UNODC
United Nations Office on Drugs and Crime

Training Manual on
Policing Urban Space

CRIMINAL JUSTICE HANDBOOK SERIES

Training Manual on Policing Urban Space

CRIMINAL JUSTICE HANDBOOK SERIES

Acknowledgements

Contents

Training Manual overview

The *Training Manual on Policing Urban Space* has been designed to assist police working in urban areas within low- and middle-income countries to develop crime prevention knowledge and skills. The *Manual* focuses on the dynamics of urban spaces particular to low- and middle-income countries, and outlines the importance of prevention and multi-sector collaboration in advancing urban safety. Prevention as a topic as well as a strategy is integrated into the manual to ensure continuous reflection throughout the training. This also includes a prevention approach that is gender sensitive and grounded in internationally recognized human rights principles and instruments. The *Manual* should be used alongside the *Introductory Handbook on Policing Urban Space*, prepared by UNODC and UN-HABITAT in 2011, which offers key information for trainers.

The *Manual* is a tool for training workshops and a practical guide to strengthen the capacity of trainers and police services. It is designed to be used over a three-day training session, but it has been set up so that it may be extended or shortened. The target audience includes trainers working with police services, and police officers (e.g. police first-responders, officers, investigators, supervisors and managers) working in urban areas and/or with urban communities.

The introduction, divided into two parts, sets the stage for the trainer. It presents a concise outline of the traditional (or professional) model of policing and ongoing changes in policing practices, as well as the implications of growing urban areas on policing and related challenges that police face in these environments. It also reviews international principles and guidelines on policing, the role of prevention in policing, and the United Nations Guidelines for the Prevention of Crime.

The *Manual* includes four modules: Module A—Community policing for urban crimes; Module B—Problem-solving approaches to urban crimes; Module C—Policing strategies in urban spaces; Module D—Information and communication technology: Tools for policing urban space.

Each module offers key learning objectives, lecture material for the trainer which is also presented as content for the participant, and practical case studies and activities to enhance discussion and knowledge-building. It includes specific information on international norms and standards, principles and guidelines, concepts, theories, models, and methodologies. The case studies reflect up-to-date prevention practices that tackle the challenges that police face in dealing with crime in rapidly expanding urban areas. The case studies and activities highlight the complexities of the subject matter, and allow training participants to apply the skills acquired to their own experiences and to consider how the approaches are similar or different to those used in their own jurisdictions. The intention is to challenge and enhance the participants' knowledge.

Due to space limitation, the *Manual* does not attempt to address all the regional differences (i.e. different policing strategies due to diverse contexts) and therefore assumes that the trainer can adapt the material as needed.

The annexes include a trainer's guide and a template for workshop evaluation.

Module overview

Module A: Community policing for urban crimes

Policing cannot be an isolated activity as it entails constant interaction with individuals, communities, and various institutions. In many cases, collaboration with civil society is essential for preventing and reducing crime and violence. Community policing has gained popularity as a policing strategy which focuses on decentralizing policing responsibility in order to enable local commanders and front-line officers to work in conjunction with neighbourhood populations on developing and implementing policing strategies. This module will review the concept, philosophy and practices of community policing, some of the challenges, and how police services are working more closely with a diversity of actors to meet a common goal of building safer cities.

Module B: Problem-solving approaches to urban crimes

Statistical information on crime can provide guidance for preventing future incidents and developing public policy for long-term changes. Collecting this information is one part of the problem-solving approach that police services around the world commonly use through different techniques, models and methodologies. These models and methodologies require the gathering by the police and related agencies of in-depth knowledge of criminal activity, which is then analyzed and applied to finding solutions. There are various products that facilitate this work and have become essential tools for policing. This module will outline some of the techniques, tools and methodologies and will provide examples of how they are implemented in different settings and assist in urban-based policing.

Module C: Policing strategies in urban spaces

There are countless underlying approaches to understanding crime, which in turn renders policing and prevention-related work quite multi-faceted. As a result, police services are increasingly working with diverse actors with a variety of expertise to apply broader strategies, such as situational crime prevention, crime prevention through environmental design, and hot spot crime mapping techniques to minimize the risk of crime and violence. The extensiveness of these strategies reflects the complex dynamics of urban spaces and increasing need for advanced techniques and collaboration to ensure effective policing and prevention plans. This module will explore these strategies as well as various policing methods which have been adapted to deal with changing urban trends and urban crimes, such as the proliferation of firearms.

Module D: Information and communication technology: Tools for policing urban space

Innovative communication technologies are fast developing and constantly changing the way societies communicate and interact. Social media, for example, has provided the tools for high-speed communication across large distances and instant

accessibility to information and people. This has in part had an impact on the types of crimes occurring in urban spaces and their reach. Policing strategies are adapting to these changes and also integrating new technologies to collect and analyze data, enhance response rate, raise awareness, and prevent and reduce crime. This module will explore those technologies, strategies and tools, and the important role of communication in prevention.

I. Introduction

A. The traditional model of policing and strengthening police professionalism

1. The professional model of policing

Traditionally, policing has been structured around an incident-based approach to crime control which can involve a more reactive approach. The traditional model of policing (i.e. professional model of policing) usually entails conducting routine patrols of public space, responding rapidly to calls for service, dealing with the crime after it occurs and conducting the necessary steps—arrests, follow-up and investigation. The patrol is considered a foundational practice of the police and is one of the most time consuming and resource intensive tasks. There are various types of patrols, such as directed patrol, aggressive patrol and foot patrol, to name a few. Investigation is another important traditional task of the police, which involves locating and inter-rogating witnesses and suspects, collecting and preserving evidence, writing reports related to an incident, recovering stolen property, seizing illicit substances, assisting in preparing court cases and testifying in court.

TRADITIONAL POLICING, SOME ELEMENTS

- Reactive approach—act on incidents;
- Crime control;
- Maintaining order;
- Routine patrols;
- Rapid response to service calls;
- Deal with crime after it occurs;
- Conduct arrests;
- Follow-up investigations;
- Engage in investigation processes.

Traditional policing activities continue to represent a significant part of the role of the police. In certain cases, policing activities may still be categorized as the following[1]:

- Crime control – Responding to and investigating crimes, conducting patrols to prevent offenses;
- Order maintenance – Preventing and controlling behaviour that disturbs the public peace;
- Service – Provision of a wide range of services to the community.

It is important to note that while the professional model of policing is still being applied in some areas, there has been an expansion and diversification of the role of the police over the past few decades, which has taken on different forms in different contexts.

2.   The diversification of policing approaches

Policing continues to evolve in response to new knowledge, technology, demographic change, diversifying societal demands and urbanization. For example, crime has become more complex and expensive to investigate due to increasing mobility and technological advances. At the same time, there is growing interest in developing partnerships between the police and diverse actors in society, where collaboration has become a necessary component of crime reduction in urban areas. As a result, professional policing models have expanded to include several approaches:

- Community policing;
- Problem-oriented policing;
- Intelligence-led policing.

These approaches may sometimes incorporate traditional policing tactics and new information and communication technologies. Such an evolution in policing has been, in part, due to the promotion of partnership with the community, which requires police officers to participate, promote, and build trust with community stakeholders. This shift has transformed the degree of interaction between the police and the community, and the types of attitude, beliefs and skills required from the police.

The shift towards these approaches is not necessarily a new or recent phenomenon for many police departments around the world, especially in high-income countries where such changes were experienced in the last 15 to 20 years, while in middle- and low-income countries the shift has been mostly in the last decade. To some extent, the evolution of policing suggests the growing recognition by police departments of the need to:

- Strengthen and diversify police professionalism;
- Provide a framework to facilitate a more proactive, engaged and targeted model of service delivery;

---

[1]Griffiths, Curt and Simon Verdun-Jones, *Canadian criminal justice,* 2nd edition (Toronto, 1994).

- Place more emphasis on crime prevention to ensure a more sustainable form of community safety;
- Build the importance of prevention-based community work and effective problem solving;
- Adapt to changing environments, especially to the growth of urban areas and complex urban crimes.

This *Manual* reviews the diversification of policing approaches, with the objective of strengthening police professionalism for police departments in middle- and low-income countries. It provides up-to-date tools to enhance the implementation of modern policing strategies, and activities to facilitate knowledge-building.

NOTE TO THE TRAINER

The trainer may want to engage participants in the following activity to enable exchange on their experiences regarding traditional policing and the diversification of policing approaches.

ACTIVITY (OPTIONAL)

Time Required:

15 minutes for activity introduction and small group discussion; 5 minutes for large group discussion

The trainer should ask participants to break into small groups and discuss the following:

- Does your police department apply the professional (i.e. traditional) model of policing?
- If so, which elements are applied?
- If not, please explain why.
- Has your department diversified its policing approaches to replace or complement traditional policing?
- Which approaches are now being used?
- For how long have these approaches been used?
- What has been your experience in the diversification of policing approaches?
- What have been the challenges?
- What have been the successes?
- Has your police department recently integrated new approaches? If so, what are they?

B.   Policing urban spaces

1.   Implications of growing urban areas on policing and related challenges

Urban areas in most countries around the world present some particular challenges for policing. For instance, high population density can bring about several situations such as mass demonstrations or protests that can stimulate violence and chaos in public areas.[2] These situations can pose serious problems for the police, where crowds can grow beyond the number of available police officers, and become unmanageable and unpredictable. In addition, as a centre of political activity the city houses government departments, federal/national, state/provincial and municipal/local leaders. It also hosts political conventions which can invite the risk of political violence and require protection for high-level officials. This situation enhances the responsibility of the police and demands increased resources. Cities tend to host major events such as concerts, sports events, conferences and official meetings, which attract tourists and foreigners and lead to large concentrations of people in public or private spaces. At the same time, police departments in jurisdictions of any size can suddenly be called upon to respond to a natural disaster or acts of terrorism. In this sense, the police need to work cooperatively with other local agencies to develop a large enough police presence or capacity to meet the demands, and to coordinate the mobility of crowds or high-level individuals.

POLICING CHALLENGES IN CITIES[a]

- Order maintained by informal local structures;
- Conflict over resources;
- Illegal provision of basic urban services;
- "Informalization" of city spaces and services;
- High levels of absolute deprivation;
- High levels of tension between wealthy and poor;
- Police are targets of terrorism and political violence.

_____
[a]UNODC and UN-HABITAT, *Introductory Handbook on Policing Urban Space* (New York, Criminal Justice Handbook Series, 2011), p. 12.

As a hub of economic activity which centralizes financial and commercial institutions, robbery and theft are common problems, and the city invites the opportunity for the commercialization of illegal or stolen goods, such as firearms and merchandise. In response, private security has become a popular service for banks, corporations, government agencies, universities, and private residences. The privatization of space can make policing particularly difficult, especially in gaining access to certain parts of the city which are occupied by private security[3]. Urban areas also provide diverse

---

[2]Police Executive Research Forum, *Police Management of Mass Demonstrations: Identifying Issues and Successful Approaches* (Washington, 2006); Police Executive Research, *Managing Major Events: Best Practices from the Field* (Washington, 2011).

[3]UNODC and UN-Habitat, *Introductory Handbook on Policing Urban Space* (New York, Criminal Justice Handbook Series, 2011).

INTERNATIONAL HUMAN RIGHTS TREATIES

International human rights treaties provide the duty for states, including the police, to protect and promote human rights, fundamental freedoms, and to protect against discrimination based on nationality, language, ethnic origin, sex, race, or religion.

and more efficient modes of transportation and access points (e.g. ports, airports, highways, railway stations) that can also play a role in advancing the delivery and mobility of illegal goods and trafficking in persons. These activities can be associated with organized criminal activities which can complicate policing if it demands cross-jurisdictional or transnational involvement and investigation. Transportation has also facilitated the growing presence of diverse populations in cities, placing even greater pressure on understanding and meeting various demands. For the police, this may increase pressure to mobilize resources in transit zones, which may extend beyond their jurisdiction and mandate and reduce services in other areas.

Urban inequality is another challenge for the police, where the diversity of wealth in cities can test police officers' alliance to their codes of conduct and principles. In this sense, the police must perform its function in a non-discriminatory manner with integrity and respect for human rights regardless of the socio-economic characteristics of a neighbourhood and its residents. This may be affected by the reality that poverty and inequalities can contribute to the risk factors for engagement in criminal activities (e.g. violent youth gangs and organized criminal groups). This, in turn, can lead to the creation of stereotypes about certain populations and areas in a city, and influence the type of policing conducted. This is often the case in areas where immigrants, refugees, minorities and rural migrants who tend to be marginalized, vulnerable and live in poverty, have taken up residence. Disparities can also enhance the exposure to risk of certain groups, especially women and youth who are vulnerable to being trafficked for labour or sexual exploitation.[4] Moreover, growing numbers of street youth in cities pose the problem of dealing with homeless underage individuals and the growth of street youth gangs.[5]

TRAINING MATERIAL TO COMBAT VIOLENCE AGAINST WOMEN

For police training material regarding violence against women, see: UNODC, *Handbook and Training Manual on Effective Police Responses to Violence Against Women* (New York, 2010).

In megacities, governance and policing can be difficult in terms of two main issues: lack of up-to-date information on the urban structure; and the capacity to respond to a high number of diverse problems. The capacity of the police to work in urban spaces is directly related to the capacity to respond to, and deal with, a high number

---

[4]The 2009 Global Report on Trafficking in Persons notes that 75 per cent of trafficking is for the purposes of sexual exploitation, and predominantly targets women and girls, see: UNODC, *Global Report of Trafficking in Persons* (2009).

[5]For more information and case studies on street children and gangs, see: UN-HABITAT Urban Management Programme, *Street Children and Gangs in African Cities* (2000); and Consortium for Street Children, *State of the World's Children: Violence* (2007).

of simultaneous incidents and calls for assistance. This can drain resources and defer proactive policing strategies. In terms of urban structure, megacities are experiencing the development and expansion of informal settlements (i.e. slums).[6] Part of the challenge of policing these areas is that households, commercial infrastructure and streets are usually not recorded in the city's census or registrar. Residents in informal areas, which can represent a significant proportion of a city's population often lack access to rights and thus constitute a voiceless and hidden population that cannot access police protection services. Megacities also pose the challenge to police departments of having continuous and diversifying demands, where the police can be overworked, and resources and services are overstretched. The outcome can be a worsening of, or poor response to, criminal activities and violence since police cannot respond to all of the issues and meet all of the demands. With reduced police presence to prevent and control crime, the result can be an increase in human rights abuses and illicit activities, and a backlog of criminal cases that in turn can fuel distrust in police services and perceptions of insecurity.

2. The United Nations principles and guidelines on policing and its application to urban areas

Police services[7] have a vital role in the protection of the right to life, liberty and safety of the person. This role is guaranteed in the Universal Declaration of Human Rights and reaffirmed in the International Covenant on Civil and Political Rights. The international community has adopted principles, guidelines and frameworks with the aim of ensuring that those rights are being respected and that law enforcement officials, including the police, are following their responsibilities as dictated by the rule of law.

SOME PRINCIPLES AND GUIDELINES WORTH EXPLORING FOR URBAN POLICING

- Minimum use of force;
- Impartiality and objectivity regardless of provocation;
- Unity of effort and command which promotes multidimensional cooperation across different components to work toward a common goal;
- Legitimacy—policing in accordance with the international human rights instruments regarding law enforcement officials;
- Ability to police in diverse societies;
- Composition of the police service that reflects the diversity of urban society (enhances confidence of society in the police and improves operational effectiveness);
- Mobility/adaptability—continuously evaluating and responding to changing situations, demanding flexibility.

It has been over a decade since the *United Nations Civilian Police Principles and Guidelines*[8] were compiled by the Special Committee on Peacekeeping Operations.

---

[6]UN-HABITAT (2007) uses the word *slum* to define these areas. As the organization states the word *slum* is used to describe "a wide range of low-income settlements and/or poor human living conditions". This may apply to legal or illegal communities.

[7]*Police services* applied within the larger concept of *law enforcement officials* which is commonly used by the United Nations.

[8]United Nations Civilian Police Principles and Guidelines (United Nations, 2000).

While they are based on the activities of civilian police in peacekeeping operations, they follow in accordance with the very purposes and principles of the United Nations Charter and the norms of international law.

As a means of protecting and promoting human rights [a key component of prevention] when it comes to policing, the international community developed the *Code of Conduct for Law Enforcement Officials*.[9] It is a useful tool for educating and training the police about their role and responsibilities regarding rights. It can also be directly applied to police services working in urban areas.

SOME KEY POINTS FROM THE CODE OF CONDUCT FOR LAW ENFORCEMENT OFFICIALS WHICH MAY BE USEFUL FOR URBAN POLICING

- Fulfil the duty imposed upon by law, by serving the community and by protecting all persons against illegal acts, consistent with the high degree of responsibility required by their profession;
- Respect and protect human dignity and maintain and uphold the human rights of all persons;
- Law enforcement officials may use force only when strictly necessary and to the extent required for the performance of their duty;
- Respect for confidentiality;
- Protection against acts of torture or other cruel, inhuman or degrading treatment or punishment by law enforcement officials in non-war zone settings;
- Protection of the health of persons in custody;
- Prevent and avoid acts of corruption.

The Guidelines for the Effective Implementation of the Code of Conduct for Law Enforcement Officials[10] is another important document which outlines how the code can be applied, and emphasizes that government should provide training and refresher courses to law enforcement officials.

The regulation and monitoring of the use of force and firearms by law enforcement officials operating in urban environments is a central issue for the United Nations. Adopted in 1990 by the Eighth United Nations Congress on the Prevention of Crime and the Treatment of Offenders, the *Basic Principles on the Use of Force and Firearms by Law Enforcement Officials*[11] outlines how to ethically implement rules and regulations on the use of force and firearms against persons by law enforcement officials.

The International Human Rights Standards for Law Enforcement[12] are a compilation taken from various sources and offer easy reference for police regarding their functions in a

---

[9]General Assembly resolution 34/169, annex; UNODC and UN-HABITAT, *Introductory Handbook on Policing Urban Space* (New York, Criminal Justice Handbook Series, 2011), pp. 68-69.

[10]Economic and Social Council resolution 1989/61, annex.

[11]Eighth United Nations Congress on the Prevention of Crime and the Treatment of Offenders, Havana, 27 August–7 September 1990: report prepared by the Secretariat (United Nations publication, Sales No. E.91.IV.2), chap. I, sect. B.2, annex.

[12]Office of the United Nations High Commissioner for Human Rights, *Human Rights Standards and Practice for the Police. Expanded Pocket Book on Human Rights for the Police* (New York, 2004).

democratic society (e.g. to respect, protect and fulfill rights)[13] and the diverse issues they face (e.g. violence against women, dealing with victims, refugees and youth).

> For more information on police conduct, see: UNODC, *Handbook on Police Accountability, Oversight and Integrity* (2011). Available from:
> http://www.unodc.org/documents/justice-and-prison-reform/crimeprevention/PoliceAccountability_Oversight_and_Integrity_10-57991_Ebook.pdf

3. The role of prevention in policing, and the United Nations guidelines for the prevention of crime

Individual and collective safety and property-based security are widely viewed as basic human rights and essential elements for well-being and quality of life. Crime prevention plays a key role and is increasingly integrated into national governments' safety strategies and plans.[14] The international community, including UNODC, is leading the way by mainstreaming prevention within the institutional framework and throughout all activities.

> **POLICE CONTRIBUTE TO ENHANCING PREVENTION AND ENSURING SAFETY[a]**
>
> - Providing a visible presence;
> - Being more integrated in the community;
> - Providing information to the public;
> - Helping to mediate and resolve conflicts;
> - Offering support to victims;
> - Acting as mentors and role models;
> - Participating in local crime prevention partnerships.
>
> _____
> [a]ICPC, *The Role of the Police in Crime Prevention. Proceedings of the seventh annual conference of the ICPC on the prevention of crime* (2009). Available from: http://www.crime-prevention-intl.org/fileadmin/user_upload/Publications/The_Role_of_the_Police_in_Crime_Prevention_ANG.pdf.

Prevention is seen as an integral part of policing where the function of police is much broader than crime control and enforcing the law. This is being enhanced through collaboration between the police and different actors in society. In terms of urban areas, the city is a place where collaboration is possible due to the considerable presence of civil society groups and potential for social mobilization.

The *2002 United Nations Guidelines for the Prevention of Crime*[15] emphasize: the integration of prevention into institutional frameworks; promoting equality; social and economic inclusion and development; multi-sector collaboration; knowledge-building;

_____

[13]Charter of the United Nations. Available from: http://www.un.org/en/documents/charter/.

[14]For more information on how prevention is incorporated into national government frameworks, see: ICPC, *International Report on Crime Prevention and Community Safety* (Montreal, 2008, 2010, 2012). Available from: http://www.crime-prevention-intl.org/.

[15]Economic and Social Council resolution 2002/13, annex.

recognizing and respecting human rights and the rule of law; focusing on marginal-ized and vulnerable groups; and understanding different gender needs.

The city is an environment that is constantly changing and presenting new demands, and so policing approaches require ongoing assessment and adaptation. In some cases, policing strategies have been modified to be on par with innovations in infor-mation technology such as developing new information gathering techniques or multi-sector collaboration through community policing.[16] Yet this has not been easy since innovation in police departments in low- and middle-income countries can be affected by legacies of authoritarianism, mistrust of the police, limited resources, and tradi-tional repressive strategies. The training modules present relevant examples as to how police services are addressing these issues.

NOTE TO THE TRAINER

The trainer may want to provide a brief overview of the introduction to the training participants, and have the participants gather in small groups to share their reflections and experiences.

ACTIVITY 1 AND 2 (OPTIONAL)

Time Required:

Activity 1 20 minutes for activity introduction and small group discussion
Activity 2 5 minutes for activity introduction; 15 minutes for large group discussion

1. To ensure that the participants understand the background information provided in the intro-duction, the trainer could ask the participants to break into small groups and discuss the points below:

    • Have the challenges in your area changed over time?

    • Have the views on crime prevention changed in your police department?

    • In your opinion, what are the current and future challenges in relation to prevention?

    • Identify policing practices that comply with the international policing guidelines suggested in the introduction.

2. The trainer should refer the participants to the *Introductory Handbook on Policing Urban Space* (p. 15) and provide a handout or present a power-point slide on the United Nations Guidelines for the Prevention of Crime. As an activity, the trainer can ask the participants to identify which elements apply to their urban-based work and how they can be integrated in their policing strategies.

---

[16] The training modules offer more information.

II.   Training Modules

A.   Module A: Community policing for urban crimes

AIM	OBJECTIVES
This module will provide an overview of: • The concept, philosophy and practices of community policing, and similar approaches; • Community partnerships and collaboration with various actors in society; • Cooperation with existing partners; • Challenges of community policing.	In this module, the participants will be able to: • Understand community policing and its role in prevention; • Build a case study; • Enhance knowledge on similar approaches to community policing; • Identify potential partners; • Learn how to build different types of partnerships through various avenues and enhance cooperation with existing partners; • Identify several challenges involved in the community policing approach.

1.   Community policing

A considerable part of policing urban areas, if the aim is to maintain low crime levels and prevent crime, involves working with the community and developing strong relations and trust. This is important for the collection and creation of knowledge regarding safety issues and local needs and demands, which is crucial for policing.

Community policing is an approach that was developed to help police in urban environments tackle crime in an alternative manner rather than simply initiating repressive responsive-based tactics. This type of approach considers the importance of applying prevention to improve the relationship with the population and work more closely with the community when dealing with various types of crime. Community policing also integrates many principles associated with crime prevention, such as local knowledge-building and the promotion of human rights.

COMMUNITY POLICING

An important skill for police officers involved in community policing is mediation. Mediation is a process by which a police officer acts as an impartial third party to assist in resolving an issue. The police usually lead and facilitate the process. The aim is to enhance community participation in safety issues by empowering the individuals or groups involved in making recommendations and taking action. For more information on mediation skills, see: UNODC, *Training Manual on Alternative Dispute Resolution and Restorative Justice*, (2007) and UNODC, *Handbook on Restorative Justice Programmes*, (2006).

Community policing is based on the principle that community participation in enhancing safety and solving community-related crime should be promoted since the police cannot act in isolation. In order to engage civil society in sharing this responsibility, the police must build trust and develop a partnership. This partnership should be characterized by mutual responsiveness and an equal footing. Community policing presents the idea that in order to achieve a partnership, the police must be better integrated into the community and strengthen their legitimacy through policing by consent, improve their services, be present, listen and respond to the communities' needs, and be accountable for their actions. At the same time, the police need to be aware of the socio-economic situation of the communities they work in. In terms of accountability, police must be responsive to negative and problematic behaviour of police officers, police misconduct and corruption, have oversight, and be transparent about their operations.

Some elements of community policing:[17]

- Be visible and accessible to the public;
- Establish a partnership between police and law-abiding members of the community;
- Adopt a community relations policy and plan of action;
- Recruit from all sectors of the community;
- Train officers to deal with diversity;
- Engage and mobilize the communities;
- Establish community outreach and public information programmes;
- Liaise regularly with all groups in the community;
- Build contacts with the community through non-enforcement activities;
- Assign officers to a permanent neighbourhood beat;
- Increase community participation in policing activities and community-based public safety programmes;

---

[17]Office of the United Nations High Commissioner for Human Rights, *Human Rights Standards and Practice for the Police. Expanded Pocket Book on Human Rights for the Police* (New York, 2004).

- Involve the community in identifying problems and concerns;

- Use a creative problem-solving approach to develop responses to specific community problems, including non-traditional tactics and strategies—mediation and conflict resolution;

- Coordinate policies, strategies and activities with other government agencies, and with non-governmental organizations.

The establishment of Community Police Forums is a key element of community policing. Such Forums have varied formats such as formal or informal meetings that take place in the community. Meetings are often run by local police officers and have been widely implemented as a means of improving police-community relations. The forums offer an open line of communication between civil society and the police to encourage community participation in identifying, discussing and improving safety issues, reporting crimes and acts of violence, listing complaints, helping the police to collect and collate information from the community, and discussing policing strategies and making recommendations.

DIMENSIONS OF COMMUNITY POLICING[a]

Philosophical Dimension

- Citizen Input—Police agencies need extensive input from citizens on problems, priorities, policies, etc;

- Broad Function—Policing is a broad function—it is much more than just law enforcement;

- Personal Service—Policing works best when officers know citizens and deliver a personalized service—the opposite of "stranger" policing.

Tactical Dimension

- Positive Interaction—Police should positively interact with all segments of the community— especially since the nature of police work guarantees that some negative interaction is inevitable;

- Partnerships—Police should partner with the community to deal with crime, including collaborating with public and private agencies;

- Problem Solving—Police and citizens should take every opportunity to address the conditions that cause incidents and crimes.

Strategic Dimension

- Re-Oriented Operations—Police look beyond traditional strategies of routine patrol, rapid response, and detective investigations and utilize proactive strategies and tactics;

- Prevention Emphasis—Whenever possible, police should emphasize preventing crime rather than simply reacting after the fact;

- Geographic Focus—Policing should be organized and deployed to maximize the extent of identification between specific officers and specific neighbourhoods.

[a]Center for Problem-Oriented Policing.

Organizational Dimension

- Structure—Police agencies should re-examine their structures to assure that they support and facilitate community policing; such a re-examination could include issues such as the devolution of decision making authority within the police, or the introduction of performance indicators that acknowledge specific (soft) skills required for establishing and maintaining policed-public partnerships

- Training—Police agencies should offer extensive training and mentoring of the officers that goes beyond the traditional technical skills and basic requirements for policing, covering an even broader range of skills, including the ability to communicate, to listen to different opinions, to build trust and to mediate in conflicts;

- Management—Police agencies should re-examine the way people are supervised and managed to assure consistency with community policing;

- Information—Police agencies should re-examine their information systems to make sure they support and facilitate community policing.

CASE STUDIES—COMMUNITY POLICING APPROACHES

NORTHERN IRELAND: NEIGHBOURHOOD POLICING

The police can play an important role in promoting communities to be actively involved in crime prevention activities and to develop a sense of shared responsibility for enhancing public safety. One example is the Police Service for Northern Ireland's (PSNI) Neighbourhood Watch initiative, which aims to build a closer link between neighbours, the police and other actors in society (e.g. local government, Department of Justice, housing authorities, social services, community groups, local schools, etc), and to promote the role of the community as an equal actor; influencing and making safety-related decisions. The Neighbourhood Watch involves a coordinator from the neighbourhood who mobilizes community members to work with the police and its community safety unit as well as established members of Community Safety Partnerships (CSPs) and District Policing Partnerships (DPPs). This group assesses the crime situation in a neighbourhood, makes decisions, presents a strategy/plan and takes action to reduce and prevent crime and violence. The PSNI provides a series of materials and tools for setting up a Neighbourhood Watch team. For more information and to read on the PSNI's Community Safety Partnerships. Available from: http://www.psni.police.uk/index/support/support_neighbourhood_watch.htm

CHILE: QUADRANT PLAN

During the early 2000s, as a response to the high rates of crime and the failure of the traditional repressive/control policing approach in Chile, the National Public Safety Policy was created. This policy led to the development of two crime prevention interventions in urban areas which transformed policing strategies and community-police relations, and promoted local knowledge. The first

intervention (Quadrant Plan) is related to enhancing the quality of police work and the second one (Secure County Plan) refers to the involvement of the community in designing specific projects aimed at reducing crime.[a] Quadrant Plan connects the community with the police and enhances police preventive monitoring for 24 hours per day in specific urban areas. The Secure County Plan is designed to involve the community in the prevention and control of crime through initiatives proposed by the community. Findings reveal that the Quadrant Plan was successful in reducing delinquency rates and increased the deterrent effect of the probability of arrest. For further reading, see: Vergara, Rodrigo (2009). *Crime Prevention Programs: Evidence for a Developing Country.* Instituto de Economia, Pontificia Universidad Católica de Chile.

BRAZIL: UPP AND UPP SOCIAL

The state of Rio de Janeiro, Brazil, developed the UPP (Pacifier Police Unit) project to gain control over favelas[b] dominated by drug trafficking networks in the city of Rio de Janeiro and its surrounding areas. The UPP is based on the idea of community policing and started with the development of a strategic plan by the Department of Public Safety. Research is conducted to assess the crime rates and degree of trafficking in the area. Then the police and a special unit enter the community, who are notified ahead of time. Once the trafficking factions evacuate the area, the police begin a process of "pacification". The pacification sets the stage for the UPP Social—a program that promotes social development, citizenship building, integration into the city, transformation of the informal/formal divide, and equal access to services and goods. The government provides urban upgrading such as sanitation facilities, electricity and waste collection. Participatory appraisal mapping is being used to get more reliable data on infrastructure, access to social services, security concerns, and employment prospects to make social assistance more effective. The mapping is run by the city and coordinated by the Instituto Pereira Passos.[c] It has enhanced participation by involving community members in assessing factors affecting quality of life. It has also helped to integrate and strengthen different social service programs to improve living conditions in the pacified favelas. The mapping is a useful tool for planning/managing UPP Social programs, enhancing information sharing across services, and assisting the police in assessing and adapting their strategies and identifying target areas. The program has managed to revitalize degraded areas and prevent criminality to ensure socio-economic development. For further reading, see: http://www.uppsocial.org/2012/10/prefeitura-investe-na-producao-de-mapas-detalhados-das-upps/ (available in Portuguese).

---

[a] Rodrigo Vergara, *Crime Prevention Programs: Evidence for a Developing Country* (Instituto de Economia, Pontificia Universidad Católica de Chile, 2009).

[b] Favela is used in Brazil to describe settlements or shacks lying on the outskirt of a Brazilian city. Favelas can be considered low-class settlements and are associated with various types of settlements from shacks to permanent structures, and with limited access to water, electricity, sanitation and other basic services and infrastructure.

[c] http:ipprio.rio.rj.gov.br

NOTE TO THE TRAINER

It may be the case that the participants are not aware of the community policing approach, and therefore the following activity could be used.

ACTIVITY (OPTIONAL)

Time Required:

5 minutes for activity introduction and reading the case study
15 minutes for small group discussion

For this activity, the trainer should present one of the case studies on community policing in the UNODC and UN-HABITAT, *Introductory Handbook on Policing Urban Space*, (New York, 2011, p. 28 (regarding Kenya) or pp. 62-63 (regarding India, Jamaica, Brazil). The trainer should prepare a slide or handout for the participants with the case study and main points. Then the participants should break into small groups and discuss the following questions based on the case study:

- Identify the key elements of community policing outlined in the case study—what makes it a community policing approach?

- Why was this approach implemented? How was it implemented?

- List which dimensions of community policing were used.

- What was the role of the police?

- Was there collaboration with other actors? If so, list the actors involved and their roles.

- What were the outcomes?

- In your opinion, was the initiative a success?

- Were there any challenges? If so, how were they addressed?

- If the challenges were not identified, in your opinion what could have been some challenges, and how could they have been addressed?

NOTE TO THE TRAINER

It may be the case that the training participants are fully aware of the community policing approach and have experience working closely with urban communities. Therefore, the following activity could be used.

ACTIVITY (OPTIONAL)

Time Required:

15 minutes for activity introduction and small group discussion

Building your own case study
This activity is targeted for police departments that have implemented a community policing approach or a specialized community policing unit in urban areas. The trainer should ask the participants to break into small groups and discuss the following questions:

- Explain your department's community policing approach (urban based).
- Why was this approach implemented?
- Which urban-based community partners and public and private sector agencies do you work with?
- How does it integrate crime prevention?
- What works well?
- What does not work well (i.e. the challenges)? Did your department make changes according to the lessons learned?
- Is community policing still a part of your urban policing strategies?
- Would you consider this a good practice that could be used by other police services?

2.   Similar approaches to community policing

Community policing is not the only way in which communities are engaging in policing activities and vice versa. Similar approaches have been developed, which apply elements from community policing. These approaches have been set up in response to dealing with the challenges of implementing community policing in high crime areas where there is a lack of resources, trust in the police is low and the needs of vulnerable groups within urban spaces such as women, youth, ethnic minorities, immigrants and refugees are not being addressed.

Listed below are some case studies of similar approaches, which highlight how community policing can be transformed through the creation of new structures or the restructuring of existing policing strategies that offer creative ways to better connect with the community and specific populations.

NOTE TO THE TRAINER

The following information can be presented in point form as a handout or a slide. The trainer may want to prepare some points on the examples and ask the participants about their reaction to the information and/or share specific examples from their experience if time permits.

CASE STUDIES

PERU: LOCAL CITIZEN SECURITY COUNCILS

Local Citizen Security Councils have been set up in many countries as a consultative body that responds to local crime and safety issues within a local context. The councils are usually situated within the city, town or municipality. They are often used to monitor community policing strategies and ensure local level action in prevention. In Peru, citizen security councils were set up as municipal councils in order to act as bottom-up mechanisms to hold police accountable for their conduct and quality of service, and offer a means of community participation in security issues. In the councils, local police officers work with local actors and community representatives on crime prevention strategies. The councils are mandated to design a citizen security plan for the area that is based on an assessment of local safety and security issues. The plan is implemented by mobilizing local cooperation and resources. Councils are in charge of evaluating the plan's impact and monitoring the performance of public employees who implement the plan. For more information, see: http://conasec.mininter.gob.pe/ (available in Spanish).

NATIONAL POLICE ATHLETICS/ACTIVITIES LEAGUES INC. (PAL), UNITED STATES: REACHING OUT TO YOUTH

Community policing can facilitate interaction between the police and youth, such as police-youth sports activities, mentoring and job skills training. The National Police Athletics/Activities Leagues Inc. was set up to provide civic, athletic, recreational and educational opportunities and resources to its members across the country in order to prevent youth crime and violence. PAL provides its members with funding to develop programs, such as sports and arts-related activities, and adventure trips. Police officers supervise and engage in the activities with the youth. The activities are also used to enhance relations with the community, build awareness about the role of the police, and promote positive youth attitudes. For more information, see the National PAL website: http://www.nationalpal.org/.

SERVICE TO VICTIMS: (*a*) TASMANIA, AUSTRALIA: VICTIM SAFETY RESPONSE TEAM (VSRT); (*b*) SIERRA LEONE: FAMILY SUPPORT UNITS

In Tasmania, Australia, each of the four police geographical districts designated a Victim Safety Response Team (VSRT) to provide a range of services that support victims in crisis situations. The VSRT is part of the Government of Tasmania's Safe at Home policy initiative. Members of VSRTs liaise with other service providers (e.g. child protection, family violence department, social services, community members) in order to ensure that an integrated and coordinated response is provided. Those involved will collaborate to develop a risk assessment, conduct a safety audit of the problematic area, develop a safety plan, adjust the plan if needed and monitor the situation. Recently, VSRTs were combined to develop a regional team. For more information, see the Government of Tasmania's Safe at Home website: http://www.safeathome.tas.gov.au/about_us.

In Sierra Leone, the police set up Family Support Units which provide improved service to victims of sexual and domestic abuse, and generate public awareness on these issues. The units are jointly staffed by police and social workers, and are linked to the work of Sexual Assault Referral Centres, which are funded by the U.K. Department for International Development (DFID). A training manual has been produced for replication, which provides further information on the units. For more information on the manual, see: http://www.britishcouncil.org/fsu_training_manual.pdf.

3.   Identifying potential partners, building different types of partnerships, and strengthening cooperation with existing partners

CONTROLLING CRIME

"Controlling crime involves a collaborative management of space that brings together local residents and other users of that space, with city planners, elected officials and police to develop strategies that effectively manage that space."[a]

————
[a]UNODC and UN-HABITAT, *Introductory Handbook on Policing Urban Space* (New York, Criminal Justice Handbook Series, 2011), pp. 37-38.

It is increasingly the case that police are engaging in multi-sector partnerships to develop comprehensive strategies that can tackle urban challenges. Collaboration between the police and different actors in the urban setting has shown much promise in terms of building knowledge about local urban issues, improving urban community-police relations, and advancing crime prevention within policing strategies. At the same time, collaboration is not an easy task and it demands time, energy, flexibility and openness to different values, views and agendas. Therefore, developing a successful and sustainable partnership requires a series of steps. The first would be to identify potential partners.

IDENTIFYING URBAN-BASED PARTNERS REQUIRES HAVING AN IDEA OF THE FOLLOWING

- The issue at hand;
- Those who are directly affected;
- Those who must deal with the consequences;
- Those who would benefit if the issue could be prevented;
- Those who require particular attention (e.g. marginalized groups, youth);
- The outcome(s)/goal(s);
- Knowledge of existing services and sectors in an urban community that can offer additional support to the police.

The police are well positioned to identify partners and initiate collaboration since their daily activities usually require interactions with the criminal justice system,[18] healthcare facilities, social services, schools, community organizations, government departments, the mayor etc. The police can also work with other types of actors, such as urban planners and private security firms.

————
[18]For more information on partnerships between the police and criminal justice system, see UNODC, *Crime Prevention Assessment Tool* (New York, Criminal Justice Handbook Series, 2009).

BUILDING A PARTNERSHIP MAY INVOLVE SEVERAL STAGES:[a]

- Agree on a strategy to address the issue—this may be facilitated by developing a formal or informal structure which has known objectives, goals and mandates;

- Secure broad-based participation;

- Train or inform partners if needed;

- Clearly determine roles and responsibilities;

- Advertise the partnership to spread awareness and extend reach;

- Provide the space and time for debate and adjustment to existing ideas;

- Reflect on efforts and evaluate the outcomes.

_____

[a]Some of these points were inspired by *Partnership In Action* (PIA), which is the Ottawa Police's framework for building long-term partnerships. Available from: http://www.ottawapolice.ca/en/community/pia/formpartnerships.aspx.

COMMUNITY POLICING

Implementing a community policing philosophy and approach usually requires major organizational changes and a solid institutional basis. See chapters VI and VII of the *Introductory Handbook on Policing Urban Space* for challenges confronting the police, and chapter VI to learn about successful reform efforts in Brazil, Colombia and South Africa.

It could be the case that police departments have long standing relationships with such actors, and therefore strengthening cooperation is a more appropriate approach. Some ideas for enhancing existing partnerships may include:

- Creating a network with partners where experience, expertise, and information can be readily shared;

- Designing mechanisms that allow for sustained communication (e.g. monthly meetings);

- Creating a work strategy with partners to revive and reframe collaborative efforts;

- Working together on a new project;

- Inviting partners for free training, participate in consultations or an information session on current initiatives or vice versa—enquire about the partner's activities and how to get involved.

COLLABORATION WITHIN LOCAL GOVERNMENT

For more information on collaboration between different elements of local government as a means of implementing reforms, see chapter VII in the *Introductory Handbook on Policing Urban Space*.

NOTE TO THE TRAINER

The trainer could present one of the following case studies depending on time and the participants' interest.

CASE STUDIES

PARTNERSHIPS BETWEEN THE POLICE AND LEGAL AID SERVICES

In the early 2000s, paralegals in Malawi began to work more closely with the police in various communities. This collaboration started out with having paralegals present in police stations to assist accused community members at the interview or interrogation stage. This turned into an offer of assistance to help under-resourced police officers trace parents or guardians of children who had come into conflict with the law. A code of conduct governing paralegal entry to and work in police stations was developed, providing partial recognition of paralegals and placing them under the authority of the police. Consequently, since 2004 paralegals in Malawi have helped build better police-community relations and enhanced a prevention focus where 77 per cent of children in conflict with the law were diverted away from the criminal justice system. For more information, see UNODC, *Handbook on improving access to legal aid in Africa* (New York, 2011). Available from: http://www.unodc.org/pdf/criminal_justice/Handbook_on_improving_access_to_legal_aid_in_Africa.pdf.

PARTNERSHIPS BETWEEN THE POLICE AND PRIVATE SECTOR

The organization Business Against Crime South Africa (BAC) is made up of South African business leaders working with the police at the local and national level to improve the effectiveness of police response to crimes, increase the services offered by police stations, and expand victim support schemes. Through the development of victim support schemes, BAC has been successful in col-laborating with community organizations, government departments—justice, health, welfare, and the South African Police Service to promote victims' rights and training, and increase the number of victims reporting crimes to the police and referrals for victims. Additional information is available on the BAC website: http://www.bac.org.za/.

PARTNERSHIPS BETWEEN THE POLICE AND PRIVATE SECURITY FIRMS

In response to the growing insecurity felt by the residents of Chácara Santo Antonio (a neighbour-hood in the city of São Paulo, Brazil), the Ação Comunitária Chácara Santo Antônio (community action) project was set up by a group of companies in Chácara Santo Antonio, convinced that joint community action was the best way to deal with crime in the area. The American Chamber of Commerce coordinated preparation and execution of the project, assembling security data from local businesses, schools, community associations, private security firms, the military, and civilian police. The project created a distinct, uniformed, well-equipped and trained private security team that operates in conjunction with security guards and others employed by local businesses and residential condominiums. The military police also patrol the area. A steering committee is

responsible for disseminating information to the police and businesses in the area, as well as for overseeing general security developments. For more information, see: http://www.chacarasantoantonio.org.br/ (available in Portuguese).

DATA-SHARING STRATEGY FOR VIOLENCE PREVENTION—PARTNERSHIPS BETWEEN THE POLICE AND HEALTHCARE INSTITUTIONS

The Cardiff Violence Prevention Programme (CVPP), centralized in the City of Cardiff in the U.K., came about as an exploration to see if a partnership between health, the police and city government officials in relation to data sharing would prevent violence as opposed to city-based partnerships, where data from emergency departments are not collected and used. An analyst combined all of the data and police intelligence to produce ongoing updates of violence hotspots, weapon use and violence type. The partners, including education and transport, met on a regular basis to discuss the data, exchange on prevention strategies and modify policing strategies. The programme led to a significant reduction in violence-related injury, and was associated with an increase in police recording of minor assaults in the city. For more information, see: Florence, Curtis, et al., *Effectiveness of anonymised information sharing and use in health service, police, and local government partnership for preventing violence related injury: Experimental study and time series analysis* (2011). Available from: http://www.bmj.com/content/342/bmj.d3313.

4. Challenges of community policing

Research has shown that community policing has not always worked well. Despite efforts to develop a more comprehensive and prevention-based policing strategy, community policing as a practice requires certain conditions and at times fundamental changes. While every urban setting has its own context, the following are some examples of circumstances that have been experienced across cities and regions:

- Legacies of authoritarianism, use of force and vertical institutional structures led to mistrust of the police and repressive policing strategies;
- Pressure from high rates of urban crimes has reduced the focus on community-based policing and prevention strategies;
- High incidence of violence has led to the militarization of urban spaces and prevented close collaboration;
- Consultations/meetings with community members were infrequent and information was not transferred to police departments;
- Community policing remained a token concept used by government;
- Police-community structures were not sustainable;
- Change of government or head of police interrupted or dismantled existing promising initiatives;
- High turn-over of police officers in community police stations;
- Lack of recognition of community policing as "real police work";
- Community policing is rarely a career choice among young officers;
- Difficult to measure accomplishments in crime prevention and community safety;
- Lack of training or ongoing guidance to help the police adapt or effectively implement new strategies;

- Lack of development of a formal community policing unit with goals, objectives, strategic plan or only a few officers were assigned to community policing;

- Prevention does not play a role in the institutional framework or strategic plans of the police;

- The implementation of such a strategy is not advertised to the community.

NOTE TO THE TRAINER

The following activity intends to "put into practice" the information reviewed in the module. It is one step in a process for developing a comprehensive crime prevention strategy. The activity can be done in small groups, with time allotted for preparation. The trainer can provide the participants with readily accessible information from the module for reference.

ACTIVITY (OPTIONAL)

Time Required:

20 minutes for activity introduction and small group discussion
5 minutes per presentation to the larger group, if time permits

The trainer should ask the participants to break into small groups. The trainer can then present a slide with the following information or provide the participants with a handout:

> You are a police officer within a municipal/local police department in one of five jurisdictions in a mega-city. You are part of a team that is responsible for community relations, and have recently been investigating gang-related activities of one particular group relating to the production and distribution of illicit drugs that extends across five jurisdictions with potential transnational links. It has also been found that the group is recruiting young males and females from one particular urban community. In this community, perceptions of insecurity are high, there are many decrepit buildings used by drug dealers, there is a lack of safe public space where parks are considered as dangerous places, and there are significantly high rates of violent youth crime associated with gang-related activities. Young gang members use Facebook to target young female victims in public spaces, to recruit new members, and to set up street fights with rival gangs. At the same time, a recent survey from the local university shows that there is a high level of distrust of the police and that relations between the police and the communities in the city have deteriorated recently.

How would you implement a community policing approach to tackle these issues?

- Where would prevention fit in?
- Which partnerships would you enhance/build?
- What could be some possible challenges and related solutions?

B. Module B: Problem-solving approach to urban crimes

AIM

This module will provide an overview of:

- Problem-solving techniques (e.g. problem-oriented policing, intelligence-led or crime-specific policing) and related methods (e.g. SARA, CAPRA);
- Tools (e.g. local safety audits, victimization surveys) for developing, testing and improving problem-solving techniques;
- Case studies showing how the methods and tools are used on the ground and how they advance prevention.

OBJECTIVES

In this module, the participants will be able to:

- Understand problem-oriented policing;
- Identify different problem-solving methods;
- Learn how to apply some of the tools;
- Recognize how the techniques, methods and tools are applied in different contexts and used as prevention strategies;
- Understand related challenges.

1. Problem solving techniques and methods

Urban areas face many challenges related to crime and violence, such as overstretched resources, poverty, tension across social classes, informalization of spaces and services, growing presence of diverse populations, lack of data, limited access due to poor infrastructure, and the domination of some areas by criminal groups, to name a few. Traditional incidence-based policing (i.e. reactive policing) has shown limited impact on dealing with these urban challenges, and preventing and controlling crime. In response, problem-solving methods and tools have been developed with the aim of improving policing strategies. In this sense, developing effective policing strategies requires in part good, reliable and up-to-date information, which is the basis for police problem-solving techniques. While each context has its particularities, there are several basic points that are required so that the police can "solve problems" effectively:

- Good understanding of the urban space(s);
- Knowledge of specific problems occurring in specific areas;
- Ability to adapt to evolving changes in criminal activities;
- Customize responses using strategies that effectively target specific problems;
- Create strategies from a diverse pool of approaches;
- Develop informed strategies based on evidence/data.

(a) Problem-solving methods: Problem-oriented policing, SARA and CAPRA

Problem-oriented policing is a method that integrates police work with criminal justice theory, research methods and analysis techniques to help police understand crimes and develop solutions to prevent and reduce crime. Problem-oriented policing aims to be a proactive policing approach that addresses the root causes of problems. It is

supposed to be mutually beneficial for the community and the police since the foci are crime prevention, community partnerships, sustainable solutions, resource development, multi-sector commitment, and the use of police and community knowledge.

The *Introductory Handbook on Policing Urban Space* outlines the main components of problem-oriented policing (see chapter 2):

- Developing an in-depth knowledge of criminal activity by using police and civilian expertise to: (*a*) solve the problem; and (*b*) develop police-focused and collaborative prevention-based solutions to crimes.
    - > Accumulation of knowledge can be done by conducting frequent foot patrols of an area, or talking to community members;
    - > Solutions are developed through the application of technology, the restructuring of local spaces and the development of ties with the community to promote civil society participation to control crime.

Principle	Problem-oriented policing
Primary emphasis	Substantive social problems within police mandate
When police and community collaborate	Determined on a problem-by-problem basis
Emphasis on problem analysis	Highest priority given to thorough analysis
Preference for responses	Strong preference for alternatives to criminal law enforcement be explored
Role for police in organizing and mobilizing community	Advocated only if warranted within the context of the specific problem being addressed
Importance of geographic decentralization of police and continuity of officer assignment to community	Preferred, but not essential
Degree to which police share decision-making authority with community	Strongly encourages input from community while preserving ultimate decision-making authority to police
Emphasis on officer skills	Emphasizes intellectual and analytical skills
View of the role or mandate of police	Encourages broad, but not unlimited role for police, stresses limited capacities of police and guards against creating unrealistic expectations of police

Source: Center for Problem-Oriented Policing. Available from: http://www.popcenter.org/

- Using research and hypothesis-building techniques of social science to:
    - > Develop effective strategies to prevent and control crime;
    - > Test the efficacy of policing efforts through the problem-solving process—SARA:[19]
        - Scanning;
        - Analysis;
        - Response;
        - Assessment.

---

[19]UNODC and UN-HABITAT, *Introductory Handbook on Policing Urban Space* (New York, Criminal Justice Handbook Series, 2011), pp. 26-27; and Center for Problem-Oriented Policing.

SARA

Scanning

- What is the problem?
- Where is the problem based—location and time of crime?
- How did this come to your attention?
- Who is affected by this problem?
- What is currently being done or has been done to solve the problem?
- Is this a job for the police?

Analysis

- What information would be useful to have in order to effectively solve this problem?
- How will you obtain this information?
- Did you interview all of the concerned parties?
- Did you discuss the issue with other police departments, offices?
- Did you collect data from both public and private sources?
- What are your short-term and long-term goals?

Response

- What are you hoping to achieve (goals)?
- Whose help will you need?
- How long will it take?
- How will you test to find out whether your response was effective?

Assessment

- Did you meet your goal(s)?
- What have been the outcomes?
- What were the challenges?
- Do you need to seek out additional resources, partners?
- What can you do to make it more effective (lessons learned)?

The benefits of SARA:

- Systematic, logic-driven model;

- Helps to anticipate/prevent problems;

- Encourages creativity;

- Supports police by encouraging collaboration, consultation and sharing responsibility for community safety;

- Encourages police officers to use their working knowledge and experience.

NOTE TO THE TRAINER

The trainer may want to ask the participants if they are aware of SARA, and if necessary can use the case study and activity which follow. The trainer can provide the participants with a handout or a power-point slide with the key points of the case study, as well as the questions used for conducting SARA.

CASE STUDY

LONDON: SAFER TRAVEL AT NIGHT

The Metropolitan Police Service (MPS) applied SARA to identify and solve the problem of sexual offences that were being committed by illegal minicabs in London.

Scanning and Analysis:

- Between October 2001 and September 2002, 212 sexual offences were committed by illegal minicab drivers; in 54 instances the women were raped;

- The number of sexual assaults in illegal minicabs was rising;

- Contributing to this was an endemic problem of taxi touting in central London which posed a serious risk to the travelling public;

- Unlicensed minicabs provided a cover for some of the most serious crimes in London including sexual attacks on women;

- Local isolated responses were having a limited effect on this serious problem and a coordinated response was needed.

Response:

- To shift the focus from an offender based strategy to one that covered all aspects of the crime triangle;[a]

- To improve the safety of people travelling at night by launching the Safer Travel at Night (STaN) Initiative in October 2002;

- The key objectives of initiative:

  > Reduce the number of sexual assaults committed by illegal minicabs;

  > Raise awareness amongst Londoners and visitors to London of the risks of using illegal minicabs, and reduce the demand for and the availability of illegal minicabs.

  _____

  [a]The victim, offender and location.

Assessment (Evaluation):

- Ongoing monitoring of sexual offence crime data, illegal minicab usage and perceptions, enforcement results and taxi touting levels;

- Methods used:

  > Baseline measure of market share prior to the launch of the anti-touting initiatives to assess of the extent of change over time;

  > Qualitative surveys to get feedback on the awareness of the complementary measures such as advertising campaigns and public relations activities to assess the impact on the perceptions of illegal minicabs versus other forms of transport.

For more information, see: http://www.popcenter.org/library/awards/goldstein/2006/06-49(W).pdf

ACTIVITY (OPTIONAL)

Time Required:

5 minutes for activity introduction; 20 minutes for small group work

The trainer could ask the participants to break into small groups and apply the case study on the Metropolitan Police Service and illegal minicabs to some of the questions regarding the SARA problem-solving method.

Alternatively, using the London case study for guidance, the trainer could ask the participants to break into small groups and design an imaginary or apply a real-life situation where SARA could be used. The participants can use the following points to guide them:

- Outline a situation where SARA can be applied as a useful method to solve an issue.

- Go through the process of using SARA and identify any possible challenges.

- Reflect on what knowledge and which skills are needed to use SARA.

- Identify the needs and local partners (e.g. universities, organizations) by using SARA and explain how this is done.

- Outline how the specific partners can facilitate the implementation of SARA and advance problem solving.

- How could SARA be used by other partners?

ANOTHER PROBLEM-SOLVING METHOD—CAPRA[a]

CAPRA (C= Clients, A= Acquire/Analyse Information, P= Partnerships, R= Response, A= Assessment of Action) was designed by the Royal Canadian Mounted Police (RCMP) to be used as a community policing problem-solving model. It is a system that keeps problem-solving efforts on track by guiding police officers as they work through problems, anticipate problems and facilitate an effective networking capability for problem solving both internally and externally. Through CAPRA, problem solving depends on the implementation of five steps: client, acquire, analyze, partnerships, response, and assessment of action. Each step is documented to monitor progress. CAPRA is intended to promote discussion between RCMP staff, clients (civil society and the government) and partners. It includes:

- Identifying existing or potential problems and related issues;
- Developing and maintaining partnerships and trust within communities to establish priorities for service delivery and preventive problem solving;
- Acquiring and analyzing pertinent information;
- Understanding clients' perspectives on work-related matters for establishing priorities and potential partnerships in service delivery;
- Encouraging ongoing feedback for continuous improvement of service delivery.

CAPRA is implemented through the following steps:

1.   Clients
- To define clients: Who are the clients? Clients refer to anyone, any group, or any entity that may be directly or indirectly affected by an actual or potential problem related to crime and disorder:
- Direct and indirect clients are determined by their level of involvement in the problem;
- It is important to know where your client stands in relation to the problem (direct or indirect);
- Knowing your client supports effective collaboration because it helps to anticipate expectations, address concerns, allocate and advocate for resources, and develop plans and strategies.

2.   Acquire/Analyse
- To facilitate a richer understanding of the overall problem by setting the framework for the identification of response strategies, resources and partnerships for dealing with the specific problem:
- Collect data from both public and private sources;
- Study the history of that type of problem;
- Use acquired knowledge to develop a working hypothesis;
- Identify helpful resources.

3.   Partnerships
- To build new or develop existing partnerships to enhance problem-solving efforts:
- Partnerships may be internal or external;
- Partners have a vested interest in the problem;
- Partners may be able to provide assistance based on capacity;
- Develop a working relationship (use of mediation/negotiation skills).

_____

[a]RCMP, *Community Policing Problem Solving Model.* Available from: http://www.rcmp-grc.gc.ca/ccaps-spcca/capra-eng.htm.

4.   Response

- Develop an overall strategy that is designed to address the community problem. The three main tasks are:
- Choose the best strategy based on a thorough analysis;
- Focus on the small percentage of individuals who contribute to the larger percentage of the problems;
- Implement the response, including the design for a future evaluation.

5.   Assessment

- To evaluate both the process and the impact of the response strategy:
- Has the problem been reduced or eliminated? To what degree?
- Collect comparison data;
- Assess unintended outcomes;
- Determine whether additional resources are still needed.

(b)   Problem-solving technique: Intelligence-led policing

Intelligence-led policing is a problem-solving technique that uses research and analysis, evidence-based decision-making, crime intelligence and coordinated efforts to ensure effective and efficient policing to reduce crime. This is a collaborative process that starts with information (e.g. location of crimes, available resources) gathering at all levels that is then analyzed to create intelligence to help understand and evaluate existing operations. It makes use of innovations in information technology to conduct analyses. The technique aims to facilitate objective decision-making that will allow for informed decisions to be made by high-level staff regarding strategies, allocation of resources and tactical operations. This process identifies areas for improvement. Managerial meetings are regularly held to assess the effectiveness of responses, reallocate resources and deploy new strategies.

Intelligence-led policing applies information and data to develop intelligence (i.e. synthesis of known data/information and analytical reasoning) to provide a picture of the overall operating environment. While the process varies across police departments, the following points provide a general idea:[20]

- Planning and Direction – Questions are formulated about the operational environment, priorities are defined for data collection and intelligence analysis efforts;

---

[20]This information has been taken from the New Jersey State Police, *Practical guide for intelligence-led policing*, which clearly outlines the process from a broader perspective that could be used or adapted elsewhere. Available from: http://www.njsp.org/divorg/invest/pdf/njsp_ilpguide_010907.pdf. For more practical information on intelligence-led policing, see: Ratcliffe, Jerry H., *Intelligence-led Policing* (Australian Institute of Criminology, 2003).

- Collection – Researching existing intelligence data and/or conducting operations to gather raw data from a variety of sources, the collected data is then formally analyzed;

- Analysis and Production – Transformation of collected data into intelligence, codified into reports and briefings, data is evaluated for validity and reliability, conclusions and recommendations are formulated from the data, presentation of the analysis, conclusions and recommendations;

- Dissemination – Final report is distributed to relevant staff and integrated into the appropriate intelligence database for future analyses;

- Intelligence Product Evaluation – Feedback is provided through the form of an evaluation to assess the process, and to identify the challenges that took place, the appropriateness of the analysis, and the value of the outcomes.

CASE STUDY

COMPSTAT

CompStat[a] is a similar approach to intelligence-led policing, which is primarily used as a management tool to achieve and assign internal accountability. It applies knowledge to improve policing performance and accountability. Police departments use CompStat to identify problems and measure the results of problem-solving activities. Geo-coded data is used to develop responses to criminal activity in particular areas of police responsibility. Higher-ranking commanders then use the data to evaluate the policing activities and determine who is accountable for crime rate changes. A series of meetings are held where the following items are monitored: participant attendance, activities at the meetings, and outcomes of the meetings.

CompStat focuses on the following elements that are used by high-ranking commanders:

- Timely and effective deployment of people and resources to respond to crime, disorder, and traffic problems in a short period of time;

- Assessment of problem solving activities;

- Data analysis and mapping;

- Ensuring accountability at all levels of the police hierarchy (i.e. addressing resource allocation, emergency and long-term solutions to problems).

To read about how the New York City Police Department uses CompStat, see: UNODC and UN-HABITAT, *Introductory Handbook on Policing Urban Space* (New York, 2011), pp. 25-26.

———————
[a]Computational statistics.

NOTE TO THE TRAINER

The trainer may want to ask the participants if their departments use intelligence-led policing. If the participants are not familiar with the technique, the trainer may want to conduct the following activity and provide a handout if needed. Even if there is some familiarity, it may be useful to do the activity so the trainer can assess the participants' level of knowledge.

ACTIVITY (OPTIONAL)

Time Required:

5 minutes for activity introduction; 20 minutes for small group discussion

The trainer should ask the participants to break into small groups, and to create an imaginary situation or use a factual situation that will be applied to intelligence-led policing. The following points will help guide the participants:

• How would you use an intelligence-led policing approach to deal with the situation?

• What skills would be needed to undergo the process?

• What type of data will you need to collect, what data already exists?

• What partnerships will you need to secure, and how will you coordinate information sharing?

• How will collaboration be sustained throughout the process?

• How will the information be analyzed?

• How will the final product be disseminated?

• What will you do with the information from the evaluation of the final product?

• What could be some potential challenges throughout this process? How could they be addressed?

2. Tools for developing, testing and improving problem-solving techniques

Problem-solving strategies for policing are essential parts of crime prevention processes such as prevention strategies implemented by community organizations, municipalities or national government. Developing, testing, evaluating and adapting such policing strategies are essential for enhancing effectiveness. There are several tools that police and their partners can use to do so, and gain a better understanding of the issues in order to adapt strategies. It is important to note that such tools have limitations and thus work best in relation to other activities that test and improve

policing strategies. Tools such as safety audits and victimization surveys are not usually carried out by police departments yet the police are an essential partner, and the police greatly benefit from the information collected. Therefore, it is crucial that police departments understand these tools and what they do. This section focuses on safety audits and victimization surveys.

(a)   Local safety audits[21]

The safety audit, which is associated with knowledge-based prevention, is a tool used to gather information, diagnose safety problems and outline the possibilities for tackling the issues. The safety audit is based on the belief that the design of physical environments affects safety and therefore an environment can be designed to enhance safety and perceptions of security. It is also based on the idea that elements of the physical environment can reduce the opportunity for violence or at-risk behaviours, which can have a larger impact on improving safety and promoting non-violent attitudes and behaviours.

Safety audits have historically been used in urban areas to reduce violence against women in public spaces. They were first developed by the Metro Toronto Action Committee on Public Violence against Women and Children (METRAC), which aimed to minimize opportunities for sexual harassment and assault, ensure women's participation in the design and management of their environments, and promote attitudes and behaviors that encourage non-violence against women. Presently, safety audits are being used around the world to not only deal with women's safety, but also more general safety issues.
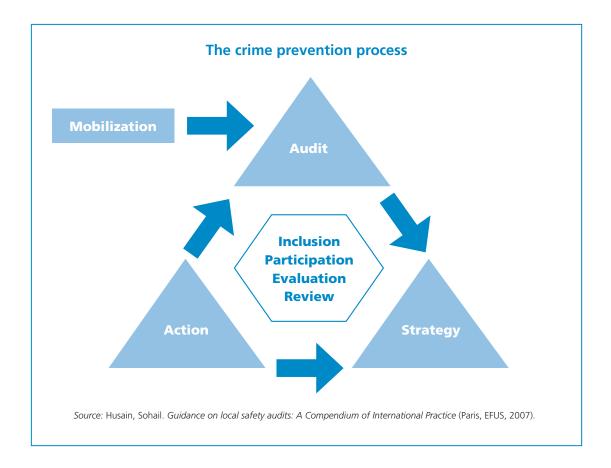
Safety audits can be used by and with police departments to instil a more participatory approach to addressing safety issues. The purpose is to systematize the main crime and violence issues and identify levels of insecurity in a particular locality and to list the community's resources (services, community organizations, existing projects etc.). The audit can be used for preparing a scenario, establishing priorities for the first steps to address the issue, and identifying potential community-based, public and private partners.[22]

SAFETY AUDITS

Read about how police departments can conduct a safety audit:
Clare, Joseph, and Darryl Plecas, *A Framework for Conducting Annual Community Safety Audits: An In-House Methodology for Police Departments* (2012). Available from: http://www.ipes.info/WPS/WPS_No_41.pdf

---

[21]For more information, see: http://www.bra.se/bra/bra-in-english/home/publications/archive/publications/2011-02-24-neighbourhood-security-survey---thoughts-along-the-way.html; and http://www.bra.se/bra/bra-in-english/home/publications/archive/publications/2011-02-24-neighbourhood-security-survey---a-guide.html.

[22]Community organizations, the police, research institute, city officials/local government, schools, healthcare institutions, local authorities, youth groups, social services, local companies—private sector, etc.

The crime prevention process

Mobilization → Audit

Inclusion
Participation
Evaluation
Review

Action

Strategy

Source: Husain, Sohail. *Guidance on local safety audits: A Compendium of International Practice* (Paris, EFUS, 2007).

Safety audits should be the basic tool for setting out public policy, project goals and develop action priorities. They are usually designed and implemented by community organizations or municipalities, with various partners assisting or being involved. Community participation is essential at all stages of the project, from information gathering to implementation. The audit can play a major role in helping the police re-orient their strategies and identify crime hot spots. Information is gathered using one or more of the following methods:

- Key informant interviews;
- Open meetings;
- Focus groups;
- In-depth survey interviews;
- Outreach work;
- Exploratory walks;
- Snowballing;
- Citizens' juries;
- Participatory budgeting.

The information gathered can sometimes be presented via maps to identify hot spots and to monitor crimes and the impact of prevention and policing strategies.

CONDUCTING A SAFETY AUDIT

Step 1. Identify crime, violence and insecurity issues in the target community. Tap the knowledge and experience of a variety of sources such as municipal services, the police, schools, local firms, community leaders, previous studies, etc.

Step 2. Identify local stakeholders already participating in prevention activities and projects in the target locality or with the target population groups. These stakeholders could include government agencies, NGOs, research centers, universities, and representatives from the business and commercial sectors.

Step 3. Analyze the individual and social characteristics of the target group and the physical features of the intervention area.

Step 4. Decide on the priority problems requiring intervention.

Step 5. Analyze those problems, seeking to discover when and why they arise, and identify their main characteristics

For more information on how to prepare and conduct a safety audit, see:

- Husain, Sohail, *Guidance on local safety audits: A Compendium of International Practice* (Paris: EFUS, 2007);

- World Bank Department of Finance, Private Sector and Infrastructure, Latin America Region, *A Resource Guide for Municipalities: Community-Based Crime and Violence Prevention in Urban Latin America* (2003). Available from: http://www.unodc.org/pdf/youthnet/tools_violence_prevention_handbook.pdf;

- Fondation Docteur Philippe Pinel, International Centre for the Prevention of Crime, Union des municipalités de Quebec, *The key to safer municipalities: Joining forces to prevent violence and crime in our communities (*Montreal, Canada, 2004).

- UN-HABITAT and Universidad Alberto Hurtado, *Guía para la prevención local: hacia políticas de prevención social y seguridad ciudadana* (Nairobi, Kenya, 2009).

NOTE TO THE TRAINER

Safety audits are often used to assess the safety concerns of community members, enabling them to propose responses and engage with the police and local governments in developing solutions. Women's safety audits have been gaining popularity as safety in urban areas is a growing concern. The trainer may want to present the following case study to facilitate understanding and demonstrate how the police can be an active player in safety audits, as a means of improving women's safety in urban spaces.

CASE STUDY

JAMAICA: STRENGTHENING COMMUNITY SAFETY THROUGH LOCAL GOVERNMENT CAPACITY BUILDING

Jamaica faces significant challenges in relation to crime and violence. Women's safety is a major issue where women and girls are highly vulnerable to victimization in public spaces. Women also lack involvement in community planning and management, and face obstacles in gaining the necessary protection from human rights violations. As a part of addressing women's safety issues and larger issues of capacity building to advance community safety, the United Nations Development Programme (UNDP) collaborated with local government to set up the *Strengthening Community Safety through Local Government Capacity Building* project. In this project, safety audits[a] were designed in two communities to ensure women's voices were being heard at the community level in decision-making about physical and environmental conditions that generate crime and fear of crime. The police collaborated with community-based organizations, and both groups underwent training on conducting safety audits. The government also provided support for training researchers on data collection instruments and how to integrate collected information into local government planning and processes for prevention.

The goals of conducting the safety audits included:

- To detect what corrective actions need to be taken in the community environment to improve safety;
- To provide legitimacy to women's concerns;
- To increase awareness of crime and violence against women through a mass media campaign;
- To help decision-makers understand how women experience their environment.

To read about the safety audits and involvement of the police, see:

- UNDP, *Jamaica Project Document.* Available from:http://www.jm.undp.org/files/Strengthening%20Community%20Safety%20Through%20Local%20Government%20Capacity%20Building.pdf;
- UNDP, *Strengthening Community Safety through Local Government.* Available from: http://www.jm.undp.org/node/209.

----

[a]The audits included: exploratory walks; open meetings; and focus groups with key urban stakeholders (local government, police, criminal justice system, civil society, private sector and research institutions).

(b)   Victimization surveys

The victimization survey is a technical tool consisting of a set of questions that directly consults on occurrences of crime, individuals' perceptions of insecurity and their confidence in law enforcement agencies. It is important to note that the information from victimization surveys is largely based on reports from individuals. Therefore, it can be the case that lack of trust in the police leads to untruthful responses, which has an impact on the accuracy of the results. Therefore, building trust with the community is essential for the police to ensure accurate information and effective outcomes.

Police statistics are usually the only available information on crime and violence, and therefore the survey provides additional and diversified knowledge. Oftentimes, victimization surveys are designed and conducted by local organizations, research institutes or public safety departments. It is an important tool to help government, the police and civil society understand their crime problems and how to better address them. In this sense, the survey collects information, which for the police is a crucial component for evidence-based problem solving and enhancing knowledge and capacity. Evidence-based information is crucial for the development of crime prevention strategies and policies, and in assessing the effectiveness of existing crime prevention initiatives.

Objectives of victimization surveys:

- Complement the official crime records and statistics;
- Determine the extent, manifestations and types of crime;
- Build knowledge about the community's experiences of crime;
- Identify those at risk;
- Evaluate public perceptions of police effectiveness and service delivery;
- Establish the opinions of victims and others regarding interventions;
- Function as a tool for mapping crime.

VICTIMIZATION SURVEYS

The information collected from victimization surveys provides insight on the following:[a]

- The level of crime and its characteristics;
- The characteristics of victims and perpetrators;
- Changes in the level of crime over time;
- The risks of becoming a victim;
- The changing perceptions of safety over time;
- The rate of crime reported to authorities and reasons if reporting is low;
- The effectiveness of crime prevention policies;
- Identify a possible relationship between fear of crime and actual levels of crime;
- The impact on vulnerable groups in the community, such as migrants.

----
[a]UNODC and UNECE, *Manual on Victimization Surveys* (Geneva, 2010).

NOTE TO THE TRAINER

The trainer may wish to present participants with an example of a victimization survey, which can be found in the UNODC and UNECE, *Manual on Victimization Surveys* (Geneva, 2010), chapter 5.

3.   Challenges of problem-solving techniques

It takes substantial investment on the part of police and the community for problem-solving techniques to work. Some key challenges that affect the implementation process and sustainability of problem-solving techniques include:

- Remaining legacies of repressive policing and mistrust in the police;
- Lack of a city-wide or national prevention strategy within the police services and/or government;
- Pressure from high rates of crime that distracts from the focus on problem-solving techniques;
- Vulnerability to political changes—inconsistent political will;
- Vulnerability to vigilantism;
- Difficulty in getting support from within the police at a variety of levels;
- Poor/no communication between intelligence units and other police departments;
- Contrasting techniques and methods used across police departments;
- Difficulty in building positive police-community relations;
- Difficulty in securing dedicated and diverse partners;
- Constant changes in the types of crime;
- Poor infrastructure limiting access to areas in need of problem-solving techniques;
- Weak capacity to monitor crime on an ongoing basis;
- Limited resources to gather and analyze data;
- Inaccurate reporting and poor or inconsistent quality of data;
- Challenges in implementing recommendations—especially structural or institutional changes—and getting consensus on those changes.

NOTE TO THE TRAINER

The trainer will notice that the following activity is the same as the one appearing in Module A. Therefore, building on the responses to the activity in Module A, the participants will apply the information obtained from Module B. This will instruct the participants on the steps involved in building a comprehensive crime prevention strategy.

ACTIVITY

Time Required:

20 minutes for activity introduction and small group discussion
5 minutes per presentation to the larger group if time permits

The trainer should ask the participants to break into small groups. The trainer can then present a slide with the following information or provide the participants with a handout:

> You are a police officer within a municipal/local police department in one of five jurisdictions in a mega-city. You are part of a team that is responsible for community relations, and have recently been investigating gang-related activities of one particular group relating to the production and distribution of illicit drugs that extends across five jurisdictions with potential transnational links. It has also been found that the group is recruiting young males and females from one particular urban community. In this community, perceptions of insecurity are high, there are many decrepit buildings used by drug dealers, there is a lack of safe public space where parks are considered as dangerous places, and there are significantly high rates of violent youth crime associated with gang-related activities. Young gang members use Facebook to target young female victims in public spaces, to recruit new members, and to set up street fights with rival gangs. At the same time, a recent survey from the local university shows that there is a high level of distrust of the police and that relations between the police and the communities in the city have deteriorated recently.

- How would you implement a problem-solving approach to tackle these issues?
- Which problem-solving techniques will you use?
- Which problem-solving methods and tools will you use to assess the situation, gather information, and inform your policing strategies?
- What could be some possible challenges and related solutions regarding the previous steps?

C. Module C: Policing strategies in urban spaces

AIM

This module will provide an overview of:

- Urban areas, the distribution of crime and related techniques (policing crime hot spots);
- Techniques of situational crime prevention;
- Crime Prevention through Environmental Design (CPTED) as an approach of situational crime prevention;
- Broken windows theory as a concept of situational crime prevention;
- Controlling the use of firearms in urban space.

OBJECTIVES

In this module, the participants will be able to:

- Understand the techniques of situational crime prevention and approaches such as CPTED;
- Learn about policing crime hot spots;
- Learn how to apply situational crime prevention to urban policing;
- Comprehend broken windows theory;
- Recognize strategies for firearm control;
- Identify cooperation building mechanisms for effective crime control.

1. Urban areas and the distribution of crime

Criminal activity in urban areas tends to be connected to social, temporal and environmental factors, and is usually concentrated in "high risk" areas. Policing in several urban areas has been adapted to the "high risk" approach where crime is found to occur at certain times of the day (temporal) and in certain areas of the city (social and environmental). Empirical analysis and mapping is applied to collect information on the distribution of crime to allow police departments to identify high risk areas, also known as "hot spots". This approach focuses on the collaborative management of space where the police, community members, local organizations, social services, city planners and officials work together to develop strategies to manage space to prevent and control crime. The emphasis is placed on partnership since the police cannot act alone and the community plays a key role in securing safe spaces by offering natural surveillance.

(a) Policing crime hot spots[23]

Policing crime hot spots[24] has become a common and successful police strategy and it has been shown that crime prevention benefits can be gained from hot spot analysis. Hot spots are identified through a computerized crime mapping process. The three most common uses of this mapping are to measure police performance (e.g. Comp-Stat), solve specific crime problems, and inform the public. It is a process that aims to inform policing and build knowledge in order to: reduce crime and disorder while using limited resources; offer a better understanding of crime patterns and victimization; and ultimately improve the effectiveness of policing strategies. It also involves developing maps that visualize different aspects of a particular location and running statistical tests to identify high crime areas, types of crime being committed, and the ways to respond. Hot spot analysis essentially attempts to help the police make informed and effective decisions about how to allocate scarce resources, which is partially based on where the demands for police are the highest and the lowest. It is important to note that the quality of crime mapping depends a lot on the quality of data, which suggests reported crimes. Therefore, if trust is low in the police, reporting frequency tends to be low. The important point is that building trust with the community is essential for police to build knowledge and to ensure that their work is efficient and effective.

The first step in hot spot analysis is identifying the size of the hot spot. For example, there are hot spot places, hot spot streets, hot spot neighbourhoods and hot spot cities. Aside from size, hot spots can differ in the factors that create the concentration of crime. These factors have an impact on how the hot spot maps are constructed and how the hot spots are depicted. Therefore, the level of analysis (i.e. form of mapping) for each hot spot requires different approaches, which have an impact on the type of policing strategy required. The size of the hot spot helps to identify the specific type of hot spot. Some examples include:

---

[23]This section is largely adapted from U.S. Department of Justice Office of Justice Programs, *Mapping Crime: Understanding Hot Spots* (2005). Available from: https://www.ncjrs.gov/pdffiles1/nij/209393.pdf.

[24]Hot spot describes (an) area(s) of concentrated crime.

• Repeat places hot spot – A place that has many crimes;

• Repeat victimization hot spot – Multiple attacks on the same individual regardless of location;

• Repeat street hot spot – Streets with a high degree of victimization;

• Neighbourhood and other areas (large areas) hot spot.

Table 1[25] shows the types of hot spots, how they are depicted on a map and examples of policing strategies specific to each type:

Table 1. Depiction of hot spots

Concentration	Hot spot depiction	Action level	Action examples
Place—at specific addresses, corners or other places	Points	Place, corner	Hot spot patrols
Among victims	Points, lines, areas depending on nature of concentration	High-risk targets and potential victims	Developing networks among victims, repeat victimization programs
Street—along streets or blocks	Lines	Streets, highways	Concerted patrolling of specific streets, traffic reengineering
Area—neighbourhood areas	Shaded areas, ellipses, gradients	Large areas	Community policing, building community partnerships

From this information, the appropriate map for hot spot analysis can be selected, such as dot maps—hot spots are at specific addresses, corners or other places; line maps—hot spots are along streets; or ellipse, choropleth, and isoline maps—hot spots cover broader areas and coincide with neighbourhoods. The information is then compiled into maps through different types of crime-mapping techniques:

• Point mapping – Each point represents a crime or criminal activity;

• Spatial ellipses – Different types of clustering of crime hot spots;

• Thematic mapping of geographic boundaries – Crimes which are mapped as points are aggregated to geographic areas. This information can be mapped by themes to show the spatial pattern of crime type in a selected area;

• Quadrat thematic mapping – Facilitates finding hot spots in geographic boundaries that vary in size and shape.

This entire process helps police departments focus their efforts and intervene with an informed and knowledge-based approach. Therefore, crime mapping through hot spot analysis is often integrated with other policing strategies for optimal outcomes, which may include community policing and problem-oriented policing. In terms of community policing, mapping helps the police identify high-crime areas and focus

---

[25]Adapted from U.S. Department of Justice Office of Justice Programs, *Mapping Crime: Understanding Hot Spots* (2005), p. 11.

their efforts on working with the members of those communities to reduce and prevent crime. For problem-oriented policing, mapping helps to identify concentrations of crime or criminal activity, which in turn is used to investigate what causes these concentrations and to implement appropriate responses.

There are limitations in applying the "hot spot" process, some examples include:

- Crime displacement;
- Discrimination against certain populations and typecasting of certain areas which can lead to further spatial degeneration and heightened levels of criminality and violence;
- Limitation in using maps to show concentrations of victimization;
- Lack of training and proper skills for analysis techniques;
- Lack of good, reliable data and information sharing;
- Limitation in only using maps to inform policing strategies;
- Lack of capacity to act on hot spots;
- Lack of feedback and linkages between police performing the interventions, decision-makers, and analysts.

CASE STUDIES

THE CITY OF MAMELODI, SOUTH AFRICA

To facilitate understanding of hot spot analysis and crime mapping, the trainer could discuss the case study in the *Introductory Handbook on Policing Urban Space: The city of Mamelodi in South Africa* (p. 61).

This case study demonstrates how crime mapping, problem-oriented policing and other strategies were applied to prevent and reduce crime.

MINAS GERAIS, BRAZIL

Crime mapping is often carried out in a collaborative manner, involving partners such as research or public institutions and the police. One example is the Centro de Estudos de Criminalidade e Segurança Pública (Center of Studies of Crime and Public Security—CRISP) that aims to help the development, implementation and evaluation of criminal justice related public policies. Aside from collecting and organizing crime data, CRISP offers training to public security professionals and conducts targeted research. CRISP also developed a crime mapping application for the police in Minas Gerais, Brazil. The application allows researchers and the police to produce maps comparing the levels of violent crime across police districts and over time in the state of Minas Gerais. The maps are used to build knowledge with regard to safety issues, plan and manage policing activities such as community policing approaches, and to develop local strategies and programs. For more information, see: http://www.crisp.ufmg.br/main/index.

NOTE TO THE TRAINER

The trainer may find that the participants are aware of hot spot analysis and policing and have experience in this approach. If this is the case, the trainer could facilitate a group discussion for the participants to exchange on their experiences.

ACTIVITY (OPTIONAL)

Time Required:

20 minutes for activity introduction and small group discussion

Building your own case study
This activity is targeted for police officers who have been involved in crime mapping (policing crime hot spots) in urban areas. The trainer should ask the participants to break into small groups, select an example from their own experience, and answer the following questions:

- Explain the crime mapping approach that your police department implemented.

- Why was it implemented?

- Was it used alongside other strategies and/or to inform policing strategies?

- What were the type(s) of hot spots identified?

- What type of analysis was conducted?

- Which crime mapping technique was used?

- Who were the partners?

- What were the outcomes—which interventions were used?

- What worked well?

- What did not work well (i.e. the challenges)?

- Did your department make changes according to the lessons learned?

- Is crime mapping still being used in that area?

- Would you consider it a good practice that could be used by other police departments?

2. Situational crime prevention, approaches and concepts

Concentration (i.e. hot spots) and distribution of crime can be understood through situational crime prevention. Situational crime prevention is a common crime control strategy and theory that best explains the phenomenon of collaborative management of urban space. This approach focuses on the idea that collaboration between the

police and various partners[26] can help to create conditions that reduce the chances of a crime occurring. There are 25 techniques[27] of situational crime prevention divided into five categories:

TECHNIQUES OF SITUATIONAL CRIME PREVENTION—CATEGORIES

1. Increase the effort—The techniques in this category are aimed at preventing crime by making it harder to commit crimes.

2. Increase the risk—Efforts in this category seek to augment the chances that an offender will be caught, decreasing the chances that a potential offender will commit a crime.

3. Reduce the rewards—The techniques in this category focus on limiting how much a criminal can benefit from a specific act.

4. Reduce provocations—This strategy seeks to reduce the number of crimes by eliminating possible conditions that can create the underlying reasons for crime.

5. Remove excuses—This category contains techniques that seek to reduce crime by creating conditions in which individuals are more likely to be conscious and observant of rules.

NOTE TO THE TRAINER

Policing strategies have applied situational crime prevention techniques to deal with urban crimes and changing urban trends, such as the proliferation of firearms.

CASE STUDY

To facilitate understanding of situational crime prevention and address illicit firearm distribution in cities, the trainer could review the case studies in the *Introductory Handbook on Policing Urban Space*:

*   Controlling the use of arms in urban space in El Salvador (p. 41);
*   Crime Control in Diadema, Brazil (p. 44).

The trainer may want to present one or both of the case studies to the participants. The trainer could use the following activity and provide the participants with a handout or present a slide listing the 25 techniques of situational crime prevention for reference.

---

[26]Community members, local organizations, social services, city planners and officials, private sector; other law enforcement officials, property and landowners.

[27]To read in detail about the 25 techniques of situational crime prevention, see: UNODC and UN-HABITAT, *Introductory Handbook on Policing Urban Space* (New York, Criminal Justice Handbook Series, 2011), pp. 41-43.

ACTIVITY (OPTIONAL)

Time Required:

5 minutes for activity introduction and reading the case study
15 minutes for small group discussion

For this activity, the trainer should present the case study on the city of San Martín, El Salvador or Diadema, Brazil. The trainer could prepare a slide or handout for the participants with the case study and the 25 techniques of situational crime prevention. The trainer should ask the participants to break into small groups and identify which techniques were used.

NOTE TO THE TRAINER

For the following sections (a and b), the trainer may want to provide a handout for the participants or present a slide with some points on each topic.

(a)   Crime Prevention through Environmental Design (CPTED)

The environment can play a significant role in influencing perceptions of safety. One approach to situational crime prevention is Crime Prevention through Environmental Design (CPTED). CPTED assumes that minimizing the risk of crime and violence can also involve preventing the deterioration of urban space. CPTED encourages prevention and considers design and place, therefore focusing on using urban design and infrastructure to prevent and control crime. CPTED is usually applied in the

---

CPTED IS BASED ON SIX PRINCIPLES:

- Natural surveillance;
- Access management and natural access control;
- Territorial reinforcement;
- Physical maintenance;
- Target hardening;
- Minimizing disorder and establishing well-used space.

For descriptions of the CPTED principles, see: UNODC and UN-HABITAT, *Introductory Handbook on Policing Urban Space* (New York, 2011), pp. 38-39.

context of community-based, multi-sector, urban renewal programs that attempt to address the causes of crime through targeted social, economic, and situational crime prevention measures in specific "hot spot" neighbourhoods. CPTED goes beyond traditional policing by incorporating urban space design, planning and management, and enables collaboration between the police and various actors in society, such as the government, urban planners and community members. The aim is to collaboratively create a safe environment in an effective manner.

In terms of policing, CPTED is usually understood as being consistent with problem-oriented policing. This is evident in four ways:[28]

1. It considers a broad array of problems, not just crime.

2. It requires a systematic analysis of crimes, the conditions and factors that contribute to opportunities for crime.

3. It results in a set of programmes or strategies that are proactive and tailored to the problem and the location.

4. It engages an array of citizens, government agencies, and local institutions, each of which has a role to play in defining the problem and deciding upon an appropriate solution, as well as some accountability for long-term improvements.

The problem-solving process used in CPTED is basically a series of steps designed to answer four questions[29] (each question represents a phase in the SARA process):

- What is the problem?
- Why here?
- What can be done to solve the problem?
- How well are we doing?

Table 2[30] shows how each phase of the SARA process (used by the police) addresses one or more aspects of the environment that are critical for employing CPTED strategies to solve a problem.

It is often the case that the police will work with city planners and managers, the business community, organizations, schools, government and community members to collect the necessary information, share experiences, and collaborate on a plan to improve the environmental conditions linked to safety. Considering that the environmental conditions involve many elements and include different groups of people using and working in the space, this plan requires multi-disciplinary knowledge and expertise, and multiple interventions that may include making physical improvements

---

[28]U.S. Department of Justice Office of Community Oriented Policing Services, *Using Crime Prevention Through Environmental Design in Problem-Solving* (2007), pp. 5-6.

[29]Ibid, p. 11.

[30]Adapted from: Zahm, Diane, *Using Crime Prevention Through Environmental Design in Problem Solving*, Center for Problem-Oriented Policing (2007).

to public spaces, enhancing community policing efforts, setting up a neighbourhood watch group, establishing after-school sports activities, extending hours of businesses, and organizing public outdoor activities.

Table 2.   An example of the SARA process

Scanning—What is the problem?	1.	Identify, define and investigate an existing or emerging problem.
	2.	Identify the stakeholders who should be engaged in problem solving.
	3.	Decide on the combination of meetings and activities for problem solving and create a schedule for working through the process.
Analysis—Why here?	4.	Meet with stakeholders to clarify the problem and to define the goals and objectives for the process.
	5.	Collect information and analyze data about the problem.
	6.	Evaluate any connections or relationships between the problem(s), and environmental conditions.
Response—What can be done to solve the problem?	7.	Establish the goals to be achieved through the implementation of CPTED or other strategies.
	8.	Identify alternative strategies for achieving the implementation goals.
	9.	Evaluate the social, political, legal, financial, or technological feasibility of implementing each strategy.
	10.	Select the most promising strategies, and create and adopt a plan for improvement that identifies specific strategies, defines financial and resource requirements, assigns responsibility for implementation and oversight, outlines a schedule for implementation, and establishes indicators of success.
	11.	Put the most promising and feasible measure(s) into place. A combination of immediate responses, short-term improvements, and long-term investment may be required.
Assessment—How well are we doing?	12.	Monitor progress relative to the indicators of success specified in step 10.
	13.	Decide if the process needs to be repeated due to lack of progress or the emergence of new problems.

NOTE TO THE TRAINER

CPTED has shown success when matched with other crime prevention initiatives. In order to enhance learning on CPTED and policing, the trainer may want to present the following case study on Bogota, Colombia which shows how CPTED was a key element in reducing homicide rates.

CASE STUDY[a]

From 1993 to 2002, homicide rates in Bogotá plunged from 80 to 28 homicides per 100,000 people, accidents were reduced in half, and the police increased capture rates by 400 per cent without expanding the police force. The Bogotá success with violence reduction illustrates the importance of political commitment, sustained across three different administrations, and the allocation of sufficient resources to combat crime and violence. Evaluation data links the following to reductions in violence:

- *Campaigns to Promote Citizen Disarmament and Control of Alcohol Consumption.* Effective information systems provided detailed information on violent crime events, resulting in the Plan Desarme that controlled the circulation of firearms. In 2001, around 6,500 firearms were voluntarily returned to the police as a result of the Plan. With the implementation of Ley Zanahoria, alcohol sales ended at 3:00 am on weekends to reduce the rates of violent crimes. Firearms and alcohol control had a significant effect in violence reduction.

- *Actions to Recuperate Decayed Urban Spaces.* Two of the most violent areas in Bogotá— Avenida Caracas and the Cartucho zone—underwent urban and transport infrastructure renewal. In Avenida Caracas, the levels of homicide declined by 60 per cent from 1999 to 2003. In the Cartucho zone, robbery went down by 70 per cent between 2000 and 2003.

- *Frentes de Seguridad.* Neighbourhood crime-monitoring committees encourage collaborative relationships between community police officers and local residents, which have reversed the levels of mistrust between police and community. As a result, there has been an increase in crime prevention efforts.

- *Family Police Stations.* Evaluation data shows that protective measures available through family police stations led to reduction in physical violence against women in the family.

- *Professionalization of the Police.* Police reform and modernization were accomplished through a plan emphasizing results-based performance. Training in prevention policing has been widely accepted by civil society as an efficient alternative to reduce violence and improve coexistence.

For more information, see:

- Buvinić, Mayra, Erik Alda, Jorge Lamas, *Emphasizing Prevention in Citizen Security: The Inter-American Development Bank's Contribution to Reducing Violence in Latin America and the Caribbean* (2005). Available from: http://www.unicef.org/lac/emphasizing_IDB_and_violence_prevention.pdf.
- UNODC and UN-HABITAT, *Introductory Handbook on Policing Urban Space* (New York, 2011), pp. 82-84.

---

[a]This case study is taken directly from Box 2 in Buvinić, Mayra, Erik Alda and Jorge Lamas, *Emphasizing Prevention in Citizen Security: The Inter-American Development Bank's Contribution to Reducing Violence in Latin America and the Caribbean* (2005).

ACTIVITY (OPTIONAL)

Time Required:

5 minutes for activity introduction; 5 minutes for small group discussion

The trainer should ask the participants to break into small groups. The trainer will then present a slide with the following information or provide the participants with a handout to enhance learning on CPTED:

- Identify an existing public space, from your experience, that has high rates of crime. Provide details on this space such as what is this space, who accesses the space, what infrastructure is in this space, and what are the safety issues (e.g. type of crime(s), etc.).
- Apply the CPTED strategy to this space, and discuss which CPTED principles you will focus on.
- Which partners will you collaborate with?
- What is the role of the police?
- Run through the SARA process and explain how it can help you employ CPTED strategies to solve the safety issue(s).
- Outline any possible challenges you may face.
- Briefly explain how you would go about creating a plan, and what it may look like.

For additional information on the role of urban policy, planning, design and governance in enhancing urban safety, see: UN-HABITAT, *Enhancing Urban Safety and Security: Global Report on Human Settlements*. (London, 2007).

For a practical manual on CPTED, see: Kruger, Tinus, Karina Landman and Susan Liebermann, *Designing safer places: A manual for crime prevention through planning and design* (Pretoria, 2001).

(b)   "Broken windows" theory

Broken windows theory is a situational crime prevention concept which suggests that crime can be controlled by minimizing the degree of disorder in a neighbourhood. It has been used to demonstrate how the lack of maintenance in a public space can encourage minor misdemeanours, which lead to the progressive abandonment of a space by other citizens. The theory also looks at elements which crime statistics and victimization surveys cannot measure, such as communal losses due to crime. The police play a crucial role in responding to this 'loss' by maintaining order in precarious situations, which can be done with a focus which goes beyond the realms of criminal investigation and arrests. The theory states that maintaining urban environments in an ordered condition can prevent and reduce misdemeanours, criminal activities and physical deterioration. For the police, this can involve implementing routine foot patrol officers which are usually combined with city-based initiatives involving situational crime prevention, such as cleaning up public spaces and making them more accessible, visible and well-lit at night.

It is noted that the theory has been criticized by some observers on the grounds of having limited impact on local safety. Yet, when combined with evidence-based policing strategies it has been successful in building police-community relations. It can also be useful in emphasizing the link between crime and social issues, and the importance of local knowledge and community ties to develop policing strategies. At the same time, the theory is not necessarily applied as is, but instead certain elements are evident in CPTED strategies and hot spot analysis and crime mapping are used to identify areas for investigation and intervention.

NOTE TO THE TRAINER

The trainer will notice that the following activity is the same as the one appearing in Modules A and B. Therefore, building on the previous responses, the participants will apply the information obtained from Module C. This will instruct the participants on the steps involved in building a comprehensive prevention strategy.

ACTIVITY (OPTIONAL)

Time Required:

20 minutes for activity introduction and small group discussion
5 minutes per presentation to the larger group if time permits

The trainer should ask the participants to break into small groups. The trainer can then present a slide with the following information or provide the participants with a handout:

You are a police officer within a municipal/local police department in one of five jurisdictions in a mega-city. You are part of a team that is responsible for community relations, and have recently been investigating gang-related activities of one particular group relating to the production and distribution of illicit drugs that extends across the five jurisdictions with potential transnational links. It has also been found that the group is recruiting young males and females from one particular urban community. In this community, perceptions of insecurity are high, there are many decrepit buildings used by drug dealers, there is a lack of safe public space where parks are considered as dangerous places, and there are significantly high rates of violent youth crime associated with gang-related activities. Young gang members use Facebook to target young female victims in public spaces, to recruit new members, and to set up street fights with rival gangs. At the same time, a recent survey from the local university shows that there is a high level of mistrust and that relations between the police and the communities in the city have deteriorated recently.

- How would you assess the distribution of crime and identify target areas? What information would you need to do so?
  - > How would you go about identifying and then policing hot spots?

- What situational crime prevention techniques would you use?
  - > How would you implement these techniques?
- How would you collaborate with other sectors and agencies, community organizations and residents to deal with the issue?
- What could be some possible challenges and related solutions regarding the previous points?

D.   Module D: Information and Communication Technology (ICT): Tools for policing urban space

AIM

This module will provide an overview of:

- Basic communication skills to improve policing urban space as a means of prevention;
- Tools and techniques for awareness-raising;
- Innovative technology for policing urban areas—using social media and new data collection/analysis methods.

OBJECTIVES

In this module, the participants will be able to:

- Enhance their communication competencies;
- Understand the importance of communication for policing and crime prevention;
- Learn how social media, IT tools, new technologies and new data collection/ analysis methods are being used to improve policing in urban space;
- Identify tools and techniques for awareness-raising.

I.   Communication and policing

Communication is a crucial part of effective policing and ensuring safety, extending from engagement with community members and other sectors or agencies, to decision-making, and to the management of public space. Effective communication helps the police understand the issues affecting the needs of different sectors and diverse populations, and is also important for maintaining partnerships.

For this module, communication—with regard to policing—is understood as:

- Internal police communications – Achieving agreement across departments, acting as a base for common action and understanding, and information sharing;
- Police-community relations – Effective communication is a two-way process where the police rely on community support and cooperation, and depend on the police for protection;
- Communication with other agencies/partners – Sharing information, collaborating to ensure available, well-coordinated and reliable services and responses.

Communication is not only about verbal interaction. It also encompasses some other elements:

- Ability to listen;
- Consider body language;
- Be visually aware;
- Adapt to different environments, populations;
- Express consideration and empathy (especially in the case of victims, marginalized and victimized communities).

NOTE TO THE TRAINER

The trainer may want to conduct the following activity to enhance the participants' communication skills.

ACTIVITY (OPTIONAL)

Time Required:

30 minutes for activity introduction and small group discussion

The trainer should ask the participants to form small groups. The trainer will give each group one of the following topics:

- Internal police communications;
- Police-community relations;
- Communication with other agencies/partners.

Each group will use their topic to create a case study, which can be based on a real experience or can be a fictitious situation. In order to create the case study, each group will have to incorporate and explain the following communication elements:

- A verbal and/or non-verbal communication interaction that was effective;
- A verbal and/or non-verbal communication interaction that was ineffective;
- The role of the police;
- The role of other players in the interaction;
- The degree of sustainability of the partnership;
- What worked well in the interaction? ;
- What were the challenges?
- How can the interaction be improved to enhance communication, and ultimately safety?

2.   Tools and techniques for awareness-raising

Awareness-raising is an important aspect of crime prevention and one in which Police are usually very active. It may involve informing the population or a target audience on an issue or to alert them of risks and consequences. Strategies include hosting public safety campaigns, announcing information to the media, and presenting at schools, work places, or public and private events.

KEY POINTS FOR EFFECTIVE AWARENESS-RAISING

- Adapt and tailor the message/information for the target audience;
- Address basic human rights standards and legislation that protect victims and those at risk;
- Simplify the information so that all citizens can easily understand;
- Provide practical and useful information;
- Collaborate with the community to gather local knowledge.

It is often the case that police departments in high-income countries have sophisticated tools and techniques for educating the population on certain crimes, risks or new policing strategies. However, many of these tools and techniques can be used by police services in low- and middle-income countries, especially in urban areas since cities offer more centralized services, competition and human capital, thus making it possible for innovation, increased variety and reduced costs. Please see case studies which follow for examples of how the police can raise awareness in urban environments and beyond.

BENEFITS OF RUNNING A CAMPAIGN

- Low cost;
- Improved public relations;
- Influence policy;
- Link the campaign with an existing crime prevention strategy that has shown enhanced crime reduction.

To read about how to organize a campaign, see the Center for Problem-Oriented Policing website: http://www.popcenter.org/responses/crime_prevention/print/

(a)   Set up a website

Websites are a less expensive option for facilitating communication with civil society to assist in spreading information. The Kenya Police created a website[31] to provide easily accessible, up-to-date and practical information for the population. The website is a tool for communicating with citizens to spread awareness on crimes in Kenya, and on more specific issues such as drugs and HIV/AIDS, as well as to inform the public about policing strategies. It also aims to enhance proximity with citizens by offering a secure line of communication for reporting crimes.

---

[31]Available from: http://www.kenyapolice.go.ke/drugs%20information.asp.

POLICE WEBSITES

For another good example of police websites, see the Strathclyde Police site which is also used for advertising campaigns on various crime problems, providing information on the risks, real life stories and prevention methods. Available from: http://www.strathclyde.police.uk/whats_happening/campaigns/

(b)   Collaborate with the media

Television and radio are two main media sources, which are essential for keeping society informed about local, national and international news. This includes news related to the police and their work. For most people, relations with the police is usually through radio or television programmes, where crimes and accidents are reported, policing strategies are discussed and at times criticized, and where the police make announcements to the population. In this respect, television and radio can be important sources of awareness-raising for the police.

The media is one of many actors in society, and therefore should be part of community-police partnerships. The media provides an important link to the community at large and thus can work with the police and other partners to enhance awareness on police activities, and in turn strengthen community dialogue and participation regarding those activities and the role of the police.

Collaborating with the media (i.e. journalists and media institutions) can take up a considerable part of police work, which is usually done by communication specialists within the police. Collaboration carries various responsibilities, such as being aware of each other's mandates and ensuring a balanced approach to reporting, which requires accurate information.

In the city of Montreal, located in Canada, the television programme *Avis de Recherche*[32] (Opinion Research) collaborates with local and provincial/state police services, and social services to inform the public on security issues and offer methods for improving safety, especially for vulnerable populations. The programme airs daily programs that aim to help the police in different jurisdictions in their investigation work, raise awareness on different types of local, national and transnational crimes, and provide mechanisms and resources for victims' assistance in the city. It also presents opinions from different actors in society for a multi-faceted perspective.

UNODC GLOBAL TELEVISION CAMPAIGN

UNODC Global Television Campaign on Human Trafficking aims to use diverse media to build understanding on the issues surrounding trafficking in human beings and to illustrate some of the steps to address this growing problem. Available from: http://www.unodc.org/blueheart/

---

[32]Available from: http://www.avisderecherche.tv/profil.php (in French only).

The Chilean police set up a community radio station (Radioemisora Carabineros de Chile)[33] aimed at educating the public on social issues and problems. Programmes cover themes such as drug abuse, alcoholism, family violence and delinquency. The content is based on the sharing of experiences, and focuses on prevention and educating the public through an interactive process designed to foster positive relations with the community and respect for individual rights. The station also broadcasts daily information bulletins promoting public security.

(c) Establish telephone "hotlines"

Well-publicized telephone "hotlines" can be an enormous asset in spreading awareness on a safety issue and providing information to potential victims. Hotlines offer a non-judgemental, anonymous and secure source and help build knowledge for police services to enhance crime control.

Shortly after the establishment of a system for police officers in Peru to register any information regarding human trafficking, the Ministry of Interior implemented a free and confidential hotline for victims of trafficking in order to provide and receive information. The Inter-American Development Bank assisted in promoting the hotline by launching a regional information campaign in Peru called Llama y Vive ("Call and Live"). The hotline transmits the complaints to the anti-trafficking unit within the Peruvian National Police. It has received more than 10,000 calls and referred 70 allegations to the police for investigation. In 2010, the hotline received 31 reports of trafficking. In terms of prevention, it has shown good results as it is increasingly used on a daily basis, plays a role in helping the police uncover new cases, and has created a system of surveillance among the population.[34]

NOTE TO THE TRAINER

The trainer may choose to discuss one or more of the awareness-raising case studies with the participants and have them share their thoughts and experiences. In addition, the trainer may want to engage the participants in an awareness-raising activity on creating a campaign, see below.

---

[33] Available from: http://deptocom.carabineros.cl/radio/radio.htm (in Spanish only).

[34] To learn more about the hotline and campaign, see: IOM Peru, *Plan Nacional de Acción contra la Trata de Personas 2007-2013 (PNAT)*. Available from: http://www.oimperu.org/lima-trata-plan.htm.

ACTIVITY (OPTIONAL)

Time Required:

20 minutes for activity introduction and small group discussion

The trainer should ask the participants to break into small groups. The trainer will then present a slide with the following information or provide the participants with a handout:

The police officers in your department are witnessing an increasing number of a certain type of crime that is affecting the community's safety. You and a team of officers are willing to engage with the community, city-based partners and other law enforcement agencies to set up a campaign to spread awareness on the issue, with the aim of preventing and reducing future occurrences. Develop a hypothetical campaign using the following questions to guide you:

- What is the issue surrounding your campaign?
- How have you identified the need for that specific campaign?
- Who is the target audience?
- Who will you collaborate with? How will you identify those partners?
- What tools and techniques will you use in the campaign to enhance awareness-raising?
- What existing local resources will you use?
- What are the roles of all the partners involved?
- Explain how you will adapt and tailor the message for the target audience.
- How will you integrate human rights standards and/or legislation into your message?
- Outline possible challenges you may encounter, and possible solutions.

3.   Innovative information and communication technology (ICT) tools for policing urban areas

INFORMATION AND COMMUNICATION TECHNOLOGY

"Information and communication technology can support democracy and human rights by enabling and expanding citizens' social mobilization."[a]

_____
[a]Spider ICT4D Series, *Increasing transparency and fighting corruption through ICT, empowering people and communities* (2010). Available from: http://www.spidercenter.org/sites/default/files/Increasing%20transparency%20and%20fighting%20 corruption%20through%20ICT.pdf.

Information technologies are transforming communication and interaction capacities within and across urban areas. This has also had an impact on safety, and the types and rates of crime where on the one hand new technology has facilitated and enhanced policing and prevention whilst on the other hand ICT has enabled the diversification of crimes and cross-border activity. One important outcome has been the growth in cybercrime. The police are increasingly using new technologies, such as social media tools, and data collection and analysis software to disseminate information to the

public on crime prevention and personal security, gain local knowledge, and creatively build diverse partnerships. As social media increasingly becomes an important and present part of citizens' lives, it provides the opportunity for police departments to proactively reach out and connect with civil society. At the same time, social network services and new technologies for data collection and analysis are increasingly being used in legal and criminal investigations, as in the case of cybercrimes, firearms trafficking and policy violations, human trafficking, smuggling of migrants, corruption, and terrorism.

ICT CAN BE COST-EFFECTIVE

- Improve policing by strengthening coordination, dissemination and administrative capacities, and by improving service delivery;
- Facilitate the collection of information which increases opportunities to hold individuals accountable and ultimately increases rates of corruption detection;
- Facilitate methods of campaigning for educating and informing citizens;
- Facilitate information sharing and social mobilization, and provide digital platforms where citizens can report incidents anonymously.

Private companies are increasingly becoming key actors in the development of ICT tools for police departments, which are aimed at crime prevention. ICT tools often used by urban-based police departments include intelligence and investigation management software such as systems for crime mapping (including identifying hot spots—seen in Module C), and closed-circuit television (CCTV).

CYBERCRIME

Definition: Any form of criminal activity involving the use of computers and the Internet.

- See a website that facilitates reporting of cybercrimes in South Africa. Available from: http://cybercrime.org.za/reporting
- Read more about the new European Cybercrime Centre. Available from: http://ec.europa.eu/dgs/home-affairs/what-we-do/policies/pdf/communication_european_cybercrime_centre_en.pdf#zoom=100

(a) Data collection and analysis and new technologies

Limited resources are a major challenge for many police departments. Some jurisdictions lack a system to collect crime and violence data and to integrate forensic medicine, crime investigation and police actions. Lack of capacities to analyze crime and violence patterns, incidents, problems and causes are also a major constrains faced by some police services. However, there are some promising practices where police departments in low- and middle-income countries have enhanced their capacities to collect and analyse crime data. This includes the establishment of crime observatories which are institutional bodies attached to government, research institutes or police services.

THE FUNCTIONS OF A CRIME OBSERVATORY[a]

- Monitor trends of specific crimes and responses to crime prevention efforts;

- Improve information and understanding about crime in order to better target resources to reduce crime and insecurity;

- Inform policy decisions based on information from police data and other sources (e.g. health, social services);

- Build partnerships between public, quasi-public and/or private actors for data sharing;

- Develop and use geographic information systems (GIS), victimization and fear of crime surveys, self-report surveys, qualitative interviews and focus groups to develop an understanding of local issues around crime and violence;

- Conduct research and analyses to inform public safety programmes and policies.

————————
[a]International Centre for the Prevention of Crime, *International Report on Crime Prevention and Community Safety: Trends and Perspectives* (Montreal, Canada, 2010). Available from: http://www.crime-prevention-intl.org/.

NOTE TO THE TRAINER

The trainer may want to present the following case study to facilitate understanding on how crime observatories are set up and run in low- and middle-income countries, the role of the police, and some examples of activities.

CASE STUDY

GUYANA: CRIME OBSERVATORY

The Guyana Police Force (GPF), which is part of the Ministry of Home Affairs, was lacking a system to collect crime and violence data and integrate forensic medicine, crime investigation and police actions. This made it impossible for the GPF to analyze crime and violence patterns, incidents, problems and causes, and to create policy on crime and violence prevention. The GPF also lacked regular engagement with local groups for sharing information and better targeting enforcement efforts. With assistance from the Inter-American Development Bank (IDB), the Citizen Security Program was set up to reduce risk factors in communities, strengthen the capabilities of the Ministry and the GPF to implement crime prevention programs, and improve social cohesion

within communities and increase their capacity to foster conditions to improve security. As part of the program, an integrated crime and violence information system—a Crime Observatory—was established to monitor trends, obtain information, formulate strategic plans, and develop public policy. The GPF received training to analyze patterns of incidents and identify sustainable solutions. The goal of the observatory is to build capacity of the GPF in criminal investigations, information management, human rights, and accountability.

For more information, see the Citizen Security Program description: http://www.iadb.org/en/projects/project-description-title,1303.html?id=gy0071.

For an additional case study, see the following link to learn more about the development of Jamaica's Crime Observatory. Available from: http://www.vpajamaica.com/crimeobv.html.

Crime mapping software is another important technology for data collection, and for advancing crime prevention. Crime mapping is a common tool being developed and constantly upgraded by police departments in urban areas. While many systems are used to compile and analyze police data, some are aimed at informing community members about crimes that are occurring.

RAIDS ONLINE

RAIDS Online[a] is an online, public crime mapping system, which was developed by a private company for a police department in the United States. Its purpose is to keep members of the university community and citizens in the area informed about crimes that occur on campus and surrounding areas. Community members can use the map, data grid, and analytics to learn about specific incidents and reports. Community members can sign up for crime alerts that provide statistics about their area in a daily, weekly, or monthly e-mail. The goal is to build awareness about incidents to prevent and reduce crime.

_____
[a]RAIDS Online. Available from: http://www.raidsonline.com/.

In terms of specific types of crimes, police departments have been using new technologies to monitor illicit firearm trafficking as a means of developing policing strategies for prevention and reduction in trafficking. Increasingly so, police departments are working across jurisdictions and cross-border to enhance prevention efforts. The Inter-American Convention against the Illicit Manufacturing of and Trafficking in Firearms, Ammunition, Explosives, and Other Related Materials[35] highlights the importance of exchange of information.

_____
[35]Organization of American States, *Inter-Amercian Convention Against The Illicit Manufacturing Of And Trafficking In Firearms, Ammunition, Explosives, And Other Related Materials.* Available from: http://www.oas.org/juridico/english/treaties/a-63.html.

CASE STUDY

The municipality of Canoas in the south of Brazil has implemented a gunshot detection system in the most violent neighbourhood in the City of Guajuviras. The system allows police departments to geo-reference a gunshot in real time and the information is sent to a police unit which can directly locate and respond to the incident. The system was evaluated by the Observatory of Public Safety of Canoas. According to the Observatory, by comparing data from January to April 2010 to the same period in 2011 there was a 60 per cent reduction in homicides in Guajuviras where the gunshot detection system was implemented experimentally. The research showed that the system assisted authorities in saving four gunshot victims in the neighbourhood and in arresting four people involved in the shooting. The system is now being implemented as a pilot project in the Tijuca neighbourhood in Rio de Janeiro. For more information, see: Observatorio de Segurança Pública de Canoas. *Considerações sobre os 2 anos de funcionamento do Shotspotter.* Available from: http://www2.forumseguranca.org.br/observatorio-de-seguranca-publica-de-canoas/lista/documentos (available in Portuguese).

Police departments are also using tracking technology for investigating human trafficking migrant smuggling cases. With the increasing globalization of markets and ease of cross-border travel, human trafficking and migrant smuggling have increased substantially, becoming highly profitable illicit industries. The transnational nature of these crimes demands significant resources and capacity from law enforcement, creating a major challenge for police departments with limited resources. There appears to be a growing interest from national governments and the international community to boost efforts in enhancing law enforcement capacity to tackle the problem through prevention-based strategies. Such investments are being made where police and justice departments are receiving training on: methods to detect and prevent illegal migration operations; techniques to enable increased sharing of criminal information at the regional level to foster closer co-operation and collaboration; and the use of INTERPOL's networks and databases to assist in the identification and disruption of human trafficking and migrant smuggling networks and operations.

UNODC'S ANTI-TRAFFICKING AND SMUGGLING CAMPAIGN

See the UNODC's anti-trafficking and smuggling campaign: http://www.unodc.org/documents/human-trafficking/UNODC_Strategy_on_Human_Trafficking_and_Migrant_Smuggling.pdf.

NOTE TO THE TRAINER

If the participants are interested in this type of technology, the trainer may want to provide the participants with some sources for more information. At the same time, the participants may be aware of these technologies and may want to share their experiences with the group.

In addition to crime and violence data, feedback from community members can provide the police with essential information on police techniques, strategies and performance. This information can help police departments identify which areas work well and which ones require improvement, and can be validated through participatory meetings with community groups and other actors in society. The following case study demonstrates how the Montreal Police Service set up an online survey for the community in order to improve policing urban space and involving the community in doing so, while also facilitating the transfer of information.

CASE STUDY

A police department within the Montreal Police Service realized that there was no formal system in place to receive feedback from the community, which could ultimately provide information on police officers' performance and policing strategies. As a result, the head of the department set up a low cost online survey. Police officers provide business cards to community members upon interaction. On the card there is a link which can be accessed from a computer or smart phone. The link leads the individual to a micro website with a short survey. The information gathered from the survey results provides qualitative data that is analyzed and computed. The results are reviewed every three months, which are shared with the community-police committees (that involve local government, social services, community groups, the police, health services, local businesses, schools), where the information is validated and related strategies are discussed. The micro website also directs survey responders to easy-to-use information on existing resources (eg. social services, programmes for youth, shelters etc.) in the community and the city at large, information for victims, and lists community partners of the Montreal Police Service.[a]

_____
[a]Information based on interview with Commander Roger Bélair, Montreal Police Service, Station 10.

(b) Social media

Social media as a communication tool has an increasing role in crime prevention and criminal justice work. Police departments around the world are using social media such as Facebook, Twitter, blogs and multimedia sharing websites to build

closer relations with civil society as a means of raising awareness on specific crimes and risks, to provide up-to-date information on prevention mechanisms and their own strategies, and to investigate crimes. Social media is relatively low cost and therefore police working in extensive urban areas can broaden their reach to civil society and conduct criminal investigations without overstretching limited resources.

HOW TO USE SOCIAL MEDIA?

Visit this comprehensive website that features a step-by-step guide on social media, information on strategy and policy development, as well as tips and tutorials for getting started: http://www.iacpsocialmedia.org/GettingStarted.aspx

Social media has many advantages, including information dissemination, information monitoring and information exchange. This is particularly useful when it comes to disaster management. Social media has been valuable in providing accurate and timely information to the population following a disaster, adding value in the detection of disasters and situation awareness, and enhancing information exchange.

CASE STUDY

The Global Disaster Alert and Coordination System (GDACS) was set up by the United Nations Office for the Coordination of Humanitarian Affairs (UN OCHA) and the European Commission (EC) to provide global disaster monitoring and alerting for earthquakes, tsunamis, cyclones, floods and volcanoes. GDACS collects 'real-time' hazard information, which is applied to Geographic Information System (GIS) models and combined with demographic and socio-economic data. GDACS provides added-value information to emergency responders, using social media to improve information dissemination, monitoring and exchange. Social media involves civil society as a provider and distributor of "real-time" information that is facilitated by a GDACS Twitter account used to send out alerts, as well as a Facebook page for data dissemination and mobile applications for exchanging information. This information helps the police in planning and management during disasters, and in coordinating efforts with disaster relief agencies, social services and others. For more information, see: http://www.gdacs.org/

Social media can be useful for starting a dialogue that can inform civil society and/ or the police about issues or certain activities that may not have been known. It can provide the opportunity (i.e. a platform) for exchanges between groups or individuals that do not usually interact, helping develop or improve relations between the police and civil society for example. Social media can also help build community participation in safety issues as the community can be an important player in monitoring, disseminating and exchanging information.

How police departments are using social media for crime prevention:[36]

- A Facebook page is created where people can read the latest news, follow police department's work, post comments and crime prevention tips, promote crime prevention events and participate in discussion forums.

- Weblogs or blogs such as the Google-owned Blogger/BlogSpot allow users to publish and share text and multimedia files online. Blogs are ideal for posting upcoming events, announcements and seasonal crime prevention and safety information. For an example, see:

  > The Boston Police Department's blog. Available from: http://www.boston-crimewatch.com/blog/

PRIVACY ISSUES

Social media has increased the ability of people and groups to share and access information easily and instantaneously. Such a tool is prompting governments to critically examine issues related to the management of information, security and the individual right to privacy, as in some cases legislation has not kept pace with new technology.

- Microblogs allow users to publish brief updates. The Internet is home to dozens of microblogging sites including Twitter, Nixle, Tumblr, and Google Buzz. Twitter posts, known as "tweets", convey a sense of urgency and are an effective way to rapidly disseminate time-sensitive crime prevention news and alerts. For some examples, see:

  > The municipal police of Miraflores in Peru uses Twitter. Available from: https://twitter.com/miraflores24h

  > The National Police in Haiti has a twitter account. Available from: https://twitter.com/DDOPNH

- Multimedia sharing websites such as Flickr, PhotoBucket, and YouTube let users store, share, and create audiovisual files and photographs. There is also a podcast which is designed to be released in segments. For an example, see:

  > Australia uses YouTube to deter people-smuggling. Available from: http://www.thenational.ae/news/world/asia-pacific/australia-to-use-youtube-to-deter-people-smuggling.

---

[36]National Sheriffs' Association, *USAonWatch-Neighborhood Watch Program*. Available from: http://www.USAonWatch.org.

NOTE TO THE TRAINER

The trainer may first want to facilitate a discussion on social media as it relates to the work of the police, and get some feedback from the participants on their thoughts and how/if their departments use social media. The following activity enhances learning regarding Module D. The goal is to build on the responses from Module A, B, and C as a means of developing a comprehensive crime prevention strategy.

ACTIVITY (OPTIONAL)

Time Required:

30 minutes for activity introduction and small group discussion
5 minutes per presentation to the larger group if time permits

The trainer should ask the participants to break into small groups. The trainer can then present a slide with the following information or provide the participants with a handout:

> You are a police officer within a municipal/local police department in one of five jurisdictions in a mega-city. You are part of a team that is responsible for community relations, and have recently been investigating gang-related activities of one particular group relating to the production and distribution of illicit drugs that extends across the five jurisdictions with potential transnational links. It has also been found that the group is recruiting young males and females from one particular urban community. In this community, perceptions of insecurity are high, there are many decrepit buildings used by drug dealers, there is a lack of safe public space where parks are considered as dangerous places, and there are significantly high rates of violent youth crime associated with gang-related activities. Young gang members use Facebook to target young female victims in public spaces, to recruit new members, and to set up street fights with rival gangs. At the same time, a recent survey from the local university shows that there is a high level of distrust of the police and that relations between the police and the communities in the city have deteriorated recently.

- What type of policing approach would you implement to tackle these issues? (Reflect on what you did in the previous modules regarding this activity and what you learned, and identify which approach would work best now). Explain your reasoning.
- What role would communications play in your strategy?
- How can ICT assist in ensuring that human rights are respected while carrying out policing activities?
- Which data collection and analysis methods would you use to compile information on the issue?
- Which innovative tools and technologies would you use to spread awareness to civil society?
- How would you use social media?
- What could be some possible challenges and related solutions regarding the previous points?
- What would your final (policing) crime prevention strategy look like?

ANNEX I:
Trainer's guide

I. Trainer's role

The trainer is someone who facilitates learning and knowledge-building of a particular group of people. For this *Manual*, which targets the police working in urban-based settings in low- and middle-income countries, it is strongly recommended that the trainer has a law enforcement background or has prior experience training police officers. This will ensure the credibility and rapport required for optimal delivery. The trainer should also familiarize himself/herself with the specific police departments being trained and their strategies, as well as the specific context (i.e. the issues and realities of a particular urban area).

II. Requirements

It is suggested that the trainer fulfils the following:

- Knowledge of the topic – Policing urban space and crime prevention
    > It is crucial that the trainer has adequate knowledge of the topics covered in the four modules. The *Manual* provides content and references to additional reading to build the knowledge of the trainer, and refers to the *Introductory Handbook on Policing Urban Space*, which should be reviewed.
    > It is also recommended that the trainer have a good background in crime prevention, and should be aware of the main trends and practices that connect crime prevention and policing. The manual provides a good amount of crime prevention references.

- Communication skills
    > The trainer should have command over both verbal and non-verbal communication skills. Communication skills also include listening skills. Ideally, training should be delivered in the native language of participants.

- Clarity of expression
    - > The trainer should present his/her thoughts in a succinct and coherent manner and if needed be ready to explain the material in creative ways to maintain interest from the participants and adapt to different contexts.
- Understanding of human rights, related issues and topics
    - > Considering the role of the police regarding the protection of human rights the trainer should be knowledgeable of human rights standards and norms, codes, guidelines and principles that pertain to the police (and law enforcement).
    - > The trainer can refer to the introduction of the manual for more information.

III. Planning for success – Training basics

The trainer can begin by organizing and planning the training by dividing it into three parts for purposes of simplicity and clarity:

- a. Pre-training.
- b. During the training.
- c. Post-training.

a.   Pre-training

The trainer may want to begin by asking him/herself the following questions:

- Who is the course designed for?
    - > How many will attend?
    - > What are their levels of experience, gender etc.
    - > What is the participants' level of understanding and awareness regarding the topics?
    - > What is their level of motivation to participate in the training?
- Why do they need the training?
    - > What is the purpose of the training for each specific group?
    - > Who is the training for?
    - > How long is the training scheduled for?
    - > Where will it take place?
    - > Which topics will be addressed?
- Does the training need adaptation based on the group and context?
    - > Are there new techniques, policies, guidelines or particular issues which could be added?

- What is expected in terms of outcomes, goals?

  > What is expected from the participants in terms of skill and knowledge gain?

  > What impact does the trainer intend to have?

- How will the training be conducted?

  > Which training methods will be used and how will the trainer convey his/her message effectively and efficiently? (eg. lecture, small group discussion, large group discussion, activities, lecture material for distribution, power point presentation)

- Where is the training taking place?

  > Will the room dimensions have an impact on the type of activities carried out?

  > Does the location provide the appropriate equipment?

The trainer may want to create a checklist:

Accommodation	✔	Place
	✔	Capacity of the room
Equipment	✔	LCD projector (for power-point slides) or overhead projector;
	✔	Computer with power-point slides or printed overhead slides;
	✔	Flipcharts, a stand, and coloured markers;
	✔	Whiteboard or blackboard, and writing materials;
	✔	Notebook for recording information, questions, observations etc.;
	✔	Handouts;
	✔	Additional resources—guides, reports;
	✔	Materials for the participants (handouts, paper and pen, name tags etc.).
Food and drink (optional)	✔	Break (2 per day)
	✔	Lunch (1 per day)
Evaluation forms	✔	Number to be printed;
	✔	Envelope or box for the filled out forms.
Certificates of completion (optional)	✔	Number to be printed

The trainer may want to prepare some of the activities or discussions beforehand:

- Write out some of the key points from the lectures and case studies on a power-point slide or flipcharts to facilitate learning;
- Prepare and print any handouts;
- Prepare trainer's notes.

The trainer may want to prepare a detailed schedule to work out the timings for each session. The schedule should be somewhat flexible or take into consideration that:

- The entire training may be reduced from the original 3 days, or extended;
- Some of the lectures and breaks may take longer than anticipated;

- Participants may arrive late;

- Participants may need more time to engage in the activities.

b. During the training

- Start punctually.

- Welcome the participants:

    > For those arriving late, ensure that they are also welcomed and can present themselves.

- Start the training with an icebreaker to help the participants know one another and feel more comfortable.

- Create a set of rules with the participants, brainstorming on issues that are important for them within the topics that the training will cover.

- Refer to the aims and objectives of the training session before beginning:

    > Outline the schedule and objectives for that day.

- Maintain interest by introducing a variety of activities:

    > Activities and participatory discussion can help create opportunities for the participants to use their knowledge and practice the skills relevant in their department/agency.

- Reinforce what the participants have learned.

- Check the participants' level of understanding of new knowledge/skills.

- Always relay the information throughout the training so the participants retain the knowledge.

- Engage the participants in energizers when energy seems low, this also encourages team building;

    > Make sure the activities are appropriate for the local context and are sensitive to specific needs.

- Assess how the activities and lectures are progressing and adapt if needed—the trainer can ask the participants for feedback throughout the day or at the end of each day of training.

ICEBREAKERS – EXAMPLES

1. Names and adjectives
Participants must think of an adjective to describe how they are feeling or how they are. The adjective must start with the same letter as their name, for instance, "I'm Henry and I'm happy". As they say this, they can also mime an action that describes the adjective.

2. Fruit salad
Participants must think of a fruit that describes who they are. They must explain why they chose that specific fruit and how it relates to their personality, features etc.

ENERGIZERS – EXAMPLES

1. Move to the spot
Ask everyone to choose a particular spot in the room. Then start the game by everyone standing on their "spot". Instruct people to walk around the room and carry out a particular action, for example, hopping, saying hello to everyone wearing blue or walking backwards, etc. When the facilitator says "Stop", everyone must run to his or her original spots. The person who reaches their place first is the next leader and can instruct the group to do what he/she wishes.

2. Reflecting on the day
To help people reflect on the activities of the day, make a ball out of paper and ask the group to throw the ball to each other in turn. When they have the ball, participants can say one reflection about what they learned during the day.

c.   Post-training

Following the training, it is important to get feedback from the participants to assess:

- If the training objectives were met;
- If the topics were relevant, the efficacy of the training methods;
- The general atmosphere in the class;
- The trainer's ability to transfer the information, etc.

This will help improve or adapt the training, and give insights on the effective elements of the training. A good way of doing this is through an evaluation form which can be handed out to participants during the training and collected on the last day of training. The trainer may want to make provision for some time on the last day of training to allow participants to fill out the form, and to remind them of its purpose.

IV. Proposed 3-day training schedule

DAY 1			
Session	**Topic**	**Methodology**	**Time**
1	Welcome Introduction to the training Training manual overview	Presentation from trainer and participants Ice breaker exercise	9:00am–9:30am
2	Module overview Introduction I & II: The traditional model of policing and strengthening police professionalism, Policing urban spaces	Presentation, participatory discussion, activities	9:30am–11:00am
Break (11:00–11:15am)			
3	Module A: Community policing for urban crimes	Presentation, participatory discussion, activities	11:15am–12:30pm
Lunch (12:30–1:30pm)			
4	Module A: Community policing for urban crimes	Presentation, participatory discussion, activities	1:30pm–3:00pm
Break and Energizer (3:30–4:00pm)			
5	Module B: Problem-Solving Approach to urban crimes	Presentation, participatory discussion, activities	4:00pm–5:00pm

Session	Topic	Methodology	Time
DAY 2			
Session	**Topic**	**Methodology**	**Time**
1	Welcome Review from Day 1	Presentation	9:00am–9:15am
2	Module B: Problem-Solving Approach to urban crimes	Presentation, participatory discussion	9:15am–11:00am
Break (11:00–11:15am)			
3	Module B: Problem-Solving Approach to urban crimes	Presentation, participatory discussion, activities	11:15–12:30pm
Lunch (12:30–1:30pm)			
4	Module C: Policing strategies in urban spaces	Presentation, participatory discussion, activities	1:30pm–3:30pm
Break and Energizer (3:00–3:30pm)			
5	Module C: Policing strategies in urban spaces	Presentation, participatory discussion	3:30pm–5:00pm
DAY 3			
Session	**Topic**	**Methodology**	**Time**
1	Welcome Review from Day 2	Presentation	9:00am–9:15am
2	Module D: Information and communication technology	Presentation, participatory discussion, activities	9:15am–11:00am
Break (11:00–11:15am)			
3	Module D: Information and communication technology	Presentation, participatory discussion, activities	11:15 am–12:30pm
Lunch (12:30–1:30pm)			
4	Module D: Information and communication technology	Presentation, participatory discussion, activities	1:30pm–2:30pm
5	Module D: Information and communication technology	Presentation, participatory discussion	2:30 pm–4:30pm
6	Wrap-up and closing Participants fill out evaluation forms Collection of evaluation forms		4:30pm–5:00pm

ANNEX II:
Template for
training evaluation

General Information

1. Title of position _____

2. Rank _____

3. Police department _____

4. Title of the training _____

5. Location of the training _____

Process

Please rate the following:

1. Training schedule:

   Excellent ☐   Good ☐   Fair ☐   Poor ☐

2. Venue of the training:

   Excellent ☐   Good ☐   Fair ☐   Poor ☐

3. Quality of the participant documentation:

   Excellent ☐   Good ☐   Fair ☐   Poor ☐

Comments: _____

_____

The Training

Please rate the items below:

	Excellent	Good	Fair	Poor
Introduction to the training				
Training manual overview				
Introduction I & II				
Module A: Community policing for urban crimes				
Module B: Problem-solving approach to urban crimes				
Module C: Policing strategies in urban spaces				
Module D: Information and communication technology				
Quality of the training material				
Trainer's knowledge and presentation skills				
Activities				
Small group discussions				
Larger group discussions				
Time for discussion				
Time for activities				
Ice breaker exercises				
Energizers				

Comments: _____

_____

Overall views on the training and its benefits to you

Please rate the items below:

	Excellent	Good	Fair	Poor
The extent to which the information presented is useful and relevant to your work				
The extent to which your expectations were met				
The extent to which the training met its objectives				
The acquisition of knowledge				
Overall usefulness of the training				

1.   Following the training, did you increase your understanding about the issues, challenges and good practices, tools and methodologies related to policing urban space and crime prevention?

Yes ☐   No ☐

_____

_____

2.   Were the teaching methods sufficient for the learning process?

Yes ☐   No ☐

_____

_____

3.   Please specify which training methods would further enhance the learning process:

_____

_____

4.   Please specify which training methods you feel should be used less in future training:

_____

_____

5.   Please indicate which module(s) were most useful for you in your work:

_____

_____

6.   Please describe which module(s) were least useful for you in your work:

_____

_____

7. Were there parts of the training you would have liked to have spent more time discussing?

Yes ☐   No ☐

_____

_____

8. Were there any other topics that you think could have been included?

_____

_____

Suggestions

Please indicate any suggestions, comments, or ideas you may have on what could be done to improve future training:

_____

_____

Thank you for your participation

V.12-58164—February 2013—300