

**ICT4COP:
COMMUNITY-BASED POLICING AND POST-CONFLICT
POLICE REFORM**

A HORIZON 2020 PROJECT

**Handbook
Implementation into
Training Curricula**

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Information Communications Technology for Community
Oriented Policing
Curriculum for a Collaborative E-Learning Platform (CEP)

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Curriculum Overview

This curriculum is based on the Handbook on ICT for COP, an international handbook for Kosovo. It aims to teach the content of the handbook to students of community-oriented policing (COP), using a wide range of e-learning tools. In line with the concept of the handbook, this curriculum addresses not only to police officers but also citizens. They might have identified a problem or security issue in their community and are interested in solving it. This ambitious approach is based on one of the key assumptions of COP: solving security related problems in a community is best achieved by a collaboration between community members and the police, ideally the COP officers. Consequently, this training curriculum addresses both groups and encourages collaborative training.

This curriculum chose a problem-based approach meaning that specific real-life problems and cases of COP are featured. The user can work independently or in groups on the exercises. A basic level of education and literacy is required to understand the content. The curriculum can be best adjusted to the needs of the audience by a teacher or trainer. Therefore, it can be implemented as a trainer concept providing training material and as an advice for trainers teaching groups. All exercises are conceptualized to be taught online with e-learning tools on a so-called ‘Collaborative E-Learning Platform’ (CEP). The underlying idea of the CEP is to bring together the different stakeholders of COP in one single online forum. To ensure a maximum outreach, a modified and printable version of this curriculum will be available for teaching where no internet access is available.

In the introductory part of this curriculum, the scientific background for our teaching approach is laid out. It is based on a thorough analysis of police and COP trainings from different settings. It also includes an evaluation of the latest e-learning methods and how they can be used and implemented in developing countries.

The curriculum is divided into four modules, each comprising a specific topic related to COP and ICT:

Module A: The Evolution of COP

Module B: Problem Oriented Approaches to COP

Module C: ICT Tools for COP

Module D: Cross-Cutting Issues Gender and Youth

Each Module is comprised of video lectures, exercises, case examples, quizzes and recommended reading materials. We have included some of the exercises to provide a better idea of our learning concept.

Module Overview

Module A: The Evolution of COP

Effective policing has never been an isolated activity. It is built on communication and trust relations between police officers and members of the communities. Collaboration with the civil society is an essential part of Community Oriented Policing. This module will give background information for a better understanding of how COP works and how it is best implemented in communities, respectively in post-conflict countries. The module will also describe some of the main challenges encountered in the implementation process and give examples of how they could best overcome. Some basic background knowledge about COP is essential for effective implementation strategies.

Points to be addressed: History of Policing, Theories of Policing, Definition of COP, ILP, COP in Police Missions.

Module B: Problem Oriented Approaches to COP

COP as problem-oriented policing strategy is highly relying on analysis and research. The approaches of understanding, preventing and solving community problems, respectively in post-conflict settings are multi-faceted and complex. There is no one-size-fits-all strategy to success. Despite traditional policing approaches, COP requires strong ties to the community it is supposed to serve. To build these ties, community problems have to be thoroughly analyzed, relevant stakeholders have to be identified and cooperative approaches developed. Moreover, good communication skills are required. This module will outline some of the methods and techniques that facilitate the implementation of COP in different community settings.

Points to be addressed: Problem Analysis, Research, Inclusion of Communities, Identification of Stakeholders, Communication, Conceptualization and Implementation of COP Projects, SARA, CAPRA, Safety Audits, Victim Surveys.

Module C: ICT Tools for COP

Information Communication Technologies (ICTs) are at the heart of this curriculum. ICTs are constantly developing and significantly impact the way people are communicating. This is particularly true for social media, a powerful communication tool with users all around the world. Effective COP is required to adapt to these new tools and integrate them in its strategies: new technologies may help to collect and analyze data, enhance criminal investigations, alert and inform citizens, prevent crime, raise awareness and build up trust, particularly with young people. This module will explore these possibilities, by giving a number of best practice examples with related exercises to sensitize for the challenges and dangers of ICT.

Points to be addressed: ICT-tools, Crime Mapping, Predictive Policing, Social Media, DIY-Policing, Policing Apps, Critical Issues of Social Media for Policing.

Module D: Cross-Cutting Issues Gender and Youth

The cross-cutting issues gender and youth play an important role in COP. Both groups have special needs and vulnerabilities when it comes to policing strategies. Young people are often viewed as troublemakers and less as partners for COP. Gender relations in turn have a significant impact on how communities link with the police. Both cross-cutting issues are put at the center of this module. To illustrate the complexity of youth-police relations, the topic violent extremism and radicalization leading to terrorism is analyzed. COP strategies to tackle this issue have become increasingly popular over the past years but also run the risk of alienating communities.

Points to be addressed: COP and Youth, Radicalization, Gender.

I Introduction

Despite the fact that COP approaches have been existing for years, systematic implementations in police trainings are relatively new.¹ One reason for that might be the fact that COP requires a very different training approach. Traditional police training is incident-based and focussed on reactive skills. COP, on the contrary, highlights the importance of cultural diversity, communications, crime preventions and problem solving. COP is proactive in its essence and problem-oriented. Consequently, there is a need for police officers who are skilled communicators, decision makers, problem solvers and are able to mediate and resolve conflicts. As natural as these skills may seem it is a popular misunderstanding that COP approaches do not require much training. On the contrary, COP requires a significant amount of training as the biggest obstacles to the proper implementation of COP are internal barriers, i.e. the resistance and misunderstanding of COP from within police organizations, and not external barriers as, for example, the lack of cooperation from communities.

COP trainings are often conducted in a uniform manner, mostly carried out in the lecture mode (by trainees often referred to as ‘talking heads’) with very little input on part of the students.² This style emphasizes mastery, obedience and discipline whereas self-initiative is hardly encouraged. This method has proven problematic or even counter-effective for COP. Birzer and Tannehill state that

“For community policing to be successful, police officers have to be self-directed, and when they discover a problem, they will be expected to solve it with help from the community.”³

¹ Chappell 2008: Police academy training: comparing across curricula, 37.

² Birzer, Tannehill 2001: A more effective Training Approach for Contemporary Policing, 233.

³ *ibid.* 241.

Furthermore, it is stipulated that COP officers should be encouraged to seek and carefully consider input from the communities and interact in a positive way with citizens.⁴ For this purpose, updated public input from the communities is required. Traditional training methods therefore tend to produce a certain kind of contradiction: teaching passively how to be proactive is not very effective.

In the following, we will cast a closer look on some of the challenges COP trainings encounter and some possible solutions to them.

1. The Challenges of COP Training

Police officers require training to understand the principles of COP. There cannot be much doubt that effective COP is interdependent on the cooperation of communities. To put it simply: it takes two partners in COP – the police and the citizens. Yet, there is a principle problem that most traditional police training curricula have: they only reach out to one partner, the police officers, leaving out the citizens in the communities. The obvious reason for this is that the target group for police training are police officers. And there might as well be the assumption that COP officers, once familiar with the techniques and methods of COP, will be able to pass on their knowledge to the citizens and communities. Often short trainings or information events for citizens are conducted which are limited in their effectiveness. This is particular the case when they have more the character of the police informing the citizens and lack problem solving and collaborative elements.

Ideally, COP training is implemented cooperatively by involving police officers and citizens of the communities at the same time. There are numerous reasons why this is difficult or even impossible in reality: time and resources for the training of citizens are much more restricted than for police officers. Citizens may lack the appropriate educational background. Moreover, they tend to have more heterogeneous social backgrounds than police officers.

COP has to be tailored to the local, cultural and national needs and peculiarities. International organisations and police missions have systematically included COP trainings in their peace building efforts over the recent years. However, often it appears that these trainings are rooted in a one-size-fits-all strategy or, even worse, have a tendency of preaching COP instead of teaching it.

In addition, it is sometimes overlooked that in post-conflict settings police cultures tend to be more authoritative. One reason for that may be that citizens favour tough-on-crime approaches, sometimes because the situation requires it. O'Neill writes, "[s]ome maintain that controlling

⁴ Cheurprakobkit 2002: Community policing: training, definitions and policy implications, 713.

crime requires “tough” policing, and that the population, too, will call for more robust police action if they feel threatened by crime, even if this encroaches on human rights.”⁵

b) Interpersonal Communication

An important feature for police officers as well as citizens engaged in COP are interpersonal communication skills. Communication must be viewed as a process of exchanging information which includes transmitting a message as much as receiving (or listening to) one.

A functioning communication plays a vital role for COP, especially in conflict resolution and mediation. For example, the Police Foundation suggests that the success of so called Safer School Partnerships (SSPs), the deployment of police officers in schools, are heavily dependent on the officers’ good interpersonal skills.⁶ When working with young people, good communication skills are of major importance as police contacts are likely to shape the Attitudes Towards Police (ATP) of citizens. This ATP in turn is linked to several key outcomes and preconditions of COP, including individuals’ law-abiding behaviors, public support for the allocation of resources to police agencies, evaluations of police performance drawn from perceived fairness, and residents’ willingness to cooperate with the police as co-producers of public safety.⁷ Hence, the more favourable the ATP, the better the expected cooperation.

Yet, communication does not only mean sending a message or providing information. Birzer and Tannehill emphasise the listening skills of police officers involved in COP, an area particularly problematic as police officers are trained of being in charge and give orders.⁸ They too often view communication as a one-way activity meant to direct and control others.⁹ Listening abilities are much less trained or viewed as counterproductive to communicating authority.

In addition, preconceived ideas are identified as the leading obstacle to effective communication. Police officers are used to generalize. Within seconds after hearing the first few words of a message, they tend to assume to know the rest of the message without even having heard it. Premature responses are often at the core of miscommunication, especially when the police officer is criticized.

This curriculum takes into account the important role that communication skills play in COP. Communication skills can be taught in various ways. Over the years, the roleplays have proven

⁵ O’Neill 2005: Police Reform in Post-Conflict Societies: What We Know and What We Still Need to Know, 3.

⁶ Police Foundation 2011: Safer School Partnerships: The Briefing, Series 2, Edition 2, p.8.

⁷ Schuck 2013: A Life-course Perspective on Adolescents’ Attitudes to Police, p.2

⁸ Birzer, Tannehill 2001: A more effective Training Approach for Contemporary Policing, 242.

⁹ Glennon 2010: Communication skills and your survival.

to be an effective method of teaching.¹⁰ More details can be found in the description of module B.

c) Cultural Diversity and Gender Issues

In COP training, cultural diversity plays an important role. According to the OSCE, the term refers to the different individual life practices relating to ethnicity, religion, gender, age, physical ability or disability and sexual orientation.¹¹ Indeed, it is vital for a COP officer to understand the social and cultural make-up of a community. The different ethnic groups, age groups, teenagers, young families, the middle aged, seniors, and social classes vary in their cultures, social expectations, and in their locations and positions within a community's structure.¹² Teaching cultural diversity means to make the students see and embrace their uniqueness, and to take into consideration their individual rights and dignity despite of unfair stereotyping. Nobody, including police officers, is immune of believing in myths and stereotypes. But a better understanding may help to set preconceptions aside. Cultural understanding can avoid unnecessary confrontations, help to avoid crime and enhance the willingness amongst community members to cooperate with the police. Birzer and Tannehill point to the fact that cultural diversity does also mean that not all members of a race or a culture are alike and it is important to avoid overgeneralizing. Individual differences within cultures must be learned and attended to.¹³

Effective COP training must be sensitive towards gender issues. Men and women are entitled to equal enjoyment of rights in political, social, cultural, civil and other fields. Very often gender roles and various expectations negatively affect women's lives, families, socio-economic status and health. It is important to understand that having an equality law in place does not automatically mean that women are treated equally in practice.¹⁴ The implementation of the laws is what matters. Men and women likewise need to have an understanding of gender relations, discrimination, sexism, inequalities and how to deal with them.

However, research suggests that diversity training for students is very challenging. Coons states that lengthy lectures on the history of police-minority relations are unlikely to be effective, especially as recruits tend to prefer small group discussions, video clips, and exercises that are

¹⁰ Stokoe 2011: Simulated Interaction and Communication Skills Training: The 'Conversation-Analytic Role-Play Method'.

¹¹ OSCE 2008: Good Practices in Basic Police Training – Curricula Aspects, 14.

¹² Palmiotto et al 2000: Training in community policing: A suggested curriculum, 17.

¹³ Birzer, Tannehill 2001: A more effective Training Approach for Contemporary Policing, 244.

¹⁴ OSCE 2008: Good Practices in Basic Police Training – Curricula Aspects, 15.

interactive.¹⁵ Training that is perceived as being condescending and judgemental is likely being met with disinterest and resistance by students. And there will always be some individuals that are generally opposed or immune to instructions of this kind, while others will be receptive to training that is interesting, informative, and interactive.

d) Conflict Resolution and Mediation

Conflict resolution and mediation techniques are essential skills for COP-officers. Birzer and Tannehill consider experience in this fields by veteran officers as an essential part of training for young recruits.¹⁶ The goal of mediation and conflict resolution training is to allow students to experiment with different responses based on their past experiences. Sometimes this can even mean to implement approaches that are outside the police department's standard operating procedures. It is vital for COP training to encourage these alternative approaches and thinking outside the box.

A crucial aspect for COP officers in conflict resolution is neutrality.¹⁷ This means not taking sides, not showing positive or negative bias toward either side, and not giving advice or showing a vested interest in the outcome. Birzer and Tannehill suggest the following approach:

- First, if the officer has had negative interaction with any of the parties, he or she should find someone else to do the mediation.
- The officer should explain to each party that he or she will be taking a neutral role and that as this will be beneficial to them because the goal is to accomplish a resolution that both are satisfied with and believe can be implemented.
- Explain to both parties what the mediation process will be like and what they need to have thought about – their goals, for example, before the mediation begins. This should reduce anxiety and give them a sense of control and preparation.
- Conduct the mediation in the most neutral place possible (i.e., away from the police station and not in a police vehicle etc.)

The following example illustrates how such a mediation may be achieved:

¹⁵ Coon, J. 2016: Police officers' attitudes toward diversity issues: Comparing supervisors and non-supervisors on multicultural skills, values, and training, 124

¹⁶ Birzer, Tannehill 2001: A more effective Training Approach for Contemporary Policing, 246.

¹⁷ Birzer, Tannehill 2001: A more effective Training Approach for Contemporary Policing, 247.

“I have asked you here because I would like to see if you can resolve your differences by discussing them face-to face. I’m here to help you reach an agreement. My role is to help you communicate effectively and do some creative problem solving. To be effective as a mediator, I must remain neutral and not take sides. I want you to come to your own resolution because you are the persons who have to implement it and live with it. Before we begin, I would like to set a couple of ground rules. First, I will ask each of you to tell me what the problem is, and please do not interrupt until the other person is done talking [...].”

As useful as this method is, it also has some pitfalls: the instances where the police can be considered neutral are rare. Police work including COP is strongly driven by interests, such as the provision of security, the reduction or prevention of crime or the fulfilling of other requirements. Putting COP officers in the position of being impartial might become problematic or even contra-productive as it stipulates an impartiality that does de facto not exist. Moreover, the role of the mediator might reintroduce a de facto authoritative conflict resolution where the police pressure the parties to achieve a certain solution or compromise.

e) Bridging the Gap Between Communities and the Police

Although training is an important activity of police organizations little is known of how effective it actually is. Among police officers, the attitude is widespread that the real training starts out on the streets and not in the artificial environment of the academies. There might be some truth in this, particularly with regards to COP training. There are doubts among police experts whether COP can be learned in a community environment.¹⁸ A certain disparity exists between the way students take in information in learning environments and out in the field. Lecture-based training is often believed to be one reason why police recruits fail to identify with COP. Rather, the interaction with communities must be considered as one of the strongest facilitator in understanding the mechanisms of COP. This also works the other way around. Kringen and Kringen assert that when citizens interact with police training processes this has a positive effect on police community relations.¹⁹ So called ‘citizens police academies’ in the US where citizens are invited to take part in the COP training of recruits are an attempt to bridge this gap. A welcomed effect of these trainings is that the citizens’ attitude towards the police

¹⁸ Kringen A. & Kringen, J. (2017): Outside the Academy: Learning Community Policing Through Community Engagement, 2.

¹⁹ Ibid. 3.

increased as well. Newer trends in COP training not only involve communities by bringing citizens to the police academies. The goal is rather to expose recruits directly to the neighborhoods and residents they will serve one day.

2. E-Learning and COP Training

After having taken a closer look at the challenges COP training, in the following we will focus on the challenges and possibilities of an e-learning based COP training. Research has shown that in contrast to children adults are more receptive and likely to benefit from interactive and problem-oriented learning techniques.²⁰ As a result, teacher-centred approaches often used in traditional police trainings have proven less effective. Adults are best motivated to learn if the subjects are perceived as being a real-life-problems. New knowledge, understandings, skills, values, and attitudes are most effectively learned when presented in the context of application to real life situations. We have included numerous case examples in our handbook that should give a specific idea of how COP can be and is implemented in practice. This curriculum sets out to build on these case examples and integrate them in a problem-oriented learning approach. Problem-oriented learning is not only the guiding force in adult education but also important for learning and relating problem solving, conflict resolution, cultural diversity, and cross-cultural communications to police work.²¹ A valuable tool to facilitate problem-oriented learning are new teaching methods that include e-learning. It focusses on the application of learning rather than merely memorizing specific information or content. Moreover, it allows the student to learn how to identify problems and facilitates the development of solutions.

However, for the purpose of this curriculum we are confronted with a number of challenges with regards to e-learning as our focus will be on an implementation in post-conflict settings. Prior to the development of any e-learning training it is vital to have a deeper understanding of the complexity of the socio-cultural context, the ICT environment and the learner's background. Probably of even more importance is the fact that e-learning tools are dependent on a working ICT infrastructure. As the latter may vary from country to country, Douglas et al. stipulate, the so-called 'digital divide' between the developed and less developed is shrinking and due to the rising use of mobile computing and social networking applications, citizens of developing countries are increasingly connected.²² The ICT assessments for the different countries provided by our partner SIMlab give a clearer picture on how the ICT environment is

²⁰ Chappell 2008: Police academy training: comparing across curricula, 40.

²¹ Palmiotto et al 2000: Training in community policing: A suggested curriculum, 18-19.

²² Douglas et al. (2015) Designing an ELearning Portal for Developing Countries: An Action Design Approach, 1.

developed. For the case of the Western Balkans, the ICT environment must be considered good. For example, a closer look at Kosovo shows that the number of Facebook users in mid 2016 amounted to 860 thousand, a penetration rate of 45 % of the population.²³ In the same period, Bosnia and Herzegovina reached the number of 1,5 million Facebook users with the population penetration rate 39.5%²⁴, while in Serbia it was 3,4 million which equals a 38.7% population penetration rate²⁵. According to the Regulatory Authority of Electronic and Postal Communications (RAEPC), in Kosovo the total number of fixed and mobile Internet users in 2015 was 927.436, representing a 51% penetration rate. This indicates a significant increase from a penetration rate of 26.1% as of 2014.²⁶ According to the Internet Live Stats, in 2016 the total number of internet users in Bosnia and Herzegovina amounted to 2.343.255, representing 61,6%²⁷, while in the same year in Serbia, the total number of internet users was 4.758.861, representing a 54 % population penetration rate²⁸. The Kosovo Agency of statistics estimates in its statistical yearbook 2016²⁹ that in 2011 approximately 53.9% of rural households had a computer, while 73.9% of urban households had a computer. Internet access is slightly lower, with 47.3% of rural areas with internet access, while 69.7% of urban households have internet access. In addition, mobile telephony penetration in Kosovo is over 97.7%, covering over 99% of inhabited places and 88% of Kosovo's territory.³⁰ Statistical Office of the Republic of Serbia states in its statistical yearbook 2016 that in 2015 64.4% had a private computer and 39% had a laptop. The number of households that in 2015 had access to the Internet amounted to 63.8% and was close to the number of households having a personal computer. Furthermore, in 2015 in 90.3% of Serbian households mobile phones were available.³¹ In addition, according to the report *Information Society, Electronic Communications, Fourth Quarter 2016*, which was published by the Agency for Statistics of Bosnia and Herzegovina, in the last quarter of 2016 the total number of mobile telephone subscribers amounted to 3.404.043 and the total traffic of mobile telephone network amounted to 612.749.477 minutes.³²

²³ <http://www.internetworldstats.com/europa2.htm#kv>

²⁴ <http://www.internetworldstats.com/europa2.htm#ba>

²⁵ <http://www.internetworldstats.com/europa2.htm#rs>

²⁶ The Regulatory Authority of Electronic and Postal Communications (RAEPC) (2016).

<https://www.export.gov/article?id=Kosovo-Telecommunications-Industry>

²⁷ <http://www.internetlivestats.com/internet-users/bosnia-and-herzegovina/>

²⁸ <http://www.internetlivestats.com/internet-users/serbia/>

²⁹ Kosovo Agency of Statistics (KAS). (2016). Statistical Yearbook of the Republic of Kosovo 2016, 160ff.

³⁰ Simlab Country assessment Kosovo

³¹ Statistical Office of the Republic of Serbia. (2016) Statistical yearbook of the Republic of Serbia 2016, 363–364.

³² Agency for Statistics of Bosnia and Herzegovina. (2017) *Information Society. Electronic Communications, Fourth Quarter 2016*.

a) E-learning as a Teaching Method

E-learning describes learning through instructional systems to impart knowledge through the use of digital devices. Early examples of e-learning included systems as simple as CD-ROMs with corresponding texts delivered in the mail. Through ongoing development of andragogy and technology, the term e-learning nowadays implies a more complex delivery method and is no longer unidirectional content delivery, but is interactive, engaging and easy to use products delivered on mobile devices. Students view the learning material, and interact with it, other users as well as the instructional system itself.³³

E-learning as a medium to deliver content to students has become a mainstream option for teaching in the developed world. Advances in technology, connectivity and mobile computing have pushed these developments over the past years.³⁴ Through the narrowing of the digital divide and a rise in the provision of open source software (e.g. moodle, google classroom) and complimentary hosting, virtual learning has become increasingly attractive for developing countries as well. E-learning bears the potential to improve the quality of teaching. It is an innovative approach to education delivery via electronic forms of ICT that enhance the learner's knowledge, skills, or other performance. These technologies are commonly known as a learning management system (LMS), course management system (CMS), virtual learning environment (VLE) or massive open online courses (MOOCs).

Advantages of E-learning for learners include an increased accessibility to information, better content delivery, personalized instruction, content standardization, accountability, on-demand availability, self-pacing, interactivity, confidence, and increased convenience. Among other benefits, e-learning reduces costs, enables a consistent delivery of content, and improves tracking. Moreover, it reduces classroom and facilities cost, training cost, travel cost, printed materials cost, labor cost, and information overload.³⁵ However, e-learning is far from being a freely available technology. It requires considerable investments in technology, such as hardware costs, software licenses, learning material development, equipment maintenance, and training.

³³ Douglas et al. (2015) Designing an ELearning Portal for Developing Countries: An Action Design Approach, 1.

³⁴ Douglas et al. (2015) Designing an ELearning Portal for Developing Countries: An Action Design Approach, 1.

³⁵ Bhuasiri et al. (2012) Critical success factors for e-learning in developing countries: A comparative analysis between ICT experts and faculty. 843.

b) Target Groups

Numerous factors may play a role for the success of e-learning. Among others, the individual computer self-efficacy, the perceived usefulness, enjoyment, playfulness, and a high degree of intrinsic and extrinsic motivation have positive effects on learning outcomes. Before e-learning based training can be developed in any setting, it is crucial to understand the background of the learner. This is particularly true for developing countries where cultural and educational factors play an important role. Higher rates of illiteracy and poor access to the ICT Infrastructure of the students may play a role.

Likewise important is the teachers' role. It is a well-known problem, not only in developed countries, that teachers are reluctant to use educational technologies in their daily teaching practice for various reasons. One reason might be the fear of being made redundant by an automatized learning process. Another reason is a certain scepticism or an intellectual habitus that creates a reluctance towards the use of new technologies for teaching. Another factor is a skill barrier for using technologies. With regards to educators in developing countries, additional problems may occur. Often the cultural and pedagogical appropriateness of e-learning is questioned. Sometimes this might be due to the fact e-learning implementations in developing countries seem to just replicate technologies designed in other contexts. Although e-learning, particularly the use of VLEs, is believed to be pedagogically and culturally neutral, it is important to keep cultural appropriateness in mind. After all, learning is a cultural activity. But as much as there is no one-size-fits-all approach, adopting e-learning tools should not be a call for the unification of the educational values of developing countries and developed countries.³⁶

The issue of what Quimo et al. call 'cultural fit' is of high relevance for all e-learning implementations in developing countries. Often these are just replicated from developed countries with the expectation that the same benefits will be achieved. However, many such implementations fail because the teaching and learning process is often not contextualized to the needs of the users (teachers and learners) in the environment.³⁷ These environments are constituted of different factors, such as mental rules, that people follow and an understanding of daily life behaviors.

³⁶ Quimno (2013): *Introducing a Sociomaterial Perspective to Investigate E-learning for Higher Educational Institutions in Developing Countries*.

³⁷ Ibid.

c) Current Trends in E-learning

E-learning, like most technologies, is developing constantly. Groups like mooc.org, edX, moodle, and Google have triggered the trend to provide open source platforms and free hosting opportunities. Social media platforms, such as Youtube and Facebook, are increasingly integrated in e-learning. A current trend is mobile learning (M-learning), focusing on the mobility of the learner and interacting with portable technologies. It uses mobile tools for creating learning aids and materials, making them accessible from virtually anywhere. Sharing is almost instantaneous among everyone using the same content, which leads to the reception of instant feedback and tips. M-learning strongly relies on tailored learning contents (nuggets) to integrate learning in the daily lives of the users (e.g. during commuting).

‘Gamification’ is another important trend and describes the application of game-design elements and game principles in non-game contexts. It commonly employs game design elements which are used in non-game contexts to improve user engagement by exploiting people's natural desires for socializing, learning, mastery, competition, achievement, status, self-expression, altruism, or closure, or simply their response to the framing of a situation as a game or play. In e-learning, there are numerous applications of gamification for children but also for adults. For the latter, especially the format of simulations can be used to enhance problem-based training. A good example for the context of COP in a simulation is an interactive module for COP and street prostitution.³⁸ A course publicly available in the field of corruption is provided by the ACAD Initiative by UNODC.³⁹ The OSCE has developed an own e-learning platform with courses about counter terrorism⁴⁰ and a train-the-trainer community policing training course for Kosovo.⁴¹

3. The Collaborative E-learning Platform

This curriculum is conceptualized to be taught online, using a variety of e-learning tools. For this purpose, we will develop a Collaborative E-Learning Platform (CEP). The underlying idea of the CEP is to bring together different stakeholders of COP in one single online forum. Our handbook for COP targets communities, police officers and citizens who have identified a specific security problem and are looking for a solution from a COP perspective. Consequently,

³⁸ <http://www.popcenter.org/learning/prostitution/intro/default.cfm>

³⁹ <http://www.unodc.org/unodc/en/corruption/news-elearning-course.html>

⁴⁰ <https://polis-learn.osce.org/>

⁴¹ <https://polis.osce.org/node/1231> Materials cannot be accessed publicly.

this approach will be implemented in our training curriculum as well. It is designed to appeal to both, police officers and citizens and to train the mechanisms of COP in problem-oriented manner. The concept of this curriculum is unique in at least three aspects:

1. A strong basis in research: This curriculum is based on extensive research conducted in numerous post conflict countries. It is based on our Handbook ICT for COP and tailored to the special needs of post-conflict settings.

2. Focus on police and citizens: As most of COP trainings focus on police recruits we decided to take a different approach by including citizens in our concept. COP relies on citizens as partners and consequently they have to be included in the training in a collaborative way.

3. Focus on E-learning: Our Training Curriculum is particularly designed for being taught using e-learning methods via our CEP.

To equally implement all three aspects in one training approach is challenging especially as it has to meet the needs of post-conflict settings. Cultural barriers and the lack of ICT infrastructure are problems that have to be taken carefully into account. A printable version of our curriculum should be made available to ensure adaptability to a changing ICT-infrastructure. A trainer concept should be integrated to ensure that the curriculum can be taught in more classical ways as seminars and face-to-face methods. Our concept appeals to both audiences, the one that wants to be directly involved in a COP project and the one that would like to be engaged in the training of others.

E-learning is an ideal tool to foster self-directed learning as it requires a high degree of individual motivation and intrinsic interest, both important aspects of COP. However, there are disadvantages to the method as well. Especially group work and discussions between users are difficult to facilitate via e-learning. Team building capacities and group work ideally with mixed groups of police officers and citizens are an integral part of COP. Only through teamwork the police is able to share ownership of neighbourhoods with citizens and greater rapport is established.⁴² But it is difficult to train these skills solely in an artificial environment like an E-learning platform. It is important to be fully aware of these limitations of our approach. Most importantly an E-learning program, no matter how advanced and well conceptualized, is limited in its ability to create motivation for engagement in COP. Instead it requires motivation as a precondition for engagement.

⁴² Birzer, Tannehill 2001: A more effective Training Approach for Contemporary Policing, 245.

II Training Modules

This curriculum contains four modules with content we identified as most relevant for achieving a basic understanding of COP and its implementation in communities. Our goal is to inspire and empower people to create, implement and maintain their own COP project. The modules are taught online with a number of video lectures comprising various topics and other E-learning tools, such as literature, case examples and quizzes. The modules are based and build upon each other. A good approach to the training would be working through them in a chronological order. However, depending on the previous knowledge of the user we encourage cherry picking by choosing a starting point of interest. After all, the big advantage of E-learning is that it can be individually tailored to the needs of the users. A trainer for COP who wants to broaden or refresh his or her knowledge will work through this program differently than a citizen who hears of COP for the first time.

This curriculum uses a transformative and problem-based learning approach. Beyond memorizing and comprehending basic concepts of COP, users will learn to reflect on what they learn. Moreover, this curriculum features real-live problems and specific case examples instead of merely teaching theoretical or abstract content. Some of the exercises that will be featured in the courses are included in the module descriptions below to give the reader a better idea of our teaching concept. Each module offers key learning objectives, lecture material for the trainer which is also presented as content for the participant as well as practical case studies and

exercises to enhance knowledge-building. The exercises contain case examples to apply the knowledge gained through the video lecturers and highlight the complexities of the subject. Each module includes video lectures dealing with a certain topic related to COP. Each lecture is accompanied by a short quiz serving the purpose to reflect on the learned content. When all questions are answered correctly, the user gets small achievements in form of virtual badges. If the course is completed successfully a virtual certificate will be issued. These are efficient tools to keep up the motivation of the users to complete the course.

The modules can be completed in different ways:

1. The modules can be completed entirely alone.
2. The modules can be completed partly alone (video lectures) and the exercise can be fulfilled in small groups together with other users.
3. The modules can be used as train–the-trainer concept providing materials to COP trainers to teach in group sessions.

Module A: The Evolution of COP

<p>Aim:</p> <p>This module will provide an overview over</p> <ul style="list-style-type: none"> • The history and concept of COP • A definition of COP and similar approaches of policing • Challenges and opportunities for COP • Challenges for COP posed by post-conflict settings 	<p>Objectives:</p> <p>In his module, the participants will be able to:</p> <ul style="list-style-type: none"> • Understand the fundamental principles and best practices of COP. • Enhance his/her knowledge on similar approaches to COP • Identify challenges and opportunities related to COP
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Outline

The definition of COP is vague. Numerous concepts to describe COP have emerged over time. There is, for example, Hot Spot Policing, Community Policing, Neighbourhood Policing, Proximity Policing, Problem Oriented Policing, Reassurance Policing, Citizen Focussed Policing, and Democratic Policing. There is even Community, Community Based, and Community Oriented Policing, all three basically having the same meaning. In addition, it is frequently described as a ,paradigm‘, a ,body of ideas‘, a ‘philosophy‘ and a ‘management

style'. In sum, the understanding of what COP is and how it is best implemented is as diverse as police cultures themselves. This diversity of concepts is not necessarily a disadvantage. If there is a common feature for effective COP approaches than this might be the responsiveness and sensitivity to the different needs and characteristics of communities that vary, depending on location, time and culture. For a better understanding of the concept it can be useful to include a negative definition by acknowledging what COP is not: military-style policing, reactive crime fighting or authoritative policing.

This introductory module on COP serves the purpose to give a thorough idea of what COP comprises, by featuring case examples and an open definition through the ten principles of COP. Starting with a brief historical outline a better understanding of contemporary COP approaches will be achieved. Although some scholars trace community policing further back in history, contemporary community policing emerged in the 1970s and early 1980s in the UK, North America and the Netherlands. The policing style was a response to a widening gap between the communities and the police, as a result of car patrols replacing foot patrols and of police stations no longer open 24/7.⁴³ In these early years, it was designed as a break from more bureaucratic styles of policing with a focus on crime control, limited public interaction, random car patrols, shift work, coordinated central and territorial organisation of responsibility. It sought to broaden the police mandate to address wider issues, such as fear of crime, social and physical disorder and neighborhood problems. Moreover, it enabled police officers to work together with residents to identify priorities and solve problems in a cooperative way.⁴⁴

Based on a better understanding of the COP approach this module will also address the challenges and risks of COP. In addition, it will touch upon some of the potentials of COP in the framework of police reform in post-conflict settings. Implementing COP structures takes a considerable amount of time and effort, especially within (police) cultures that are traditionally used to authoritative law enforcement styles. This is particularly true for post-conflict countries where trust in the police is typically low and where the police themselves might have played a role in the conflict. Positive results of COP take a considerable amount of time to be visible and are not easily evaluated. This bears the risk that the state will not be able or is not willing to finance COP projects as soon as outside donor support dries up.

This module stresses the fact that COP is far from being a panacea in policing and police reform. Due to the problem-based learning approach a number of examples of COP projects will be

⁴³ Police Foundation 2015: Neighborhood policing: Past, present and the future, 9.

⁴⁴ Bullock 2012: Community, intelligence-led policing and crime control, 126. With further sources.

featured in the third part of this module to provide users with a better idea of the practical implementation of COP.

Module A is based on chapter 2 and 3 of the Handbook.

The module contains three video lectures, each accompanied by quizzes:

1. Introduction to COP: This video lecture gives a brief introduction into the concept of COP and an overview of the discussion surrounding it. The main definitions and theories are briefly introduced.

2. Risks of COP: This video lecture gives an overview on the challenges, risks and limits of COP strategies.

3. COP Case Studies: This video lecture gives a description of different community policing projects to create a better understanding of the concept.

1. Exercise: What is COP?

Instead of giving a strict definition of COP these ten principles of COP are presented to foster a clearer understanding of the policing approach:

Ten principles of community based policing:⁴⁵

1. philosophy and organisational strategy, allowing the police and community to work closely together to solve a variety of problems and improve the quality of life in the community;
2. commitment to community empowerment by translating the philosophy of power-sharing into practice, including granting greater autonomy to line officers and view citizens as equal partners in identifying, prioritising, and solving problems;
3. decentralised and personalised policing by developing a new type of line officer who acts as direct link between the police and the people in the community and is visible, accessible and accountable to the people he serves;

⁴⁵ Saferworld 2006: Ten principles of community-based policing. Handout.

4. immediate and long-term proactive problem solving through continuous and sustained contact with the law-abiding people in the community to develop and explore new solutions to local concerns, with private citizens serving as supporters and as volunteers;
5. ethics, legality, responsibility and trust by creating a new contract between the police and citizens including the challenging of people to accept their share of responsibility for the overall quality of life in the community without promoting vigilantism;
6. expanding the police mandate by adding a proactive element to the traditional reactive role of the police to make a greater impact on community safety;
7. helping those with special needs by exploring new ways to protect and enhance the lives of those who are most vulnerable – youth, the elderly, minorities, the poor, the disadvantaged, the homeless;
8. grass-roots creativity and support by promoting the judicious use of technology while relying on individual dedication, talking and working together;
9. internal change by fully integrating everyone in the organisation, bridging the gap between the police and the people they serve and eventually being a style of policing that is practiced by all officers;
10. building for the future by providing decentralised, personalised police service to the community while acknowledging order cannot be imposed from the outside. It is not a tactic to be applied and then abandoned, but a new philosophy and organisational strategy that provides the means and flexibility to meet local needs and priorities as they change over time.

Questions: Can you find more COP principles? Which do you think is the most/less important principle and why? Try to describe COP in your own words.

2. Exercise: What are the risks of COP?⁴⁶

Efficiency: One of the greatest risks of COP is the highly contested evidence as to whether it actually works or not. O'Neill in that matter speaks of a mixed record of success of the various objectives that are attributed to it. He deems it unlikely that COP has the potential to reduce crime but it may positively influence community-police relations. According to Shearing, the predominantly positive rhetoric has transformed COP into a “hurrah” word which carries with it warm connotative meanings that have been employed to paper over denotative difficulties.⁴⁷

⁴⁶ ODI 2013: Securing communities: The what and the how of community policing, 32-34.

⁴⁷ Cited after ODI 2013: Securing communities: The what and the how of community policing, 32.

Detraction: Even if COP is successful in implementing good policing in communities, this may detract attention away from transforming the overall quality of policing at the national level. An important issue is the question of how community-level practices can be better connected to broader state-building processes and by that unfold its transformative potential.

Inequality: COP can create and reinforce inequalities between communities. Often communities which are most able to mobilise and generate resources are more successful in implementing COP initiatives. But these communities are not necessarily the ones that are most in need of COP. This can even foster a dynamic leading to more stratified policing between, on the one hand, wealthier and safer communities, and, on the other hand, poorer and more dangerous communities.

Representation: The implementation of COP practices can mean to cooperate with groups that have weak democratic representation and accountability. This may even go so far as to risk the support of groups that enjoy strong local legitimacy, despite exhibiting discriminatory, oppressive or brutal practices at times. Moreover, the representation of women, young people and minority groups is typically low in community-innovated policing practices for various reasons. One of them may be that these groups are systematically excluded by those being in power at the community level. However, such a lack of representation is not an issue solely pertaining to COP, but typically found in most state policing organisations in developing countries.

Ambivalence: A practical problem of COP is to distinguish very clearly between information gathering and community policing. This is particular an issue when COP is used for the prevention of radicalization and violent extremism. Intelligence gathering on individuals at risk can easily blur the line between enforcing counterterrorism measures and the trust based community policing approach.

Questions: Which of the named risks do you think are the most/less important? Can you think of other Risks of COP? Can you create an imagery or use a factual situation of where one of the mentioned risks is relevant?

Module B: Problem Oriented Approaches to COP

Aim	Objective
<p data-bbox="204 1079 735 1111">This module will provide an overview of</p> <ul data-bbox="252 1133 785 1720" style="list-style-type: none"><li data-bbox="252 1133 785 1272">• Problem-solving techniques for COP including research and problem identification methods<li data-bbox="252 1301 785 1440">• Different tools for developing testing and improving problem solving techniques (e.g. local safety audits)<li data-bbox="252 1469 785 1554">• The role good communication skills for COP plays<li data-bbox="252 1583 785 1720">• Case-examples giving an overview of how these techniques are implemented	<p data-bbox="810 1079 1390 1111">In his module, the participants will be able to:</p> <ul data-bbox="858 1133 1390 1778" style="list-style-type: none"><li data-bbox="858 1133 1390 1218">• Understand problem-identification and solving techniques.<li data-bbox="858 1247 1390 1332">• Learn to apply some of the problem-solving tools<li data-bbox="858 1361 1390 1447">• Improve one own communication skills<li data-bbox="858 1476 1390 1561">• Identify and communicate with relevant stakeholders for COP<li data-bbox="858 1590 1390 1778">• Understand how the techniques methods and tools are applied in different contexts and used as prevention strategies

Outline

Post-conflict settings are characterized by a number of challenges for policing: high levels of crime, poverty, limited resources, tensions across social classes, lack of data etc. make successful policing strategies difficult. Traditional policing methods have limited impact on dealing with these challenges respectively when it comes to preventing and controlling of crime. Problem-solving tools can improve these strategies and support the successful implementation of COP through the use of good, reliable and up to date information. Moreover, COP requires strong ties to the communities it serves. To build these ties, community problems have to be thoroughly analyzed, relevant stakeholders have to be identified and cooperative approaches developed with the help of effective communication strategies.

The purpose of this module is to give an overview of the various problem-solving strategies that exist in COP. Despite the fact that there is no one size fits all COP-approach to all contexts there are some basic points that are required to approach and solve problems effectively:

- Good understanding of the community;
- Knowledge of specific problems occurring in specific areas;
- Ability to adapt to evolving changes in security related issues and 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.

In addition, good communication skills are vital to collect the required information and to create sustainable police-community relations. The module gives an idea the opportunities of problem based approaches to improve the effectiveness in working collaboratively and to address issues of crime, safety and liveability.

Handbook: This module is based on various chapters of the handbook

Video Lectures:

1. COP and problem based policing I: This video lecture introduces some problem-solving approaches with case examples such as SARA, CAPRA, Safety Audits, Victim-Surveys.

2. COP and problem based policing II: This video lecture introduces some problem-solving approaches with case examples such as SARA, CAPRA, Safety Audits, Victim-Surveys.

1. Exercise: This Exercise is based on a Street Lighting Project in Trg Heroja. The project can be presented by a trainer, through a small video or by text.

Case example: Street Lighting in the Community of Trg Heroja, Sarajevo, BiH

Saferworld implemented in 2006 a community project⁴⁸ in Trg Heroja an urban, residential community within the municipality of Novo Sarajevo. Many apartments remained abandoned there after the war and an influx of people from other parts of Bosnia accelerated the breakdown of old community bonds. The main safety and security problems were crime-related, with high rates of burglaries and muggings, drug abuse, occasional shootings mainly in bars that were a source of noise and anti-social behavior. Empty apartments and public areas, such as parks, where used for drug dealing and residents frequently expressed concerns about walking on the streets after dark as the old street lights did not provide sufficient lighting.

An Action plan was developed on basis of focus group discussions with older and younger residents addressing the most pressing problems. During an action planning workshop representatives from both groups, the local government and the police agreed that the way of reducing crime and the fear of crime would be approached among others by improving street lighting. A working group was established and with help of an NGO funds were raised by identifying and approaching donors (the City of Sarajevo authorities and the Ministry of Urban Planning). As a result, the community was able to raise necessary funds for the installment of street lights. Saferworld claims that after this project members of the community feel more able to take action to address their security problems, and to approach authorities and the police with their concerns. The community is more self-organised and citizens are more motivated to take active part in the life of the community. Moreover, the community have begun to feel that the police and municipal authorities are working towards improving security in the area.

Crucial to the success of the project was the management of expectations. At the beginning of the project, there was a danger that the community could misunderstand the objectives of the process and expect a large amount of funding to be available automatically to match their demands. A considerable amount of time was invested to discuss the objectives of the process with the community to ensure full understanding that fundraising was the responsibility of the community to foster a proactive approach. A certain flexibility in the approach was ensured to avoid the feeling of citizens that predefined objectives were imposed on them by outside donors, but it was rather their own project. A crucial factor was the formation of the working group which was focused on achieving its goals and helping to maintain the pace of progress.

⁴⁸ Saferworld 2006: Creating safer communities - Lessons from South Eastern Europe, 14ff.

Moreover, the project drew on an existing local government structure, the Community Office which proved useful in gaining and maintaining ongoing commitment from the community representatives and in providing a legitimate channel for extra resources to improve street lighting. Information on the sustainability of the project are not available.

Questions

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 the problem identified and analyzed? How was the project implemented?

What was the role of the police?

How was the collaboration with other actors?

What were the outcomes? How can expectation be managed?

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?

2. Exercise (group work scenario): This Exercise is based on the Coffee with a COP Initiative. For a train the trainer approach, the trainer should be encouraged to present the case study. Then the participants should break into small groups and discuss the following questions based on the Case Box (see below).

Case Example: Coffee with a cop

Social media should not replace direct communication entirely but rather complement traditional forms of COP. ‘Coffee with a Cop’ was first launched in Hawthorne, California, in 2011. The idea behind it is to give citizens and police officers the opportunity to engage with each other in a more informal way and outside of crisis situations.

The initiative can be understood as a reaction to the changing character of COP in the US due to the changing composition of communities and the wide use social media. The face-to-face encounter with police officers is free from distractions, as radios and cell phones have to be turned off for the duration of the event to ensure that community members can have stress-free

conversations with police officers. The atmosphere is supposed to be relaxed, informal and open for discussions about the issues community residents feel are important.

Since its existence, the initiative has spread from California over the US as well as to Canada, Europe, Australia, and Africa.⁴⁹ Similar initiatives are so called 'Police Popup stations' in Great Britain. Police officers set up mobile stations, for example, in stores, garden centers, car parks or libraries to talk to citizens. Mobile media labs in the Netherlands reach out to citizens and ask for their experiences in communicating with the police via the web.

Exercise for group work: Reenact an informal dialogue between a CPO and a concerned citizen. If you are a police officer take the role of the citizen.

Possible topics of concern:

- the neighbourhood experienced several cases of robbery. A group of juveniles frequents the central place drinking and listening to music. The citizen demands tougher penalties and CCTV to be installed. The CPO is skeptical and tries to convince him/her of some other options. His arguments: that budget constraints, personnel shortage, crime overall is relatively low in the community. The citizen sees rise in crime, police work is not visible enough (what are you doing all day?) and thinks that the police is only busy enforcing speed limits instead of fighting crime.

3. Exercise: Effective communication for COP

Good communication and interpersonal skills are important features for successful COP strategies. It is important to remember that communication is based on an exchange of information which include the transmission of a message as much as the receiving of a message. The problem with the communication between police officers and citizens is an intrinsic imbalance: The police officer communicates from a position of authority. He therefore tends to neglect his listening skills. The citizen on the other hand tends to argue from a more defensive position which might foster a tendency to accuse or justify. Glennon recommends to start communication training with some simple questions that participants should ask themselves.⁵⁰

- Are you an effective communicator?

- Why aren't you better?

⁴⁹ More information on the initiative see <http://coffeewithacop.com/>

⁵⁰ Glennon, Jim (2010) Communication skills and your survival.

- What's the most important of all communication skills?
- What skill do most people lack?

When answered honestly the answers to these questions should give a clearer picture of the nature of the communication problems. Often the follow question of why communication is not better police officer often answer:

- "I'm impatient"
- "People don't listen"
- "I tend to be in a hurry"
- "I don't have time to listen to every little concern people have"
- "I'm tired of listening to the same old bullshit"

The equivalent of an assessment of citizens communication with police officer could be:

- "Police officers don't listen"
- "They don't care"
- "Even if they listen, nothing will change"
- "They don't believe me anyways"
- "They have their own agenda"

Questions: Answer the questions above as honest as possible. What can be done to enhance communication between police officers and citizens? Collect ideas.

Birzer and Tannehill give the following example of a police officer statement.

"It is difficult to listen to a complete message that begins with [...] I can never find one of you cops when I need you..." When officers hear something like that, they tend to turn off their ears and start formulating a response. This is a habit a police officer cannot afford to develop if he or she expects to become an effective communicator.⁵¹

To avoid these patterns of miscommunication the following advise is given to police officers:⁵²

⁵¹ Birzer, Tannehill 2001: A more effective Training Approach for Contemporary Policing, 242.

⁵² Ibid. 243

- Whatever you think of about the sender or speaker, hear him or her out. Unless there is good reason not to (an emergency or safety), be patient and do not interrupt.
- Exercise emotional control and try to empathize with the sender.
- Stay focused on the sender, avoid distractions if possible.
- Try to limit your assumptions about the sender. If you want to know, ask open-ended questions such as “I’m curious about why you are saying this.” Then, listen closely to the response.
- Do not argue with or criticize the sender. Just state your ideas and perceptions clearly and avoid demeaning or belittling the sender; for example, “This is what I’m hearing her” or “How do you see this situation?” Then listen.

Questions and Exercises: Try to find more examples that could enhance communication. The advice above is directed towards police officers. Which of it could be applied to citizens in their communication with police officers as well? Can you think of other advice that specifically pertains to citizens in their communication with police officers?

4. Exercise: Attitudes towards the Police⁵³

Communication skills are strongly related to the personality of the individual COP officer. Most commonly they become relevant in situations of police-citizen contacts. These contacts significantly shape the attitude of citizens towards the police (ATP) and can be divided in three perspectives:

1. The performance-based perspective: According to the performance-based perspective, people’s ATP are mainly determined by their views on how effectively the police control crime. If people feel that the police are effectively controlling crime, that they are keeping the neighbourhood safe and that crime rates are low, their ATP can be expected to be positive.

2. The distributive justice perspective: The distributive justice perspective argues that people’s ATP are primarily rooted in their views about the fairness of the distribution of police services across people and communities. If citizens feel that people receive the outcomes from the police

⁵³ Dirikx et. al. 2012: Police-youth relationships, 191.

that they deserve, and if they are convinced that different groups of people (different race, gender, age, etc.) receive the same quality of service, they will probably support the police.

3. The procedural justice perspective: the procedural justice perspective states that what matters most are people's views on how fair the processes are through which the police make their decisions and exercise their authority. Four elements have consistently been found to be related to people's judgements about procedural fairness: the opportunities for participation that police officers provide in making their decisions; their friendliness and politeness; their neutrality; and, finally, their trustworthiness.

Questions: Which of the three do you believe shapes the ATP in your community and why? Which of the three do you think is most important for young people? Which for older people? Which of the three perspectives has shaped your own ATP?

6. Exercise: Problem-Solving Techniques CAPRA⁵⁴

A problem-solving model for COP is the so-called CAPRA which was developed by the Canadian police. 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. The approach works through the implementation of five steps:

Clients: identifying existing or potential problems and related issue. 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 clients in that matter are people or entities that the police comes into contact on a daily basis such as individual citizens, concerned citizens and various agencies and departments. Indirect clients are those who are affected by the police efforts e.g. business communities. It is important to know the clients because it helps to manage expectations, address concerns allocate and advocate for resources, and develop plans and strategies. A number of questions might help to identify and asses the clients:

⁵⁴ Royal Canadian Mounted Police: CAPRA Problem Solving Model; UNODC 2013: Training Manual on Policing Urban Space, 29.

How well are the actual clients known? What are their needs, demands, expectations? What is the nature of the relationship between police and clients? How are the clients affected by the police work?

Acquiring: including analyzing pertinent information. This step is important to fully understand the problem, to identify and manage competing interests and to determine what the options would be. The more and better information are obtained the better the chances are to define a problem properly.

- **Partnerships:** enlisting appropriate partners for the situation at hand. Possible partners are all individuals, groups or entities that can assist in providing solutions to the identified problems. These partnerships may be internal or external.

How to establish partnerships?

- identify the potential roles of the partners in police/workrelated matters;
- identify shared interests and concerns;
- establish the benefits of working together;
- establish contingency plans or an action plan
- establish evaluation criteria to assess mutually agreed directions
- agree to provide continual feedback to ensure continuous improvement culture

Response: generating and selecting responses. It is crucial to 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

Assessment: continuously improving service delivery. Continuous feedback helps to ensure that the service delivered actually benefits the community/clients. Evaluation seeks to avoid the maintenance of 'stale' services, services which, as a result of constantly changing situations and demands, no longer add value. The key point of an assessment are

- to establish agreed to criteria for evaluation that address value added and quality service
- to compare service delivered to internally and/or externally agreed to standards
- to ensure that clients are included in the feedback loop

- to assess performance and possible areas for improvement
- to identify trends and opportunities for prevention

Questions: Have a look at chapter 4 of the handbook where the SARA model is featured. Compare SARA to CAPRA. Are there differences? Which of the techniques do you prefer and why?

Module C: ICT Tools for COP

Aim	Objective
<p>This module will provide an overview over</p> <ul style="list-style-type: none"> • Information and Communication Technologies that can be used to implement COP • Tools and techniques for awareness-raising • Challenges and opportunities of ICT for COP • Case examples of COP projects using ICT 	<p>In his module, the participants will be able to:</p> <ul style="list-style-type: none"> • Understand the importance of ICT for COP • Learn how ICT tools can be used to implement COP • Understand the challenges, dangers and repercussions of ICT for COP

Outline

This module focuses on three major trends that are relevant for COP and all interrelated: Intelligence Led Policing (ILP), social media and DIY-policing. All three are strongly related to the use of ICTs and have become increasingly important over the past decade for various forms of policing. This is especially true for Intelligence Led Policing (ILP) and the trend of

predictive policing. “Big Data” is analyzed to create crime maps and even to predict where crimes will occur in the future.

For COP, recent developments in the field of social media will be identified as most promising with regard to the potential of involving citizens in the production of security. Social media have become a powerful mechanism for social, economic and societal change. The role of social media in policing or, more general, in the provision of security is manifold and developing daily. It offers police organizations the opportunity to connect with people. It is a tool for the police to cooperate with citizens, for example, for the purpose of information sharing, in cases of emergency to send information instantaneously, and to interact with a range of civil society groups.⁵⁵ But it also has generated new problems, new types of digitized crimes and terrorism as well as grey areas like cyber-bullying and grooming that challenge the police. After all, the use of social media must be viewed as a two-edged sword with numerous implications and potential for backlashes.

In the third part of this module, the growing phenomenon of do-it-yourself-policing (DIY-policing) will be analyzed. With the wide distribution of the internet, smartphones and social media, this trend has become increasingly popular worldwide. It describes the phenomenon that users have become more and more active in supporting the police in investigations, identifying suspects and even taking traditional police tasks in their own hands. DIY policing occurs in three main forms:

- (1) citizens sometimes act entirely on their own and independently of any public security organization to investigate crimes and punish suspects and offenders,
- (2) citizens limit themselves to connecting and finding or checking facts and act as information providers for public security organizations or
- (3) citizens combine aspects of the two.

Handbook: This module is based on chapter 4 of the handbook

Video Lectures:

1. Introduction: ILP and Predictive Policing

This lecture gives brief introduction in the latest developments of policing and provides a better understanding of the use of technologies by the police.

2. Social media and policing: Good and bad practices from around the world

⁵⁵ Media4sec 2016: Report of the state of the Art Review, 1.

This lecture gives an introduction on the use of social media by the police. It presents different strategies and features a number of examples from the field.

3. DIY policing: How to integrate a growing phenomenon in COP?

This lecture gives an introduction into the phenomenon of DIY policing. It discusses some of its benefits as well as its dangers for individuals and communities.

1. Exercise: Read the following examples of social media use by the police

1. Example:

A tweet by the Police of Cologne from New Years Eve 2016/2017 backfired immensely and brought the police under the critique of racial profiling. Moreover, for weeks, a political debate ensued about immigration of criminals from North Africa to Germany. Trigger was a tweet by the police that informed about the containment of 200 people at Cologne central station using the word “Nafri”, police slang for offenders with migration backgrounds from North Africa. No crimes were committed at this point but the experiences from New Years Eve one year before where hundreds of offences were committed by migrants in front of the central station had made the police of Cologne very cautious.

2. Example:

A neighborhood policing team in the UK posted a tweet depicting a female car passenger having a seatbelt over her mouth under the headline ‘New Seatbelt design: 45% less car accidents!’. The author commented ‘A car designer has won an award for designing a seatbelt which helps to cut down on vehicle noise pollution #IwantOne’ depicting.

3. Example:

The Greater Manchester Police tweeted during the summer riots in 2011 the following:
“Can you help identify these people? Check our Flickr gallery of wanted suspects and call [...].”

4. Example:

The Police of Hagen posted a checklist of an incident that occurred in the city center during a night in 2015. A drunk man had vandalized and set on fire numerous dustbins before he was arrested. The post took the form of a checklist where details of the incident were revealed. It contained, for example, the following:

Being drunk – check
Causing of substantial damage to buildings – check
Being seen by witnesses of doing so – check
Resisting during arrest – check
Being beaten up by the police dog “Yuma” – check
Having a living hedgehog in his backpack – check
Spending the night in police custody – check

Questions: What in your opinion is the problem with these posts? Which purpose do they serve? Do you believe they fulfilled this purpose? How could they have been done better? Which social media strategy is behind these posts? See chapter 4 of the handbook to answer these questions.

2. Exercise: DIY Policing

Case example: Sexual Harassment Reporting Mobile App

In Kosovo a project initiated by an NGO named ‘Girls Coding Kosova’ addresses the issue of daily sexual harassment of women. The NGO developed a mobile app called “walk freely” available Kosovo wide, enabling the users to report victimisation of sexual harassment. The app is simply designed in 4 steps to report different kind of harassments (i.e. whistling, shouting, touching etc.) in different locations (i.e. public place, work, school etc.). The interface also allows to give information on the perpetrator (i.e. co-worker, family member, stranger). The reported incidents are collected and aggregated by Open Data Kosovo, another NGO providing the information open to public on their homepage. Here a map can be viewed showing hot spots of the city locations where sexual harassments occur more frequently. This can help users to avoid certain locations identified as hot spots. It is a potential source of information for community leaders to take specific measures in the hot spots, such as enhanced street lighting. But it might also be a potential resource for police to take up preventive measures i.e. to enhance patrolling in certain locations.

Questions: The app described above can be summed up under DIY policing. How is DIY policing defined? What are the opportunities what the challenges for this policing style? Can you name other examples for DIY policing? In the example above: How could the Kosovo

police be integrated in the approach? Should the police be a part of DIY policing at all? What are the dangers when police agencies become part of citizens projects? What are the advantages?

Case Example: Boston Marathon Bombings

In 2013 the Boston Marathon bombings left dozens of people injured or dead. On a social news platform, Reddit, an unprecedented manhunt occurred involving thousands of people declaring to find the bombers. Photos and videos of the events as well as background information of suspects were posted and analyzed. Apparently even the Boston Police retrieved some useful information for their investigations from this platform and approx. one week after the bombings one suspect was arrested while the other was killed.

Questions: What are the benefits of engaging the public in investigations? What are the risks?

Module D: Cross-Cutting Issues Youth and Gender

Aim	Objective
<p>This module will provide an overview over</p> <ul style="list-style-type: none">• The cross cutting issues youth and which role they play for COP• How COP can be involved in the prevention of radicalization of young people• The cross cutting issue of Gender and which role it plays for COP	<p>In his module, the participants will be able to:</p> <ul style="list-style-type: none">• Understand Gender and Youth as important cross cutting issues of COP.• Understand the possibilities and dangers of COP in the prevention of radicalization

Outline

Young people play an important role for COP, respectively in developing countries where they are a rapidly growing segment of society. Young people are not only the part of the population that most often engage in criminal behaviors but also are of the highest risk of becoming victims of crimes. Youth-police relations are often problematic and characterized by mutual mistrust. Schools can play an important role for the implementation of COP strategies. With regards to

ICT young people are often tech savvy offering new opportunities for outreach but also a number of new risks of being victimized.

Starting with youth as an important target group for COP, the overall question is asked if young people are partners for COP or troublemaker. Radicalization processes are analyzed as an example of the difficult relationship between youth and police. The issue has become a topic specifically relevant for COP as it is a growing problem affecting communities in various ways. Especially the increasing number of young people leaving western countries to support terror organizations in conflict zones has attracted the attention of law enforcement agencies. The role of the internet and social media in the radicalization and recruitment processes is of high importance. Community resilience and early prevention measures have become core concepts to tackle radicalization. But little is known of how these counter strategies can be implemented effectively. COP approaches are increasingly considered effective prevention strategies to prevent radicalization. But these also run the risk of blurring the lines between cooperative strategies and gathering intelligence for counter-terrorism measures and securitizing the relationships with communities.

Gender, the second cross-cutting issue plays an important role for COP as well. The police in most post-conflict countries continue to be highly male dominated, possibly a reflection of the focus of a police force rather than service. A focus on gender issues in COP allows for a better understanding of how gender relations in communities define the ways the community links with the police. This clarifies how a police service which includes women, might contribute to improved trust, accountability and better responds to the needs of all members of the communities. This module therefore will not only consider gender in terms of a simple male-female dichotomy, but will also elaborate on perceptions of masculinity and femininity and power relations in the production of community security.

Handbook: This module is based on chapter 6, 10 and 11 of the handbook.

Video Lectures:

1. Introduction: Youth Partners for COP or Troublemakers?

The introductory lecture deals with the ambivalent role of youth in COP as partners and troublemakers. Based on chapter 6 of the handbook the lecture provides an overview over the current research in youth police relations.

2. Cross-Cutting Issue: Radicalization

Radicalization of young men and women is a pressing issue for COP. This lecture will give an overview over some possible approaches and the challenges that COP are confronted with.

3. Cross-Cutting Issue Public Safety Needs of women

The safety needs of women to a certain extent diverge from those of men. This is particular the case in public places where women are more vulnerable. This lecture gives an overview of some of the main gender issues in COP.

1. Exercise: Youth as Troublemakers?

A number of factors determine the role of young people in communities and how they are perceived by the police and citizens.

- Race
- Minority status
- Family background
- Gender
- Education
- Delinquency
- Prior victimization
- Exposure to police practices through communication with others
- Neighborhood and community ties
- Rebellion

In turn the way young people view the police is particularly determined by police contact and the outcome (see module 2 on communication):

- Arrest
- Fairness
- Effectiveness
- Friendliness
- Neutrality
- Trustworthiness

Depending on the nature of these police contacts in the long term they can have significant impact on COP respectively on:

- Individuals’ law-abiding behaviors
- Public support for the allocation of resources to police agencies
- Evaluations of police performance
- Willingness to cooperate with the police as co-producers of public safety

Questions: Why are young people often viewed as troublemakers by the police and by citizens? How can they be encouraged to become partners in COP? Write your ideas down in the boxes. Which role do police contacts play for the perception of the police? Which issues play a role and should be considered by the police in contacts with youth? What role plays the so called vicious circle of police youth relationships? See chapter 6 in the handbook.

Troublemaker	Partner
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2. Exercise: Youth and Radicalization Prevention

The threats from violent extremism and radicalization leading to terrorism in various forms is perceived as one of the major security concerns in communities. COP can play an important role in the prevention, detection and fight against terrorism, respectively by approaching the phenomenon of radicalization at an early stage. Terrorism is not monopolized by the radical Islam, but also political right and leftwing terrorism has risen to serious threats. Radicalization often takes place in a young age. Besides families and communities, the schools play an important role in that matter.

Schools are often a reflection of the community they are located in. The advantage of COP engagement in schools is, that usually the different stakeholders are very clearly defined comprising the school administration, teachers, parents, neighbours of the school and most importantly the students. This well-defined set of interest groups creates a favorable basis for

police engagement with schools in various ways.⁵⁶ In the following two examples for COP engagement in schools are featured:

Case Example: Safer School Partnerships in England and Wales⁵⁷

Safer School Partnerships (SSP) have been implemented in England and Wales since the early 2000s. These constitute of a formal agreement between the police, a school (or group of schools) and other agencies to work together reducing crime and the fear of crime, and improve behavior in and around schools. The first pilots were launched in 2002, with the deployment of up to 100 police officers in schools in 34 Local Education Authorities deemed to be facing the ‘toughest challenges’. There are today some 450 SSPs operating throughout England and Wales, mostly as an integral part of Neighborhood Policing. Before SSPs were introduced, police presence in most schools was reduced to occasional lessons and responding to calls about incidents.

The underlying assumption of the strategy is, that by reducing bullying, truancy and exclusions from school, this will impact indirectly on offending and antisocial behavior. By involving police officers working in schools the aim is also to intervene early with children and young people at risk of offending and to improve relations between pupils, the police and the wider community. While the teachers retain responsibility for school discipline and most behavior, the police provide advice and support as well as a physical presence. Individual officers retain considerable discretion as to how and when to intervene to enforce the law, but are usually reluctant to do so unless a serious offence has been committed. They are more commonly involved in activities, such as helping to improve security, developing effective channels for reporting bullying and other forms of victimization, reviewing the safety of pupils’ journeys to and from school, and patrolling the school corridors and grounds. Other activities include running breakfast clubs, undertaking classroom checks and truancy sweeps and helping out during breaks and after school.

Overall the results of SSPs are deemed mildly successful. They might improve feelings of safety as well as reducing truancy and victimization rates. The success of SSPs depends heavily on the expertise of the police officers and their ability to work with other professionals to deliver a joined-up service. Officers need to be self-aware, understood and valued and sustain their desire and enthusiasm to be involved in schools. They need to have the interpersonal skills

⁵⁶ UNODC/ UN HABITAT 2011: Introductory Handbook Policing urban spaces, 54.

⁵⁷ This Case example is from the Police Foundation 2011: Safer School Partnerships: The Briefing, Series 2, Edition 2.

required for effectively engaging with pupils. In addition, they need to be aware of the background factors that shape pupils' lives that are often characterized by acute disadvantage and marginalization, whether as victims, offenders or both.

Actively encouraging discussions between pupils from different backgrounds on issues, such as personal safety, appropriate behavior and victim awareness, can contribute towards this.

More controversial is the view on recent developments of widening the role of police officers to encompass identification of risk factors pointing towards future bad behavior or violent extremism. Moreover, there runs a high risk that certain disruptions are quickly interpreted signs of future criminality rather than being viewed as normal childish behavior.

Case Example: Education Information Management System (EIMS) in Kosovo

Besides raising awareness the question of handling cases of school violence is an important issue. An EIMS can support school administrations to approach violence between students on school premises in a systematic way. In Kosovo, UNICEF has taken a leading role when it comes to policies, prevention and referrals among key institutions through an EIMS. Before establishing it a protocol was developed dealing with various issues, such as identifying duties, clarifying roles and procedures of institutions for prevention, data collection and reporting of violence in schools. After a phase of awareness raising and small-scale information campaigns in 400 primary schools in Kosovo, an EIMS was put in place. This includes a module specifically for reporting, recording and managing the cases of violence in schools by linking municipal security councils, social welfare and family centers and the police.

The EIMS serves the purpose of identifying, reporting and referring cases of school violence to responsible institutions. Only the most severe cases of school violence that reach the stage of being a criminal offense are reported directly to the police. The majority of cases however is not reported but it remains equally important to provide a platform to treat these minor incidents as well. When a case of violence occurs the director is supposed to summon the involved parties and conduct an assessment of how severe the case is. If below a criminal offense an inner school mediation should be initiated, for example, in so called peer mediation clubs. A reporting is filed as the documentation of the data is an obligation of the school to do so. It can be of great importance for the school to keep an overview over incidents, evaluate which steps have been taken and where it has been referred to. This information is shared with other stakeholders as well. In return, the schools can track how the cases are handled and follow up on the status. When a case is closed or solved, the information will be available in the system.

However, in some rural areas the access to computers and internet to establish the EIMS is very low. The Ministry of Education assessed that in 2014 only 44% of schools in Kosovo were adequately equipped with ICT. Even if equipped this did not mean that the devices were also used due to the lack of proper knowledge and training. Also, data protection issues play an important role when it comes to the referral from data of school children do different stakeholders.

A problem that soon occurred in the daily school practice was the modest use of the EIMS by teachers and school directors. This was due to the fear, that reported case might have a negative impact on the image of the schools. Indeed the downside of the increased transparency is the risk being identified and stigmatized as a ‘hot spot’ school leading to a number of negative implications.

Questions: Read both case examples carefully. Do you find similarities? Describe them? Do you believe the technological approach has advantages over the more traditional approach of deploying police officers in schools? Or do you think a face to face contact between police officers and students is better? In view of the critique the Safer School partnerships in Britain: could the same problems apply to the EIMS? If so, how could the problems be prevented? (See chapter 6 of the handbook)

3. Exercise: Women’s safety

International attention to violence against women and girls in public urban spaces is a significant new trend in urban planning and policies. The safety feeling of women is strongly impacted by experiences, for example, of sexual harassments resulting in special safety needs for women in public spaces. This is the case for public parks but also in public transport systems. Here, they are particularly vulnerable to (sexual) harassments or other attacks. COP and other policing strategies should specifically take these vulnerabilities in account for examples by training public transport employees or create safe spaces for women. The police can also contribute by identifying crime hot spots or increased patrolling, and engage in a dialogue with stakeholders and officials which measures should best be taken.⁵⁸

⁵⁸ UNODC/UN HABITAT 2011: Introductory Handbook on Policing Urban Spaces, 57.

Case Example: SafetiPin

Safetipin is a map based safety app developed for New Delhi and meanwhile available in a number of cities, such as Jakarta, Nairobi and Bogota. The app was originally based on the idea to help woman making safer decisions. Through crowdsourcing the app calculates the safety score of certain places and neighborhoods in a city. The parameters for this calculation that are updated by the users are:

- Lighting
- Visibility. Are there ‘eyes on the street’? Can others see you?
- Diversity. Presence of women and children around?
- Crowd. How densely crowded is the area?
- Public Transport. How close it is?
- Walk Path. Is there a proper place to walk?
- Security. Are police or private security nearby?
- Openness. Can you see all around?
- Feeling. How safe do you feel?

By using a GPS locater, the app updates the user if he is currently in a safe location. Through a GPS tracker family and friends can keep track of the user whereabouts is. In addition, the developers cooperate with local taxi drivers that mount smartphone in their vehicles to take photos of streets by night to assess the street lighting in certain areas.

Using these parameters, the app helps to perform so called safety audits of certain areas. Audits are also conducted by community volunteers and local police officers. Besides improving safety for individuals, the larger goal is to get stakeholders to enhance urban environments. According to the Saftipin website, the New Delhi government, in response to the collected data, has announced to illuminate over 7.000 dark spots across the city.

The app is a good example for how crowdsourcing data has the potential of influencing stakeholder decision. According to the developers of Saftipin, while authorities are responsive when comprehensive data is shared with them, it still remains a challenge to get them to respond

Case Example: CARE’s Young Men Initiative⁵⁹

⁵⁹ All information taken from CARE 2012: a young men initiative – A case study 2012.

The Young Men Initiative (YMI) is a program engaging over 4000 young men between 14 and 18 throughout the Western Balkans in the promotion of gender equality and the prevention of violence. YMI combines a multisession curriculum, youth-led media campaigns, and structured gatherings that bring together youth from Croatia, Bosnia and Herzegovina, Serbia, and Kosovo. It specifically addresses young men's behaviors and vulnerabilities from a gender perspective.

Background: As in many other settings, patriarchal and rigid norms around gender and masculinities are still prevalent in the Western Balkans. These norms influence young men's attitudes, behaviors, and relationships with other young men, young women, families, and larger communities. From an early age, many young men are taught being a provider for and protector of one's family and community. Boys and young men are often raised to be aggressive and competitive, in preparation for these social roles. Many boys and young men are also often raised to be self-reliant, to not worry about their health and do not reach out for help when they may need it. This is particularly true for the current generation of young men in the Western Balkans that are influenced by the fact that they were born during and immediately after the Yugoslav wars and have come of age in a time of tumultuous post-conflict recovery. In many settings in the region, militarized versions of masculinities are still very present, as are tensions around sociocultural and political identities.

The program is roughly divided into two phases. Phase I is the pilot phase (2007-2010) that adapted a program methodology/curriculum and tested it in 5 pilot schools. Phase II (2011-2013) applied the effective strategies of the first phase to expand the methodology to more schools, reach target groups outside of schools, extend its geographic coverage, and promote adoption of the program at national level.

Community Policing dealing with the prevention of domestic and gender based violence has to keep the men in focus particularly the male youth. It is one of the findings of the program that a certain violence paradox exists among young men: although the majority of young men disapprove of violence against girls this attitude turns somehow at an older age and with more experience in relationships. This is particularly the case when women's behavior is considered as effecting men's honor. COP strategies have to take young men into consideration.

Questions: Have a look at both case examples: What are the strategical differences? What are the advantages/disadvantages from a COP perspective?

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