical knowledge to transmit to his students all the essential fundamentals, in their smallest technical details. (CATALANO, 1975)

Thus, for this reason, from the Public Force and later in the Military Police, it was enough to be a sergeant or officer to teach shooting classes or any other police discipline.

Although there was no institutionalized methodology directing shooting training to the ready force, this is because the instruction manuals served only to guide classes in the training schools for sergeants and officers, due to the influence of the use of these manuals in the training of future teachers, it made them have the same training base, which already brought some standardization or at least a common base.

It is worth mentioning that this manual was divided into three parts, the first dedicated to the "precision shooting technique", which dealt with the importance of the basic fundamentals of shooting: body position; handle; alignment of sights; respiration; coordination of the sight with the shot; concentration; trigger control; and rhythmic sequence.

The second part brought the "defensive shooting technique" with the following themes: defensive shooting without the use of the gun's sights; close-range shots; firing positions; and oblique targets.

In the third part, the author presented technical complements: loading and unloading the revolver; physical preparation; qualities of the technician-instructor; Gray Anderson's considerations about training; quick draw techniques in defensive shooting; disarming techniques; basic training course; and practical course in pistol and revolver.

The training that was detached from the manual, in spite of dealing with defensive shooting, had a strong influence of Practical Sports Shooting, as can be seen in the citation

of the Olympic medalist Gray Anderson, gold in sports shooting at the 1964 and 1968 Olympics, and the concern with the time in the shooting (CATALANO, 1975)

Another evidence of the strong influence of Shooting Sports and at the same time of the absence of a shooting methodology that went beyond the school walls can be found in a guideline extracted from the Technical Manual of the Patrolman, of 1968, of the Public Force:

> If you are not able to practice in target shooting and rapid shooting in your Corporation, look for a club where you can do it, under proper guidance. It is assumed that after 300 or 400 shots under convenient guidance, a person can shoot with appreciable accuracy. When you are in this condition, exercise at least once a month; At this time, always replace the load of your weapon. (PUBLIC FORCE OF THE STATE OF SÃO PAULO, 1968)

Based on this orientation, we can adduce that there was no concern that the training would be conducted by a teacher from the institution, and it was up to the police officer to look for a shooting club where he could take classes in an appropriate way, disregarding, therefore, that shooting was trained by simulating concrete situations that could be encountered in the policing activity.

The concern with time and not with procedures ended up bringing many losses to the police and to the response to occurrences, as these disciplines were taught separately, but used simultaneously in real situations.

This issue, combined with the lack of a methodology for teaching police shooting outside the school environment, often left the police force in front of shooting techniques taken from instructions inspired by the Armed Forces (FFAA), because it was very common for members of the Armed Forces to enter the police career after the mandatory service time, thus using the paradigm of shooting training in war situations, where the opponent was the enemy that needed to be eliminated. (SÃO PAULO, 2013)

Another reason why many teachers resorted to methodologies used in shooting for the Armed Forces was the inadequacy of sport shooting or target shooting for police officers, who needed more appropriate instructions for their activities, as we can see from Serpa (1988):

> When someone participates in a target shooting competition, they are evaluating the quality of the hits, which they made in favorable conditions. If you don't get it right, the consequence is the frustration of not being victorious in that event. Surely, the shooter will say that in the next competition he will be more trained, will have more time and will be victorious.
> The police officer, when he does not succeed in what he planned, that is, to shoot solely and exclusively to interrupt an armed aggression, may suffer terrible consequences, such as his own death, or that of an innocent person injured unnecessarily. It is worth remembering that the next time in the life of a police officer

> may be in the following moments, or on that next corner, when he will not have time to evaluate or justify that he was not well prepared.

Thus, during the 1990s, that is, shortly after the promulgation of the Federal Constitution of 1988, some teaching methodologies dedicated to police shooting emerged that began to be disseminated by officers and sergeants to the police force, which brought something positive, but at the same time concerns for the PMESP, because these instructions were not institutionalized and, Therefore, they were not transmitted symmetrically to the more than 70 thousand police officers existing at that time in the institution.

Faced with this problem and in view of the lack of an institutional methodology, some PMESP officers began to look for alternatives that could fill this gap, among other teachers were Captain Serpa (1998), who taught police training based on American techniques, and Captain Olimpio, whose classes were based on Israeli techniques (GOMES et al, 1998).

In this context, in which several methods have come to be used in a personalized way by teachers, it is important to highlight that the current article does not intend to disparage these teachers or any other who has worked during this period, quite the contrary, it is important to highlight and value the commitment of these teachers, who concerned with the physical integrity and actions of their staff sought alternatives in order to better guarantee the differentiated use of force in the face of aggression coming from lawbreakers, recalling the words of Captain Serpa (1998), who highlighted the following in his classes:

> Everything that exists, of course, was developed by people with knowledge in the area and what is perceived is that there are no wrong techniques, but techniques that are more evolved than the others, more reliable and technically better, until another one appears more evolved for the situation.

In relation to the promulgation of the Federal Constitution of 1988, it is also noteworthy that several provisions related to Human Rights and International Humanitarian Law were incorporated, and that they needed to be included in the manuals and training of police institutions. This new paradigm needed to be initiated by a process of reformulation, which was not immediately changed, as it was a new paradigm to be built.

In parallel with the reformulation of teaching processes, there was also a need to promote cultural changes, which, much more difficult to implement, needed a certain amount of time to bring the expected results.

In the midst of the process of transformation of institutional models, both in the area of education and organizational culture, which sought to relate police procedures and

actions to the differentiated use of force, procedural actions were observed that were not aligned with the new paradigm of the use of force and especially of firearms, causing tragedies for society and the police themselves.

In the meantime, two events were remarkable on the national scene, including international repercussions. One that became known as the "Carandiru Massacre", in 1992, where, during a riot of prisoners in the Carandiru Detention House, after the need for police intervention, one hundred and eleven prisoners died; and another case, in 1997, which went down in history as "Favela Naval", which occurred in the city of Diadema, in which military police officers were filmed in scenes of police violence, and in one of the actions a person ended up being shot by a firearm, having died.

In view of these facts, there was great pressure in relation to structural changes not only in São Paulo, but in Brazil, substantiated through the Proposed Constitutional Amendment - 151 (PEC-151),[3] which in 1995 intended to make significant changes by creating unified state police, based on the extinction of the military and civil police. This PEC was justified by the Carandiru and Favela Naval cases, which determined to the PMESP Command urgency in structural changes, some that were already underway and others that became part of the agenda not only of the institution, but of the state of São Paulo itself.

Thus, in the classes and training of police shooting, there was a need to seek a single methodology, which was aligned with human rights and the dignity of people, and which, above all, could transform the behavior of police officers to the new paradigm of use of force, that is, that could go beyond the walls of the school environment and reach the effective for the annual training, in such a way that it was transversal to the other disciplines, such as the operational procedure, maneuverability and social service, which occurred through the institutionalization of Defensive Shooting in the Preservation of Life – Giraldi Method (TDPV MG).

INSTITUTIONALIZATION OF THE GIRALDI METHOD AT PMESP

Faced with the need for structural changes, the PMESP implemented the Community Police, which nowadays is considered as one of the Doctrinal Pillars, it also started several studies in the area of management and processes, and in the year 2000 there was the implementation of the Supervision and Standardization System (SISUPA) and in the training of police shooting, when in the second half of 1997, Colonel PM Nilson Giraldi, already a

[3] Available in < https://www25.senado.leg.br/web/atividade/materias/-/materia/124182> Accessed on 23 Oct. 2022.

veteran, made a presentation of his method to the High Command of the PM (MILITARY POLICE OF THE STATE OF SÃO PAULO, 2013).

The method had already been carried out by Colonel PM Giraldi through local instruction in the city of Bauru, since the late 1980s, and after being presented to the High Command of the PM in that year, it was approved and implemented by the Corporation as being the ideal training to be applied to all military police officers. (MILITARY POLICE OF THE STATE OF SÃO PAULO, 2013)

The PMESP, aware of the importance of creating this new training model for military police officers and aware of the benefits that this type of training could bring to its agents and São Paulo society, hastened to transform it into an official shooting instruction manual for the entire Institution, and then the Manual of Defensive Shooting in the Preservation of Life - Giraldi Method (M-19-PM) was published in 1999, which, from its existence, became mandatory in all training schools, as well as in professional improvement internships (annual training).

From the publication, a new phase of shooting training in the Military Police began, because through this new method the military police began to learn simple techniques and important tactics in the handling of weapons, in addition to the fact that the firearm should always be used with the initial concern of defense and with the purpose of preserving lives, both that of the police officer and that of third parties.

Corroborating the above assertion, we have the following text from M-19-PM:

> The "Giraldi Method" is not a simple shooting instruction, but a doctrine of the progressive use of force, including firearms, by the police and the police, with the purpose of serving and protecting society and the police officer himself, where procedure is the rule, shooting is the exception (MILITARY POLICE OF THE STATE OF SÃO PAULO, 2013)

In addition to what is contained in the M-19-PM, there is also an excerpt from an article produced by Colonel PM Giraldi published in the magazine "A Força Policial", in which he defines the Method:

> The "Giraldi Method" is not a simple shooting instruction, but a "Doctrine of Armed Action of the Police, and of the Policeman, with the Purpose of Serving and Protecting Society, and Himself", where everything that is possible to solve without the use of force, without shooting, without "bombs", without "invasions", without putting people's lives and physical integrity at risk, so it will be. But if the firearm, as a last alternative, has to be used, there will be no doubt about it; the Law so determines. (GIRALDI, 2006)

In this same article, the author demonstrates that the work of the military police at the "end of the line", if performed incorrectly, may lead to severe criticism of the institution by society, as follows:

> It is through the policeman who is at the "end of the line" that society judges the corporation to which he belongs, and not by what it has or performs in the rearguard. There is no point in having "PhD professors" in the rear if at the "end of the line" there are "illiterate", not in the broad sense of the word, but in the sense of not having been correctly prepared to perform their functions. It is through these "illiterate" that it can be consecrated or perish, and, if it perishes, all the "doctor professors" will perish together. That is why it is necessary to value and invest in this police officer. (GIRALDI, 2006)

It also maintains, in this same article, that:

> The greatest crises of a police force occur when its weapons intended to serve and protect society turn against it, such a situation leads to greater demoralization of the State and consequently to disrespect for Human Rights (GIRALDI, 2006)

The main foundation of the Method is the preservation of life, whether of the military police officer or of third parties, using simple and practical techniques, in this area, the following stand out from the M-19-PM:

> Teach the police officer how to use firearms and procedures with technique, with tactics, with psychology, with professionalism, and within the limits of the Laws to serve and protect society and himself;
> Return, in whole, to the bosom of his family after a day of work; and not to the morgue, to a wheelchair, to a pair of crutches, or to prison; to preserve their life and freedom; Not to cause tragedies. (MILITARY POLICE OF THE STATE OF SÃO PAULO, 2013)

In this way, the method has as its main objective to prepare the police officer to use his firearm with tactics, with technique, within the limits of the Laws, and Human Rights, to serve and protect himself and Society, having as a priority the preservation of people's life and physical integrity, starting with his own and those of innocent people, thus freeing him from lawsuits and possible convictions.

The firing of a firearm is considered to be the last alternative, within the legality, based on the principles of necessity, proportionality, opportunity and quality, with the purpose of trying to paralyze a violent and cowardly action, by the aggressor, against someone's life.

Colonel Giraldi, in another passage of the article published in the Police Force Magazine, clarifies that "The Giraldi Method seeks to teach the police officer to return intact to the bosom of his family after a day of work, and not to go to the morgue, to a wheelchair, or to prison." (GIRALDI, 2006).

GIRALDI METHOD, HUMAN RIGHTS AND INTERNATIONAL HUMANITARIAN LAW

In the current literature there is a wide variety of information and concepts about what Human Rights are and what they are for. The PMESP, in the Manual of Fundamentals: Ostensive Police and Preservation of Order, prepared with the purpose of consolidating the main information and practices that a military police officer usually needs to prove in the performance of his activity, brings in one of its chapters explanations about the application of Human Rights and the importance they have, in this way:

> A set of basic and inherent rights for all human beings, regardless of race, sex, nationality, ethnicity, language, religion, political opinion or any other condition. These are indispensable rights for a human life based on freedom, equality and dignity, which cannot be abolished, renounced, alienated or violated.
> They constitute universal legal guarantees, enshrined in different sources of law (treaties, customary law, principles, laws, etc.) and formalized through international instruments designed to protect individuals and social groups against actions or omissions by governments, which are harmful to fundamental freedoms and human dignity. (MILITARY POLICE OF THE STATE OF SÃO PÁULO, 2020, p. 22)

Therefore, it is verified that the precepts of Human Rights make up one of the doctrinal pillars of the PMESP, with emphasis on the defense of Life, Physical Integrity and Dignity of the Human Person during police action.

The Fundamentals Manual also presents the Code of Conduct for Law Enforcement Officers, consolidated in eight articles, which is a guiding standard on ethical foundations that must be observed by law enforcers with regard to Human Rights and must be followed by all military police officers in all their actions.

> Article 1 Law enforcement officials must always fulfill the duty imposed on them by law, serving the community and protecting all persons against illegal acts, in accordance with the high degree of responsibility that their profession requires.
> Article 2 In the performance of duty, law enforcement officials shall respect and protect human dignity, and uphold and uphold the human rights of all persons.
> Article 3 - Those in charge of the application of the law may only use force when strictly necessary and to the extent required for the fulfillment of their duty.
> Article 4 Information of a confidential nature in the possession of those in charge of law enforcement must be kept secret, unless the fulfillment of duty or the need for justice strictly requires other behavior.
> Article 5 No law enforcement officer may inflict, instigate or tolerate any act of torture or any other cruel, inhuman or degrading treatment or punishment, or invoke superior orders or exceptional circumstances, such as a state of war or a threat of war, threat to national security, internal political instability or any other public emergency, as a justification for torture or other cruel, inhuman or degrading treatment or punishment.
> Article 6 Law enforcement officials shall ensure the protection of the health of all persons in their custody and, in particular, shall take immediate measures to ensure medical care whenever necessary.
> Article 7 - Those in charge of law enforcement must not commit any acts of corruption.
> They must also vigorously oppose and combat all these acts.
> Article 8 - Those in charge of law enforcement must respect the law and this Code.
> They must also, to the extent possible, avoid and rigorously oppose any violations of

> the law and this Code. (MILITARY POLICE OF THE STATE OF SÃO PAULO, 2020, p. 26-27)

Therefore, police-military activity is directly related to the protection and promotion of Human Rights, as well as to the fulfillment of the mission of serving and protecting people.

In this way, the Giraldi Method since its creation has positioned itself fully in accordance with the laws, with human rights, and with all international treaties to which Brazil is a signatory, as well as seeking to meet the principles of the UN Charter on the subject, with this PMESP obtained the respect of the bodies that defend Human Rights, both nationally and internationally, a fact that is observed by the indication of the Giraldi Method by the International Committee of the Red Cross (ICRC) for human rights courses in police forces in Latin America, as will be described below.

This recognition cannot be considered unusual, not least because the Military Police, as a provider of emergency services in public security, must correspond to one of the greatest institutions protecting Human Rights, since it is to it that citizens turn when their rights are infringed.

GIRALDI METHOD IN LATIN AMERICA AND TRANSVERSALITY WITH HUMAN RIGHTS

The Giraldi Method faithfully obeys the principles of the UN Charter on this subject; complies with the principles of the International Committee of the Red Cross (ICRC) and Human Rights; as well as respecting the dignity of people.

The M-19-PM clarifies that:

> on the initiative and sponsorship of the International Committee of the Red Cross, through an international commission appointed by it, the "Giraldi Method" was transversalized with the principles of the UN Charter on the subject; with the international conventions and treaties to which Brazil is a signatory; with the "Seven International Standards for the Defense of the Citizen; with "Human Rights", having been fully approved for being fully in accordance with its determinations and norms (POLÍCIA MILITAR DO ESTADO DE SÃO PAULO, 2013)

In order to corroborate the information presented above regarding the transversality of the Giraldi Method and that the Method is approved by experts from the UN, the International Committee of the Red Cross, the International Community Police, and national and international police forces, Salgado (2022) presented in his research on the occasion of his master's degree in Police Sciences, at the Center for Advanced Security Studies (CAES), interviews with teachers of the Giraldi Method who have taught classes in Ecuador, Peru, Bolivia and Mexico, which are summarized below.

Major Joffre Rubén López Ruano, of the Ecuadorian National Police, explained that the Ecuadorian National Police has a Continuous Comprehensive Training Program, consolidated by the Department of Education, which is responsible for teaching shooting, and that the discipline Defensive Shooting in the Preservation of Life - Giraldi Method is transmitted in specialization courses for Human Rights instructors and specialists in the Use of Force. That in his country there was, on average, the training of thirty teachers of the Giraldi Method per year, between the years 2010 and 2019.

He also clarified that the International Committee of the Red Cross, with its own resources, has invested in specialization courses for teachers in that police institution, and, in this way, the said Committee ends up approving that the Defensive Shooting in the Preservation of Life – Giraldi Method, which is taught to future Human Rights teachers and specialists in the Use of Force in that country.

Still in Ecuador, the interviewee pointed out that in 2016, the National Police Education Directorate invited Major Caparroz and Lieutenant Colonel Sérgio Nishi, members of the PMESP, who stayed for two weeks transferring all the knowledge necessary for the training of teachers of the Giraldi Method to six teachers of the National Police of Ecuador, who became responsible for the Giraldi Method for the other police officers of that institution.

He noted that in 2014, the year in which Major Lopéz attended the IV Specialization Course in the Use of Force, together with him, the student body was composed of thirty Ecuadorian police officers, including officers and enlisted men, and ten officers representing the following countries: Argentina; Bolivia; Brazil; Mexico; Panama; Paraguay and Peru, and all the graduates had the diploma of Defensive Shooting teacher in the Preservation of Life Giraldi Method, with the possibility of teaching classes in their countries.

This class of 2014, formed in Ecuador, made it possible for at least two graduates to come to teach in other Latin American countries, the federal police officer of Mexico, Enriquez Ruperto, who taught TDPV MG classes for the National Civil Police of El Salvador; and Captain Leon Pocra, of the Peruvian National Police, who has been teaching classes on a regular basis through his institution's Anti-Drug School, and who also collaborated with Salgado's research (2022), to bring information on how the Giraldi Method has followed in Peru.

Captain Ramon Armando Leon Pocra, Instructor, General Directorate of Democratic Security of the Ministry of the Interior, of the Peruvian Police, reported that the Giraldi Method is an institutionalized discipline of 80 (eighty) hours inserted in the curriculum of the instructor training course in "Human Rights Applied to the Police Function", and also used in

the independent specialized police shooting course, since the Giraldi Method has become the standard method used by the Peruvian National Police.

In one of the responses, he reported that his country's National Police conducts one training course for instructors in Human Rights per year, with the participation of thirty to fifty police officers, and that it has an average of four short training sessions with a capacity for fifty participants, noting that these numbers refer to the period before the Coronavirus Pandemic (COVID).

In addition, Captain Leon clarified that when a new training course for instructors in Human Rights was initiated, the Peruvian National Police has informed the Red Cross, due to the fact that it supports the course through educational materials, food, and other academic aspects, so it was possible to observe that the Giraldi Method is used as a curricular subject in the training course for human rights teachers has been validated by the International Committee of the Red Cross also in Peru.

Leon also pointed out that in the teacher training course held in 2019, Major Caparroz, from the São Paulo Military Police, was invited, as well as Major Armando Azurduy, from the Bolivian National Police, both students along with the interviewee, in the course held in Ecuador in 2014.

Major Azurduy, in an interview, informed that, like Captain Leon, he has been teaching TDPV MG classes at the Escuela Superior de Policía, of the National Police of Bolivia, but only as a discipline within the other curricula, having not yet been institutionalized in that country in a broad way, although he and other officers have worked for this.

Based on interviews with Salgado (2022), it was possible to verify that between 2010 and 2019, the Giraldi Method was widely disseminated through the training of teachers within the Use of Force course, developed with the contribution of the ICRC.

Another important piece of information on the use of the Giraldo Method in Latin American countries was obtained at the Technical Meeting of TDPV MG Teachers, organized by the School of Physical Education (EEF) of PMESP, held in 2015 in the auditorium of the Military Police Operations Center (COPOM),[4] where in one of the panels, the participation of Colonels Fernando Alencar Medeiros and Robson Cabanas Duque was highlighted, both at the time in the rank of captain and at different times, in the National Police of Chile (Carabineros), acting as teachers, through the Red Cross.

[4] Notes from the authors who participated in the Technical Meeting of TDPV MG Teachers, held at the Military Police Operations Center, São Paulo – SP, in October 2015.

Still talking about the dissemination of the methodology under study in Latin America, in 2023, in October, after authorization from the National Secretary of Public Security, Major Luis Humberto Caparroz and Sergeant Renato Moreira Cardoso, both in the PMESP reserve and then members of the National Public Security Force, were invited by the Director of the Police Training Institute, of the City of Celaya, Mexico (2023), forming a group of twenty-seven teachers with the prospect that these trainees would start to instruct the Giraldi Method in that police training institution[5].

In this way, in view of the material gathered, it is possible to verify the transversality of Defensive Shooting in the Preservation of Life Giraldi Method with Human Rights and International Humanitarian Law, in addition to its acceptance by several police forces in Latin America, such as Ecuador, Chile, Peru, Bolivia, Mexico and El Salvador, with the exception that other countries may have incorporated the TDPV MG from the teachers trained by the National Police of Ecuador, which, in the meantime, became a hub for disseminating the Giraldi Method to Latin American countries.

CONCLUSION

The present study evaluated the Defensive Shooting in the Preservation of Life Giraldi Method, from the perspective of what its creator, Colonel PM Nilson Giraldi, asserts, would not be a simple shooting instruction, but a doctrine that teaches the person responsible for the application of the law to use his firearm in defense of himself and society, in order to strictly comply with the law and institutional norms, which would enable them to return to their home and family at the end of their duty shift, that is, that the application of this methodology would increase the possibilities of the police professional to remain alive, free and whole, as observed in their manual (POLÍCIA MILITAR DO ESTADO DE SÃO PAULO, 2013).

He also made a historical analysis of the period prior to the institutionalization of the TDPV MG, thus bringing important reflections on the maturation of shooting training in the last years of the Public Force to the need to increase structural changes in the Military Police of the State of São Paulo in the face of the events known as "Carandiru Detention House" and "Naval Favela".

Several normative instances were presented and analyzed that validated the institutionalization of TDPV MG and demonstrated its transversality with Human Rights (HRD) and International Humanitarian Law (IHL).

[5] Available at "https://www.celaya.gob.mx/comunicados/2023/con-exito-concluye-capacitacion-de-personal-de-la-secretaria-de-seguridad-en-el-metodo-giraldi/" Accessed on 10 Jun. 2024

Through interviews obtained from Salgado (2022), it was found that the method has been disseminated in Latin America, which has occurred directly through the contribution of the International Committee of the Red Cross from incentives for the method to be taught in the International Specialization Course on the Use of Force held by the National Police of Ecuador, which allocates vacancies for human rights police teachers in Latin American police forces.

Thus, the descriptions in the interviews indicated that other courses took place in addition to Ecuador, in Chile, Peru, Bolivia, El Salvador and Mexico, however, the institutionalization of this method was not observed in any of the cases to replace others adopted by these police forces, except in Ecuador.

Notwithstanding what happens in these countries, the TDPV MG has proven to be valid in the Military Police of São Paulo where it has been applied for 27 years, because, apart from inadequate procedures that may eventually occur, this training is undeniably guided by principles of citizenship with full transversality with Human Rights and International Humanitarian Law.

Since these principles are inscribed in all the curricula of training, training and specialization of the PMESP, this imposes on the military police a strong proposal for a change in behavior out of awareness of their moral and legal duty to enforce the laws within the principles of differentiated use of force, in order to become a protector of human rights. and, secondly, for those who are not convinced of these premises, the presence of TDPV MG in the fundamental estates of the PMESP helps to control the actions of these police officers, who cannot distance themselves from the scope of the rules, since TDPV MG is transversal to the other curricular disciplines.

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