Policing with the community
User’s guide
This training pack on community-based policing (CBP) has been developed for use by trainers within the Kenya Police, Administration Police and civil society to strengthen awareness and deepen capacity and understanding within the police and the public to effectively implement community-based policing in Kenya.

The content of this training pack is structured according to the Training Curriculum on community-based policing in Kenya compiled by the Kenya Institute of Administration in collaboration with Justus Okoko and Graham Mathias, in February 2004. The development of these training materials was supported by contributions and suggestions of a CBP task team which was established in January 2006 and comprised representation from the Kenya Police, Administration Police and civil society groups. The authors and publishers are particularly grateful to these organisations and others who provided this assistance, both stakeholders and partners. The training pack should serve as a significant milestone in the effective implementation of CBP in Kenya.

The training pack reflects the experiences, methodologies and lessons learned from the implementation of community-based policing in Kenya at both the national and local levels, in particular from the CBP pilot sites in Kibera and Isiolo districts. It also seeks to reflect the experiences and best practice of CBP practitioners from other part of Africa as well as internationally.
Foreword by the Permanent Secretary, Provincial Administration and National Security

The Kenya Government is fully committed to the nationwide implementation of community-based policing as a core strategy for proactive improvements in public safety and security. In this regard, a number of achievements have been made. One of these was the production of a Community Policing Training Curriculum, which has provided an important foundation in the training of security officers and included civic virtues, people involvement and security consciousness.

The preface of the Training Curriculum reiterated the intention of the Government of Kenya that community-based policing (CBP) should be at the heart of our police reform agenda so as to strengthen trust, partnership and accountability between police and public. This indeed is the foundation and critical challenge for community-based policing.

The preparation of this CBP training materials pack marks another milestone. They are based on the CBP training curriculum. They are most timely. Their preparation has benefited from contributions by the Kenya Police, Administration Police and Civil Society representatives. They build on the training thus far undertaken in Kenya and the good practice and lessons learnt. They also draw an international community policing expertise and experiences, which can be tailored to meet the needs of Kenya.

This CBP training materials pack should be viewed as a ‘toolbox’ for training, sensitisation and improving understanding. It is not intended to be definitive. However, it must be adopted and adapted to meet local needs and available resources. As a result these materials, and the strategies you develop, should be flexible and open to change. On behalf of the Government of Kenya we hope that you find them a valuable aid to the delivery of CBP and we look forward to receiving your feedback.

By applying the range of training materials provided, together with the principles and practices advocated, the chances of CBP being successful in Kenya will be significantly increased.

I take great pleasure in commending this CBP training pack, which will ensure that we build on our achievements and, working together with communities, we make and keep Kenya a safe place for all.

Committed to community-based policing
Mr Cyrus T Gituai, OGW
2007
Training pack overview

What is the purpose of this training pack?
This training pack has been developed for use by police and civil society trainers involved in the provision of training on community-based policing to governments, civil society, donor organisations and communities. It provides users with a set of off-the-shelf materials which can be drawn upon to design and adapt training materials and deliver training.

What does this training pack contain?
The training pack contains the following resources for planning, designing and delivering training:

Training materials
- User’s guide (containing training tips and a detailed list of all CBP materials)
- Lesson units
- Handouts
- Case studies
- PowerPoint slides
- Trainers’ notes
- CD
- Supplementary reading list
- Glossary
- Sample participant and trainer evaluation forms

Terminology

Handout: materials given to participants either during or after specific workshop sessions.

Lesson unit: a one-page outline for the trainer of the main structure and contents of a training session, and the materials and time required; each lesson unit is based on a specific learning objective (what the participants should be able to do once the session is over). In certain instances, where lessons follow closely on from one another, they are arranged as two or more linked units.

Module: several sets of lesson units grouped together according to a specific theme

Set: a grouping of lesson units which can be used in a specific sequence, either because based on a similar theme or because of increasing levels of complexity.

Trainers’ notes: a detailed guide for the trainer structured according to the agenda of the workshop and including each session’s learning objective and content, visual materials needed and important reminders.

Visual aids: different visual materials needed for workshop sessions such as flipcharts, PowerPoint slides, photos, etc.
How should the training pack be used?
The pack is designed to be practical and user-friendly, and is divided into the following six modules:

Module 1: Introduction to community-based policing
Module 2: Community engagement
Module 3: Partnership policing
Module 4: Crime prevention and reduction
Module 5: Legal framework and human rights
Module 6: Strategic management

Each module is grouped into individual training sessions, with each session consisting of a mix of lesson unit (LU), trainers’ notes (TN), case study (CS), handout (HO) and/or PowerPoint (PP) slides. Materials from one module can be combined with materials from other modules to develop a needs-based training programme. The materials in each module are sequenced in such a way that they each build on and reinforce each other.

A CD is also included with this training pack. It contains, in electronic format, all of the training materials from the training pack, which trainers can use to adapt and use as needed. The materials can be downloaded directly from the CD and adapted as needed to specific contexts or training needs. The lesson units, handouts, case studies and trainers’ notes appear in Microsoft Word format, while the slides appear in PowerPoint format.

The materials are all numbered to facilitate easy access and filing, and to indicate the sequence in which materials should generally be used.

What is the purpose of the lesson units?
The lesson units contained in the training pack are intended as a resource for trainers who are organising and delivering training workshops, as well as facilitating strategic planning and project meetings. They provide trainers with the basic methodology for how to plan a session, what issues to discuss, the materials required for the session and how long the session should take. The lesson units are aimed at individuals with some training experience.

How are the lesson units structured?
The format of the lesson units is based on David Kolb’s theory of adult learning, and in particular, what he refers to as the four stages of learning (see next section for more information on the Kolb cycle). These four stages are demarcated by four headings which repeatedly appear on all lesson units in the following sequence: experience, observation/reflection, theory/principles, experimenting/planning. Under each heading, specific instructions are provided to guide trainers. Trainers should follow the instructions step-by-step in a clock-wise direction beginning with the lowest numbered stage and continuing through to the highest.

Each lesson unit is numbered. The top left box indicates the numbering, the learning objective, the suggested time required for the session and the supporting materials needed. The supporting materials generally refer to relevant handouts, case studies and PowerPoint slides. The box in the bottom right hand corner of the lesson unit indicates if the unit stands alone or if it is linked to other units and follows a sequence.
What is a Kolb cycle?
The lesson units are based on David Kolb’s theory of adult learning, which was developed in the
1960s. Kolb believed that a learning experience consists of a cycle of four stages, and in order for
adults to learn something deeply, they need to experience all four stages in sequence. The four stages
are:

- **Experience**: having an experience / carrying out the task.
- **Observation / reflection**: stepping back and reviewing what has been done and experienced.
- **Theory / principles**: interpreting the events and understanding the relationships between
  them; theory is helpful at this stage as a template for framing and explaining events.
- **Experimenting / planning**: taking the new understanding and thinking about how to refine
  the way the task is carried out.

According to Kolb, it does not matter at which stage the cycle is entered. However, all four stages
must be completed in sequence. For example, you can start with an experience, and then move to
observation / reflection, theory / principles and conclude with experimenting / planning.

What are learning objectives and why are they important?
When designing training, it is important to be clear about the specific objectives of each session in the
workshop. For example, what change do you, as the trainer, want to see in the participants after they
have completed the session? What specific skill, task or knowledge do you want them to gain as a
result of the session? Learning objectives should explicitly state what the participants should be able
to do differently once the session is completed. An example of a sample learning objective could be:

- List and describe the key steps involved in developing a crime prevention strategy

How should the lesson units be used?
The lesson units differ in terms of the ways in which they can be used. Some of the lesson units are
designed as stand alone units, which can be used individually and do not need to be used in
association with other lesson units.

Stand alone lesson units can also be combined with lesson units from other modules to design a tailor-
made workshop agenda. For example, lesson units from module 1 on Introduction to Community-
based policing can be combined with lesson units in module 6 on Strategic management, to develop a
tailor-made workshop. The lesson units are intended for mixing and matching and to enable trainers to
select specific lesson units to develop a tailor-made training package.

Some of the lesson units are linked to other lesson units. The lesson units which are linked to one
another and which follow a specific sequence are identified through the box in the bottom right hand
corner. They are designed as step-by-step learning aids. It is recommended that these lesson units are
used in the sequence indicated. However, you may decide, depending on the time available and the
existing knowledge and experience of participants, that some of the lesson units in the sequence can be merged or left out.

Each lesson unit has a rough estimate of the time needed to complete the session. This will vary however depending on the size and nature of the group, the pace of the trainer, as well as if the session is being run in more than one language, with simultaneous or consecutive language interpreting. Allow additional time for a larger group and if interpreting is required.

**How should the supporting materials be used?**

The case studies contained in the training pack can be used exactly as presented or they can be modified, adapted or substituted with other examples as needed. They are included to act as a guide to the trainer as to the type of case study which could be used for a specific lesson unit. In general however, it is good to ensure that case studies which are used are not excessively long or complicated as this will lengthen the amount of time it takes participants for reading and comprehension.

Some lesson units come with one or several handouts which consist of supplementary reading material to be handed out to participants during the course of the workshop. It is generally advisable to distribute relevant handouts at the end of each workshop session, as opposed to distributing them during the session, which can be distracting.

Flipchart paper and a flipchart stand are required for most of these sessions. Most lesson units refer to PowerPoint slides (PP). Where it is not possible to use PP, flipcharts or overhead transparencies can be used instead although this requires that the contents of the PP slides be written up on flipchart in advance of each session. The PP slides which accompany each lesson unit can be used as they appear or can be adapted and changed as needed to suit the specific objectives of each session and the target audience.

Some of the lesson units refer to writing things on ‘cards’, which refers specifically to the use of index cards (or small pieces of blank paper eg post-it notes).

**Can the training materials be adapted?**

The training materials in the pack tend to be generic in content and can apply to a range of different audiences and can be used in different regions. However, it is recommended that the training materials be adapted to the specific needs of workshop participants to ensure that they are relevant to the local context. In some cases, case studies and handouts may include examples from a range of different regions which trainers can choose from. However, it is more often the case that the trainer will need to add country or region-specific examples to the materials.

This said, there may also be instances where examples from a range of different regions and countries should be used in order to be conflict-sensitive or to expose participants to experiences and examples from other countries and regions.

Materials should also be adapted as appropriate to varying field conditions. Available facilities will vary in terms of physical conditions, infrastructure and technology. While one training workshop may be conducted in a electronically equipped training venue, another may take place on the roof of a supply building and or in an open field. Trainers must therefore take into account the setting in which the training will be offered when selecting appropriate methodology and materials, determining numbers of trainees and drafting programmes.

For example, the duration of sessions will be affected by temperature and weather in the case of outdoor courses or courses for which fans, heaters or other appropriate climate control devices are not available. Where temperature is a factor, the hours of courses will also be affected. Similarly,
flipcharts and handouts must be used where electric facilities are not available for PowerPoint slide projection or overhead transparency. If interpretation is to be employed, lack of facilities for simultaneous interpretation will require the use of consecutive interpretation, which in turn will cut the available time for course sessions in half. A lack of desks or tables will mean that more printed materials will be required for distribution, as note-taking may be impractical. Finally, if you are forced to hold training sessions in the workplace of the target audience owing to a lack of alternative facilities, organisers should plan for additional time, as conflicting duties will almost invariably be imposed on some of the participants. These are only a few of the eventualities to be taken into consideration during the planning of courses in the field.

**Does the training require a participatory approach?**

These training materials are based on a participatory approach to training that seeks to be interactive, flexible, relevant and varied, as described below:

**Interactive**
Adult training audiences most readily absorb training curricula when they are not ‘spoon-fed’ the material. Rather, for effective training, the participants should be fully involved in the process. The participants, as practitioners, will bring to the course a wide range of experience and expertise, which trainers should actively seek to draw upon.

**Flexible**
Furthermore, and contrary to certain myths associated with training adults, it is not advisable to adopt a ‘military commander’ approach in an attempt to force or order participants to participate. The result of such techniques is, more often than not, the sowing of resentment among participants and, consequently, the closing-off of effective avenues of communication between trainer and participant. While a certain level of control should be maintained by the trainer, the first rule should be flexibility. Questions, even challenges, should be welcomed from the audience and should be addressed by trainers in a positive and forthright manner.

**Relevant**
The participant’s unspoken question throughout the course will be: “What does this have to do with my daily work?” The extent to which the trainer continuously answers this question will be an important measure of his or her success. Every effort must therefore be made to ensure that all material presented is relevant to the work of the audience and that such relevance is made clear where not self-evident.

**Varied**
To secure and retain the active engagement of participants, it is best to vary the teaching techniques used throughout the course. Most adults are not accustomed to long classroom sessions, and a tedious and monotonous routine will ultimately leave them more conscious of the classroom than they are of the subject matter. Use a varied selection of techniques, alternating discussions with role plays, and case studies with brainstorming, as appropriate to the subject matter.

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1 Ibid.
What participatory training techniques should be used?²

Trainers should ideally seek to use a wide range of participatory training techniques to maximise participation. The following are some of the participatory techniques that can be used with these training materials. The lessons units clearly indicate when some of these techniques can be used.

Presentation and discussion
Following a presentation, an informal discussion is useful to clarify points and to facilitate the process of translating ideas into practice. Such discussions are facilitated by the trainer who should try to involve all participants. It is useful for trainers to have a prepared series of questions available to initiate the discussion. At the conclusion of the presentation and discussion, the trainer should provide an overview or summary.

Group work
The training materials are based on a participatory approach to training which involves a fair amount of smaller group work. The underlying rationale is that small group learning can often be more effective than large group or individual learning as it is more participatory, builds team work and a common sense of purpose and enables participants to feel a greater sense of ownership over the learning process. The lesson units refer to several types of group work which are as follows:

Random groups: refer to grouping participants randomly, the benefits of which are that it enables them to begin to get to know each other, share experiences and be exposed to different perspectives.

Working groups: refer to groups comprised of participants who work on the same issues or who come from the same geographic area (country or region). Working groups are particularly useful in sub-regional workshops where it may be useful for individuals from the same country/region who have previously never met or worked together to develop a sense of teamwork and develop common strategies for action.

Buzz groups: refer to grouping participants randomly in small groups of two or three, normally with the individuals sitting on either side of them. These groups are useful for quick discussions.

When dividing the group into smaller groups to complete specific activities, it is useful to ensure that they designate someone to take notes of the discussion and someone to present their main points to the wider group if necessary. A member of the group should also be designated as time-keeper to ensure that the group completes their activity within the allotted time and that the group does not waste time on irrelevant details.

Case studies
In addition to dealing with discussion topics, working groups can consider case studies. These should be based on credible and realistic scenarios which are not too complex and which focus on two or three main issues. Case studies should require participants to exercise their professional skills when responding to them.

Brainstorming / problem-solving
Brainstorming exercises are useful for quick, participatory exercises to seek solutions to problems that are both theoretical and practical. They require a problem to be analysed and then solutions to be developed. Brainstorming encourages and requires a high degree of participation and it stimulates those involved to maximum creativity. Following the presentation of a problem or question, all ideas in response to it are recorded on a flipchart. All responses are recorded, no explanations are required.

and no interventions are judged or rejected at this stage. The trainer then categorises and analyses the responses – at which point some are combined, adapted or rejected. Finally, the group makes recommendations and takes decisions on the problem. The learning or sensitisation process occurs as a result of the group discussion around each suggestion.

Simulation/role play
These exercises require participants to perform a task or tasks in a realistic situation simulating ‘real life’. Simulation or role play exercises may be used to practise a skill or to enable participants to experience hitherto unfamiliar situations. A written account of a factual situation is distributed in advance and each participant is allocated a role (the police officer, the victim, the witness, the judge, etc.). During the exercise, no one is allowed to depart from his or her assigned role for any reason. This technique is particularly valuable for sensitising participants to the feelings and perspectives of other groups and to the importance of certain issues.

Field trips
Group visits to relevant institutions or places (a police station, a community safety information centre, a detention centre, etc) can provide valuable insight. The purpose of the visit should be explained in advance, and participants should be instructed to pay critical attention and to record their observations for a subsequent discussion.

Visual aids
Adult learning can be enhanced by the use of flip charts, PowerPoint slides, blackboards, overhead transparencies, posters, displayed objects, photographs, slides, videos and films. As a general rule, information produced on PowerPoint slides and charts should be brief and concise, and in outline or list form. If more text is required, use hand-outs.
List of training materials

Modules
01 Introduction to community-based policing
02 Society and community
03 Partnership policing
04 Crime prevention and reduction
05 Legal framework and human rights
06 Strategic management

Format:
LU = Lesson unit
TN = Trainer’s notes
PP = PowerPoint slides
HO = Handout
CS = Case study

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<th>Number</th>
<th>Format</th>
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<tbody>
<tr>
<td>01.01</td>
<td>LU</td>
<td>Describe CBP and list key principles and characteristics</td>
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<td>01.01</td>
<td>PP</td>
<td>CBP overview</td>
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<td>01.01</td>
<td>HO</td>
<td>Ten principles of CBP</td>
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<td>01.01</td>
<td>HO</td>
<td>CBP in action</td>
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<td>01.01</td>
<td>HO</td>
<td>CBP process</td>
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<td>01.01</td>
<td>HO</td>
<td>Four dimensions of CBP</td>
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<td>01.01</td>
<td>HO</td>
<td>Management and operational issues</td>
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<td>01.01</td>
<td>HO</td>
<td>What CBP is and is not</td>
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<tr>
<td>01.02</td>
<td>LU</td>
<td>Describe origins of CBP and how it differs with ‘professional’ policing</td>
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<td>Origins</td>
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<td>01.03</td>
<td>LU</td>
<td>List key CBP stakeholders and describe their main responsibilities</td>
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<td>PP</td>
<td>CBP stakeholders</td>
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<td>01.04</td>
<td>LU</td>
<td>List and describe the four phases involved in implementing CBP</td>
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<td>01.04</td>
<td>PP</td>
<td>Implementing CBP</td>
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<td>01.04</td>
<td>HO</td>
<td>Tips for effective implementation and addressing challenges</td>
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<td>01.04</td>
<td>HO</td>
<td>Police reform through CBP: Implementation framework</td>
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<td>01.04</td>
<td>CS</td>
<td>Implementing CBP in Kenya</td>
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<td>01.05</td>
<td>LU</td>
<td>Identify key benefits and potential challenges for implementing CBP and ways for addressing them</td>
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<tr>
<td>01.05</td>
<td>PP</td>
<td>Benefits and challenges</td>
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<td>01.05</td>
<td>HO</td>
<td>Implementing CBP: Critical success factors</td>
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<td>01.06</td>
<td>LU</td>
<td>List and describe key lessons learned from implementing CBP</td>
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<td>Lessons learned</td>
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<td>01.06</td>
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<td>Lessons learned in South Africa and Malawi</td>
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<td>01.07</td>
<td>LU</td>
<td>Describe the role of the police and communities in controlling the misuse and proliferation of small arms in Kenya</td>
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<td>01.07</td>
<td>PP</td>
<td>CBP and small arms and light weapons (SALW)</td>
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<td>SALW definitions</td>
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<td>HO</td>
<td>Addressing SALW proliferation and misuse through CBP in Kenya</td>
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<td>01.08</td>
<td>LU</td>
<td>Describe security sector reform (SSR) and how it relates to police reform and CBP</td>
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<td>01.08</td>
<td>PP</td>
<td>CBP and SSR</td>
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<td>01.08</td>
<td>HO</td>
<td>Policing and SSR</td>
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<td>01.08</td>
<td>HO</td>
<td>Role of civil society in SSR</td>
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<td>01.09</td>
<td>LU</td>
<td>List and describe key lessons learned from police reform around the world</td>
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<td>01.09</td>
<td>PP</td>
<td>Police reform</td>
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<td>01.09</td>
<td>HO</td>
<td>Police reform and SSR: Kenya’s experience</td>
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<td>Sierra Leone</td>
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<td>01.09</td>
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<td>Northern Ireland</td>
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## 02 Society and community

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<tr>
<td>02.01</td>
<td>LU</td>
<td>Define the concepts of community and community participation, and importance for CBP</td>
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<td>02.01</td>
<td>PP</td>
<td>Community participation</td>
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<td>02.01</td>
<td>HO</td>
<td>Tips for community participation in CBP</td>
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<td>02.01</td>
<td>HO</td>
<td>Community involvement in CBP</td>
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<td>02.02</td>
<td>LU</td>
<td>Describe potential barriers to community participation, consequences of poor engagement, and tips for effective engagement</td>
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<td>PP</td>
<td>Participation challenges</td>
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<td>02.02</td>
<td>HO</td>
<td>Community engagement</td>
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<tr>
<td>02.02</td>
<td>HO</td>
<td>Sample agenda for CBP workshop</td>
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<tr>
<td>02.03</td>
<td>LU</td>
<td>List benefits of establishing CBP pilots sites and describe international examples</td>
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<td>02.03</td>
<td>PP</td>
<td>CBP pilot sites</td>
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<tr>
<td>02.04</td>
<td>LU</td>
<td>Describe CBP structures at community level and how to establish a community policing forum</td>
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<td>PP</td>
<td>Structures</td>
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<td>Community Policing Forums</td>
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<td>02.04</td>
<td>CS</td>
<td>Community Policing Forums RSA</td>
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<tr>
<td>02.05</td>
<td>LU</td>
<td>Describe community safety and community safety plans, and list key elements of a community safety profile as part of a CBP programme/project</td>
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<td>02.05</td>
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<td>02.05</td>
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<td>02.05</td>
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<td>Sample community safety plans</td>
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<td>Community safety initiatives: Examples from the UK</td>
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<td>02.05</td>
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<td>Sample community safety profile</td>
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<tr>
<td>02.06</td>
<td>LU</td>
<td>Describe problem-oriented policing (POP) and list key similarities and differences from CBP</td>
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02.06  PP  POP
02.06  HO  POP interviews
02.06  HO  CBP and POP
02.06  HO  Problem-solving
02.06  CS  POP

03 Partnership policing

03.01  LU  Define partnership and list key principles
03.01  PP  Partnerships
03.01  HO  Partnerships and CBP
03.01  HO  Crime prevention partnerships
03.01  HO  CBP partnerships in Guatemala: Civil society and local politicians
03.02  LU  To describe community consultation, list who to consult and different consultation methods, and explain how to use the information

03.02  PP  Ownership consultations
03.02  HO  Consultation methods
03.02  CS  Consultation scenario

03.03  LU  List characteristics of effective teams, describe key tips for building teams and defining team roles in CBP
03.03  PP  Teams
03.03  HO  Team effectiveness
03.03  HO  Team ground rules

03.04  LU  Define accountability and transparency and explain their relevance in CBP
03.04  PP  Accountability and transparency
03.04  HO  Police reform: Transparency and accountability
03.04  CS  South Africa: Enhancing police accountability
03.04  CS  Brazil: Demanding police accountability
03.04  CS  India: Police accountability
Describe main dimensions of police corruption
Police corruption
Corruption scenarios
Global anti-corruption standards
Kenyan police corruption
Alleged UK police corruption
Police abuses in democratic South Africa

Define ethics and ethical policing and explain importance of police ethics and professionalism
Ethical policing – role play discussion points
Ethics and professionalism
UN Code of Conduct for Law Enforcement Officials
Jamaica Code of Conduct
Role play instructions
Northern Ireland Code of Police Ethics

04 Crime prevention and reduction

Define crime prevention and describe main principles
Crime and causes
Crime and violence
Crime scenarios

Describe crime prevention methods
Crime prevention
Crime prevention activities

Describe key steps involved in developing a crime prevention strategy
Crime prevention strategy

List steps involved in conducting a community safety audit at the community level, and
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<tr>
<th>Number</th>
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<tbody>
<tr>
<td>04.04</td>
<td>PP</td>
<td>Crime survey / community safety audit</td>
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<tr>
<td>04.04</td>
<td>HO</td>
<td>Community safety audits: Step-by-step guide</td>
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<td>British Crime Survey</td>
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<td>04.04</td>
<td>HO</td>
<td>Community safety questionnaire - Kenya</td>
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<tr>
<td>04.05</td>
<td>LU</td>
<td>List best practice guidelines and lessons learned from designing and implementing crime prevention projects</td>
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<tr>
<td>04.05</td>
<td>PP</td>
<td>Project tips</td>
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<tr>
<td>04.05</td>
<td>HO</td>
<td>Crime prevention projects</td>
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<tr>
<td>04.06</td>
<td>LU</td>
<td>Explain key techniques for monitoring crime prevention strategies at the community level</td>
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<td>04.06</td>
<td>PP</td>
<td>Monitoring and evaluation (M&amp;E)</td>
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<tr>
<td>04.06</td>
<td>HO</td>
<td>Monitoring your strategy</td>
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<tr>
<td>04.06</td>
<td>HO</td>
<td>M&amp;E examples</td>
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</table>

### 05 Legal framework and human rights

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<thead>
<tr>
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<th>Format</th>
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<tbody>
<tr>
<td>05.01</td>
<td>LU</td>
<td>Discuss legal provisions for policing at the international and national levels, the role played by institutions entrusted with policing and develop proposals to strengthen the legislative framework</td>
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<tr>
<td>05.01</td>
<td>PP</td>
<td>Legal framework for policing</td>
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<tr>
<td>05.01</td>
<td>HO</td>
<td>Universal Declaration of Human Rights</td>
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<td>05.01</td>
<td>HO</td>
<td>International law and policing</td>
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<td>05.02</td>
<td>LU</td>
<td>Describe the importance of human rights to policing</td>
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<tr>
<td>05.02</td>
<td>PP</td>
<td>Human rights</td>
</tr>
<tr>
<td>05.02</td>
<td>HO</td>
<td>Human rights overview</td>
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<tr>
<td>05.02</td>
<td>HO</td>
<td>Police human rights violations in Zimbabwe</td>
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<tr>
<td>05.02</td>
<td>HO</td>
<td>Human rights instruments</td>
</tr>
<tr>
<td>05.02</td>
<td>HO</td>
<td>Human rights quiz</td>
</tr>
<tr>
<td>05.03</td>
<td>LU</td>
<td>Describe importance of gender sensitivity and diversity management for policing</td>
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</tbody>
</table>
06 Strategic management

06.01 LU  Describe key features of participative management in CBP context and list key challenges and benefits
06.01 PP  Participative management
06.01 HO  Participative management

06.02 LU  Define and describe the strategic management process for implementing CBP
06.02 PP  Strategic management components
06.02 HO  Strategic management in policing
06.02 HO  Strategic management in Guatemala

06.03 LU  Describe key steps involved in developing a strategic plan for CBP
06.03 PP  Strategic plan
06.03 HO  Action plan template
06.03 HO  Action planning examples
06.03 HO  Developing a strategic plan
06.03 HO  Developing strategic plans: Experience and lessons learned from Kenya
06.03 HO  10-point scrutiny checklist

06.04 LU  Describe importance of leadership for CBP
06.04 PP  Leadership
06.04 HO  Leadership: An overview
06.04 HO  Police leadership principles
06.04 HO  CBP Management and operational issues
06.04 CS  Leadership development in Merseyside, UK
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<tr>
<td>06.05</td>
<td>LU</td>
<td>Describe change management, why important for CBP, list key reasons for resistance and how to overcome</td>
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<td>06.05</td>
<td>PP</td>
<td>Managing change</td>
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<tr>
<td>06.05</td>
<td>HO</td>
<td>Managing change</td>
</tr>
<tr>
<td>06.06</td>
<td>LU</td>
<td>Describe importance of monitoring CBP programmes and list main elements of monitoring process</td>
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<tr>
<td>06.06</td>
<td>PP</td>
<td>Monitoring CBP programmes</td>
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<td>06.06</td>
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<td>CBP checklist for M&amp;E</td>
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Saferworld publications on security and justice sector development

**The Internal Security Sector Review: the future of Kosovo’s security sector?**
The Forum for Civic Initiatives (Kosovo) and Saferworld
January 2007

**Philosophy and principles of community-based policing**
Saferworld, SEESAC and UNDP Stability Pact
January 2007 (3rd edition)

**The Sarajevo Code of Conduct for Private Security Companies**
Centre for Security Studies BiH, Saferworld and SEESAC
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**The Sarajevo Client Guidelines for the Procurement of Private Security Companies**
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February 2006

**Developing a common security sector reform strategy**
International Alert and Saferworld
January 2006

**SALW and Private Security Companies in South Eastern Europe: A cause or effect of insecurity?**
International Alert, Saferworld and SEESAC
October 2005

**Security sector reform in Armenia**
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May 2005

**Police reform through community-based policing**
**Philosophy and guidelines for implementation**
International Peace Academy and Saferworld
September 2004

**Modules of a Training Curriculum on Community Based Policing in Kenya. Volume 1**
Administration Police Training College, Kenya Institute of Administration, Kenya Police Training College, Saferworld and Security Research & Information Centre
February 2004