

# Community Based Policing

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## Preparatory Notes to Instructor

### Background

United Nations Peacekeeping Operations are frequently mandated to assist in the reforming, restructuring and rebuilding of host country police service.

Based on the principle that police can only be successful if it operates in close cooperation with the community, the Community Based Policing concept is regarded as key to effective policing.

Due to the conflict, the population generally has little or no confidence in the capacity of the State to provide for their individual safety and security. Effective law enforcement not only restores public law and order but also assists in re-establishing the confidence of the population in the capacity of the State to govern.

In order to re-establish confidence in the rule of law, UN Police have a great responsibility to ensure that law enforcement is exercised lawfully and effectively. This often includes mentoring, advising, training, and the implementation of the principles of Community Based Policing, and establishes a focus on service delivery and communication with the community at large.

As has been proven in many developed countries, a focus on Community Based Policing will strengthen the public's trust in police service. Community Based Policing not only strengthens the bond between police service and the community by addressing security concerns, it also enhances the ability to provide long term solutions to community problems in addition to protecting life and property effectively and efficiently.

There are different versions and interpretations of Community Based Policing in different countries all over the world. This module is based on a generic approach that must be tailored to the specific needs and the approach desired by the host country.

### Aim

To provide peacekeeping personnel with an understanding of:

- the basic concepts of Community Based Policing
- practical aspects of implementing Community Based Policing measures tailored to local needs and local context

### Learning Outcomes

*On completion of Community Based Policing Module, participants will be able to:*

1. Understand the philosophy of Community Based Policing as it relates to post-conflict environments.

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2. Understand the principles, theory and practice of Community Based Policing
3. Explain the importance of local context and the ways in which a partnership with local communities can be established
4. Explain the strategy of Community Based Policing and the forms it takes in practice
5. Explain the benefits of Community Based Policing
6. Describe the practical challenges that police may have in implementing Community Based Policing successfully
7. Explain the application of collaborative, community based problem solving

### Training Sequence

The material contained in this module is to be delivered over two training units, depending on the number of learning activities that the instructor decides upon. The instructor can modify the duration to suit national training requirements.

This module is a cross-cutting module that provides an overview of the overall philosophy and implementation of Community Based Policing. It should be delivered with due attention to the modules on Human Rights in Peace Operations, Conduct and Discipline, Respect for Diversity, Child Protection and Women, Peace and Security.

### Duration

Minimum Session Time	Lecture/Presentation	Questions/Assessment	Session Activities
105 minutes	25 min	15 min.	65 min. activity
Additional Options	Mission Specific	Optional Film	Optional Activity
45/75 min	as needed		45/75 min

### Methodology

This module contains a variety of suggested learning activities to keep adult learners engaged. The facilitation team should use as many of the learning activities as time allows and keep them tailored to the target audience. Participants should be fully involved in the learning process through practical exercises, brainstorming sessions, discussion of case studies, working in small groups on specific tasks, etc.

The instructor should inform participants of the content, format and timing. Knowing what to expect, participants can improve their ability to focus on the subject and benefit better from the session.

- Introduction and rationale for Community Based Policing within a post conflict context
- Four basic principles of Community Based Policing
- Relationship with host country police, communities and partner agencies
- Constraints, risks and challenges to Community Based Policing in post-conflict environments
- Implementation and problem solving
- Summary

\* **Please Note:** It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

Instructors are encouraged to add examples and mission-specific information related to the specific deployment of participants, if known.

### Instructor Profile

This module is best presented by an instructor who has experience in the principles of Community Based Policing in post-conflict situations who could share his/her experience with the group. If there is more than one instructor, at least one should have practical experience. The instructor should also encourage questions from the participants and aim for an interactive discussion. All trainees should be encouraged to contribute to the group discussions, case study discussions and in any other activity.

### Instructor Preparations

#### Required Readings

- A consultancy report prepared for United Nations Police Division by Prof. David Bayley, State University of New York at Albany (2005).
- Office of the United Nations High Commissioner for Human Rights. Professional Training Series No. 5/Add.3 'Human Rights Standards and Practice for the Police' (Pocket Book on Human Rights for the Police) (2004).
- Bayley, David H. 1996. "Measuring Overall Effectiveness." In Larry T. Hoover, Quantifying Quality in Policing. Washington, DC: Police Executive Research Forum).
- High Commissioner of the United Nations for Human Rights, 2001, 'Police – Community Integral Policy and Human Rights' (Available through UN/OHCHR Geneva).

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- High Commissioner of the United Nations for Human Rights, 2002 'Implementation of the Integral Policy, Police – Community and Human Rights (Available through UN/OHCHR Geneva).
- High Commissioner of the United Nations for Human Rights, 2001, 'Instructive for Specialists of Community Police and Human Rights' Policía Nacional, 2001 (HRE/AME/NIC/6) (Available through UN/OHCHR Geneva).
- Police Reform through Community-Based Policing: Philosophy and Guidelines for Implementation  
[http://www.ipacademy.org/PDF\\_Reports/POLICE\\_REFORM.pdf](http://www.ipacademy.org/PDF_Reports/POLICE_REFORM.pdf).

### General Preparations

Equipment:

1. Computer and PowerPoint slides
2. Projector and Screen
3. Flip Chart

Materials:

1. Copies of handouts...etc.

## Symbols Legend

-  Note to the Instructor (Some background information for consideration)
-  Speaking Points (The main points to cover on the topic. Ideally the speaking points are presented in the instructor's own words versus being read to participants)
-  Mission Specific (A point where the session will benefit from mission specific information)
-  Example (Stories that illustrate a point or key message)
-  Sample questions (A list of potential questions to pose to participants)
-  Handout (Indicates a handout is provided to participants at this point)
-  Film (A film that is recommended as a core part of the training or an option)
-  Core Learning Activity (An activity that is strongly recommended for inclusion)
-  Optional Learning Activity (An activity that can be used if there is time and it is appropriate for the participant group. Guidelines for these activities are provided at the end of the unit, section or part – as indicated in the text)
-  Key summary points (Key messages that are worth repeating at the end of the session. Alternatively, the instructor can ask participants what are the main messages they are taking from the session. Instructors can then fill in any points that have been missed.)

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### Session Notes

<b>Community Based Policing</b>	<b>Slide 1</b>
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**Note to Instructor:** Give the participants a brief explanation why they should pay special attention to this module. Refer to: Background in the Preparatory Notes to the Instructor

<b>Aim</b>  To provide peacekeeping personnel with an understanding of: <ul style="list-style-type: none"><li>• the basic concepts of Community Based Policing</li><li>• practical aspects of implementing Community Based Policing measures tailored to local needs and local context</li></ul>	<b>Slide 2</b>
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<b>Learning Outcome</b>  On completion of this module, participants will be able to: <ul style="list-style-type: none"><li>• Understand the philosophy of Community Policing as it relates to post-conflict environments</li><li>• Understand the principles, theory and practice of Community Policing</li><li>• Explain the importance of local context and the ways in which a partnership with local communities can be established</li><li>• Explain the strategy of Community Policing and the forms it takes in practice</li><li>• Explain the benefits of Community Policing</li><li>• Describe the practical challenges police may have in implementing Community Policing successfully</li></ul>	<b>Slide 3</b>
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<b>Structure of the Presentation</b>	<b>Slide 4</b>
<ul style="list-style-type: none"> <li>• Introduction and rationale for Community Based Policing within a post- conflict context</li> <li>• Four basic principles of Community Based Policing</li> <li>• Relationship with host country police, communities and partner agencies</li> <li>• Constraints, risks and challenges to Community Based Policing in post-conflict environments</li> <li>• Implementation and Problem Solving</li> <li>• Summary</li> </ul>	

<b>Definition of Community</b>	<b>Slide 5</b>
<p>A specific group of people, often living in a defined geographic area, who share a common culture, religion, ethnicity, values, norms and concerns and who are arranged in a social structure according to relationships the community has developed over a period of time. The term “community” includes worksites, schools, churches, private and public agencies, social groups and health care sites.</p>	

 **Note to instructor:** Before showing the slide, generate a discussion around what a community may be and identify key words to develop a class definition. Complement the result with the expected outcome.

 **Expected Outcome:**

Community is a group of individuals who have something in common which identify themselves as part of the wider group.

Commonalities can be based on:

- culture
- religion
- ethnicity
- values
- norms and
- concerns

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For example, churches, schools, hospitals, social groups, private and public agencies and people who work in a special area are vital members of a community.

- Obvious differences within a community may be based on gender, culture or ethnicity; however, less obvious but possibly more important differences may be background, belief systems including religion, age or level of education.

<b>What is Community Based Policing</b>	<b>Slide 6</b>
Police participating in the community and responding to the needs of the community, and the community participating in its own policing and supporting the police	

 **Note to instructor:** After having given the 'definition' on the above slide, brainstorm with the participants on characteristics of Community Based Policing in their personal understanding or experience. Complement the results with the expected outcome.

 **Expected Outcome:**

Community Based Policing is centred on a philosophy in which the police need to:

- Practice policing by consent not coercion
- Be part of the community not apart from it
- Encourage the public to become partners with the police in controlling and preventing crime
- Identify (together with the community) what the community's needs are
- Work in partnership with other agencies and the public
- View public cooperation as essential for successful crime control
- Tailor policing to meet the community's needs
- Be accountable for the policing service' and
- Provide a quality service
- Develop strategies for obtaining public assistance
- Solve problems, including work with governments, non-governmental and community groups in a coordinated way to reduce crime and increase community safety and reassurance.

 **Note to Instructor:** Highlight that effective mobilisation of community support requires different approaches in different communities. Community Based Policing has to be adjusted to the needs, conditions, conflicts and concerns of the particular community. Emphasize that the most appropriate Community Based Policing solutions have to be found in the local context and not in the background of the home countries of UN Police officers.

Why Community Based Policing	Slide 7
<ul style="list-style-type: none"> <li>• Crime prevention, reduction and detection benefits</li> <li>• Gain the respect and trust of the public, which has been lost in conflict</li> <li>• Contribute to legitimacy of new governments and structures</li> </ul>	



### Learning Activity: Positive Examples of Community Based Policing

The purpose of this group discussion activity is for participants to discuss the positive examples of Community Based Policing in post conflict societies.



#### Learning Activity Time Required:

5 minutes	for activity introduction and instructions
15 minutes	for work small groups discussions
10 minutes	for small group reports in large group*
<b>Total time:</b>	<b>30 minutes</b> *total time dependent number of groups



#### Activity Guidelines:

1. Divide participants into small groups.
2. Ask participants to list further positive effects of Community Based Policing in post conflict societies.
3. Ask participants to present their results in the plenary (the large group).
4. Complement the results with the expected outcome



#### Expected Outcome:

- Improves the trust and confidence levels of the community
- Improves public safety and reassures the community
- Police are assisted by the community in reducing actual and perceived crime and in improving safety

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- Important tool in reassuring the public about the current situation and what the police are doing (reducing the fear of crime)
- Promotes a positive perception of the police and fosters a partnership between police and the community
- Can make a visible positive impact on the situation for vulnerable person(s) / groups
- Intelligence gathering tool. “Community Intelligence” is thought to be more effective and reliable in assisting to evaluate threats than intelligence gained from other areas
- Improves the community’s satisfaction and confidence levels towards police
- Strengthens the community in a way to combat ethnic differences that can deeply affect marginalised groups
- Emphasizes the need for strong relationships and engagement with the community to promote harmony and social cohesiveness.

<b>Implementing Community Based Policing</b>	<b>Slide 8</b>
<p>Assess the:</p> <ul style="list-style-type: none"><li>• Ability of the police to respond, consult, mobilise, and solve a problem in partnership with the community</li><li>• Nature and capacity of the community</li><li>• Political commitment</li><li>• Reform and restructuring strategies of the mission</li><li>• Willingness of support of local authorities</li></ul>	

 **Note to Instructor:** *The above mentioned factors need to be assessed in order to implement community based policing. Brainstorm with the participants which essential groups/persons the police should consult to be able to implement community based policing effectively and complement with the expected outcome.*

 **Expected Outcome:**

- Residents’ associations based on geography, such as housing estates and neighbourhoods
- Economic interests, such as banks, shopkeepers, taxi drivers, and apartment owners
- Health clinics, hospitals, shelters for battered women, orphanages etc.
- Leaders of ethnic / religious groups

- Village elders
- Schools/educational institutions
- Various community organisations



**Note to Instructor:** *Choosing partners is a sensitive matter. Although working with communities can be enormously beneficial, police must be alert to the impact of their involvement on the communities themselves.*

- Are there traditional justice / mediation systems that the police should be aware of in implementing Community Based Policing?
- Police must be cautious that their activities work with, rather than against traditional systems of social control and discipline. At the same time, the police need to be alert to the fact that some traditional practices may be against the law and should not be encouraged. The police should be very careful that they do not ally themselves with groups that are fundamentally opposed to human rights and the rule of law.
- The ability of community groups to work with police depends on their ability to act and think independently. In situations where they cannot, there is a danger that they will be seen as agents of the police, weakening their standing and causing them to become alienated.
- Community Based Policing is easily established amongst prosperous middle-class and professional groups; however, it requires more effort with communities that are poor, unemployed, lacking education, and have high concentrations of persons with special protection needs.

Requirements for Implementation in a Post-Conflict Context	Slide 9
<ul style="list-style-type: none"> <li>• Formulated in consultation with local authorities</li> <li>• Commitment from the entire policing service, from senior management to junior officers</li> <li>• Implementation to be aligned to integrated reform and restructuring strategies</li> <li>• Strong political commitment</li> </ul>	

- The fostering of local ownership is essential to any sustainable changes of the host country police. The first step in developing Community Based Policing in the police services requires a political and senior management acceptance and commitment on the strategic level. Failing to do so and only focusing efforts on the operational and tactical level have in most cases proven unsuccessful.

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- ☞ If the culture of the local police supports behaviour that is unsympathetic and authoritarian, efforts to develop Community Based Policing must begin with changing their attitudes and behaviour. Such attitudes and behaviour are counter-productive and must be corrected and monitored by UN Police. The management style of the organisation must include collaborative decision-making and cannot be traditionally directive or quasi-military.
- ☞ Changing attitudes and behaviour is in any context difficult and requires a consistent and long-term approach.

<b>Community Based Policing</b>	<b>Slide 10</b>
Four essential elements: <ul style="list-style-type: none"><li>• Responsiveness</li><li>• Consultation</li><li>• Mobilisation</li><li>• Problem Solving</li></ul>	

- ☞ Community Based Policing as practiced around the world consists of four essential elements – responding to individuals, consulting with communities, mobilizing communities, and solving recurring problems. These elements are designed to encourage the community to become partners in controlling and preventing crime. The variety of practices that give concrete form to these elements will be addressed below.

<b>Responsiveness</b>	<b>Slide 11</b>
<ul style="list-style-type: none"><li>• Pro-activeness</li><li>• Visibility</li><li>• Accessibility</li><li>• Timeliness</li><li>• Effectiveness</li></ul>	

☞ **Note to Instructor:** *Emphasize the fact that Community Based Policing must be responsive to the varying needs of all sections of the community.*

- ☞ In order to obtain the public cooperation that is essential for successful crime control and prevention, the police must demonstrate that they are willing and able to respond to the security needs of individuals and groups. The police must show that they give priority to the needs of individual citizens. They do so by actively soliciting requests for assistance from the public and responding promptly, courteously, and

sympathetically to them. If they cannot provide what is needed, they give advice about alternative avenues of help and assistance.

- 🗨️ In short, police treat the public as clients to be served rather than as problems to be managed or exploited.
- 🗨️ Responsiveness includes the following:
  - Timely and effective response to calls
  - Thorough investigations
  - Evidence-based policing
  - Proactive/preventive policing
  - Being visible, accessible and familiar to public; e.g. emergency telephone numbers or hotlines, 'high visibility' officers on the beat or in community police stations
  - Providing opportunities for community participation
  - Flexibility with accountability for achieving local community outcomes
  - Listening to the community, which will include attending local meetings or events where the communities are, to identify issues, jointly prioritise concerns and keep the community informed
  - Effective resolutions
  - Sensitive to gender issues and persons/groups with special protection needs
  - Supportive programmes for victims and witnesses

<b>Consultative</b>	<b>Slide 12</b>
<ul style="list-style-type: none"> <li>• Information gathering and analysis</li> <li>• Participation through collaboration and coordination</li> <li>• Partnership</li> </ul>	

👉 **Note to Instructor:** *Consultative behaviour means that the police establish the mechanisms for two way communication with the communities about problems requiring their attention, about prioritising problems and about approaches to their resolution.*

- 🗨️ Consultation is critical to demonstrate that police give high priority to the security needs and fears of individuals. Because the public knows more about criminal events than the police, their input is essential to the effective use of police resources.
- 🗨️ Therefore the police should:

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- Gather information and carry out analysis in consultation with others such as local councils, other government departments and the community to establish better shared understanding in developing solutions
- Participate in interagency meetings to ensure co-ordination and collaboration to best effect
- Work in partnership with other law enforcement agencies and other emergency services
- Create liaison offices with various community groups (business leaders, taxi drivers, religious leaders, women's groups etc.)

Mobilisation	Slide 13
<ul style="list-style-type: none"><li>• Crime prevention advice</li><li>• Translating and simplifying laws and procedures into common language</li><li>• Training local leaders to solve problems at the local level</li><li>• Activate Community participation; e.g. Neighbourhood Watch</li></ul>	



**Note to Instructor:** *Mobilisation refers to the activities police undertake to ensure the assistance of communities to protect them and solve problems that generate crime.*



Mobilisation includes:

- Providing crime prevention advice and promoting positive stories
- Trained staff who respond promptly, intelligently, and sympathetically
- Translating and simplifying laws and procedures people encounter in daily life into local languages
- Training local leaders in dispute resolution and mediation – problem solve at the local level.
- Offering crime prevention advice to the community
- Active community participation; e.g. Neighbourhood Watch, Police Liaison

<p style="text-align: center;"><b>Definition of “Problem” in the Community Based Policing Context</b></p> <p>What is a Problem?</p> <ul style="list-style-type: none"> <li>• A recurring set of related harmful events in a community</li> <li>• Events that members of the public expect the police service to address</li> <li>• Events such as domestic violence, which tend to be ignored/accepted by some communities</li> </ul>	<b>Slide 14</b>
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 **Note to Instructor:** Discuss the information in the slide with the participants.

<p style="text-align: center;"><b>Problem Solving – Defining Elements</b></p> <p>There are six defining elements:</p> <table border="0"> <tr> <td style="padding-right: 10px;">C</td> <td style="padding-right: 10px;">Community</td> <td>Whom does it affect?</td> </tr> <tr> <td>H</td> <td>Harmful</td> <td>How does it affect them?</td> </tr> <tr> <td>E</td> <td>Expectations</td> <td>How is the problem addressed?</td> </tr> <tr> <td>E</td> <td>Events</td> <td>A problem has more than one event</td> </tr> <tr> <td>R</td> <td>Recurring</td> <td>Acute (short) / Chronic (long)</td> </tr> <tr> <td>S</td> <td>Similarity</td> <td>Victim, offender, location, commodity</td> </tr> </table>	C	Community	Whom does it affect?	H	Harmful	How does it affect them?	E	Expectations	How is the problem addressed?	E	Events	A problem has more than one event	R	Recurring	Acute (short) / Chronic (long)	S	Similarity	Victim, offender, location, commodity	<b>Slide 15</b>
C	Community	Whom does it affect?																	
H	Harmful	How does it affect them?																	
E	Expectations	How is the problem addressed?																	
E	Events	A problem has more than one event																	
R	Recurring	Acute (short) / Chronic (long)																	
S	Similarity	Victim, offender, location, commodity																	

-  Problem solving involves:
- Identifying a problem (in consultation with others)
  - Understand the conditions that gave rise to the problem
  - Taking action (involving others) – develop and implement long-term solutions tailored to the problems
  - Determine the solutions impact on the problem (assess whether action made a difference (for community and for police))

 **Note to Instructor:** The expression “cheers” is drawn from the Center for Problem Oriented Policing.

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<p style="text-align: center;"><b>Problem Solving Model (S.A.R.A.)</b></p> <ul style="list-style-type: none"><li>• <b>Scan</b> Scanning involves identifying neighbourhood crime and disorder problems</li><li>• <b>Analyse</b> Analysis creates an understanding of the conditions that cause problems</li><li>• <b>Respond</b> Response develops and implements solutions to the problem based on the analysis</li><li>• <b>Assess</b> Assessment determines the impact of the response on the problem and, if necessary, develops ways to improve the response</li></ul>	<b>Slide 16</b>
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 **Note to instructor:** *Brainstorm with participants how problem solving changes the way police work and complement with the expected outcome.*

 **Expected Outcome:**

- Police work preventively: rather than responding to individual incidents of law breaking or requests for assistance, police change or remove the conditions that lead to repeated incidents
- Police broaden the range of their actions, not relying exclusively on arresting and detaining
- Police work with other institutions and agencies in the creation of solutions to problems
- Police effectiveness is not only measured by the number of arrests but in terms of incident recurrence.

<p style="text-align: center;"><b>Constraints, Risks and Challenges</b></p> <ul style="list-style-type: none"><li>• Resistance of host country authorities</li><li>• Long term approach (years)</li><li>• Lack of support (this can be within UN Police and / or the host country police)</li><li>• Perceptions of community</li><li>• Security considerations</li><li>• Lack of interpersonal skills of UN Police</li><li>• Communications problems</li></ul>	<b>Slide 17</b>
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## Learning Activity: Overcoming Community Based Constraints

The purpose of this group discussion activity is to raise participants awareness of what can be done to overcome the constraints of Community Based Policing. This section is related to resilience and the fact that there may be struggles with the host country police to change behaviour.



### Learning Activity Time Required:

5 minutes	for activity introduction and instructions
15 minutes	for work small groups discussions
15 minutes	for small group reports in large group*
<b>Total time: 35 minutes</b>	*total time dependent number of groups



### Activity Guidelines:

1. Divide the participants into three groups.
2. Ask participants to consider what the constraints of Community Based Policing may be. Ask them to consider what can be done to overcome them.
3. Ask participants to present their results in the plenary (the large group).
4. Complement their findings with the Expected Outcomes.



### Expected Outcome:

- Resistance of host country police – current corrupt practices breed distrust
- Lack of top level support in mission – Community Based Policing not ‘mainstreamed’ (this can be within UN Police and / or the host country police)
- Lack of political will
- Host country police argue that tough measures are needed and that they are already doing as much as they can to work with the community
- Funding – equipment – training - all lacking or non-existent
- Perceptions of community
- Conflict Analysis
- Personal security considerations of UN Police – is the environment ready for Community Based Policing?

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- Local people more interested in basic needs – food/shelter/safety (Maslow’s Hierarchy of Needs)
- Lack of interpersonal / mediation skills by UN Police
- Distorted messages through Language Assistants
- Short-term postings of UN Police (consistency of message and method)
- Long-term approach (years)



**Note to Instructor:** *Participants should be aware that they may need to convince host country police that there are practical benefits to Community Based Policing.*

Summary of Key Messages	Slide 18
<p>Key elements for success:</p> <ul style="list-style-type: none"><li>• Local ownership</li><li>• Consolidation in the organisation</li><li>• Long-Term Approach</li></ul>	



**Note to Instructor:** *If time allows divide class in three groups and hand out exercises in the Optional Learning Activity which can be found at the end of the module: IDP – Persons/Groups with special protection needs, Rape, extortion, gang violence and mob justice and Protection for money exchangers increasing violence.*

## Learning Outcome Assessment

It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

At the end of the entire unit and/or the conclusion of the STMs instructors may want to choose some of the following questions for review.

### Questions

This questionnaire comprises of five true/false questions and five short answer questions. Fifteen minutes is allocated for this questionnaire.

#### TRUE/FALSE QUESTIONS (Circle either T or F)

1. Community Based Policing is based on international needs T /F
2. Community Based Policing should always seek political commitment T /F
3. Community Based Policing empowers community members to arrest suspects T /F
4. The S.A.R.A model involves problem solving T /F
5. Community Based Policing is limited to control of serious crime only T /F

#### Give short answers to the following questions:

1. Define a community
2. What are the four basic principles of Community Based Policing
3. Name at least four of the factors that make Community Based Policing difficult to conduct
4. Name the six elements of a problem
5. Name at least four benefits of Community Based Policing in post-conflict countries
6. Describe the stages of problem solving



#### Expected Outcome

This questionnaire comprises of five true/false questions and five short answer questions. Fifteen minutes is allocated for this questionnaire.

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### TRUE/FALSE QUESTIONS

1. Community Based Policing is based on international needs T/F (F)
2. Community Based Policing should always seek political commitment T/F (T)
3. Community Based Policing empowers community members to arrest suspects T/F (F)
4. The S.A.R.A model involves problem solving T/F (T)
5. Community Based Policing is limited to control of serious crime only T/F (F)

### Short answers

1. Define a community
  - Community – A specific group of people, often living in a defined geographic area, who share a common culture, religion, ethnicity, values, norms and concerns and who are arranged in a social structure according to relationships the community has developed over a period of time.
  - The term “community” encompasses worksites, schools, churches, private and public agencies, social groups and health care sites.
  - A particular emphasis should be placed on vulnerable communities, however their community is based.
2. What are the four basic principles of Community Based Policing

Four basic principles are:

  - Responsiveness
  - Consultation
  - Mobilization
  - Problem Solving
3. Name at least four of the factors that make Community Based Policing difficult to conduct
  - Resistance of host country police – current corrupt practices breed distrust
  - Lack of top level support in mission – Community Based Policing not ‘mainstreamed’ (this can be within UN Police and / or the host country police)
  - Lack of political will
  - Host country police argue that tough measures are needed and that they are already doing as much as they can to work with the community
  - Funding – equipment – training - all lacking or non-existent

- Perceptions of community
  - Conflict analysis
  - Personal security considerations of UN Police – is the environment ready for Community Based Policing
  - Local people more interested in basic needs – food/shelter/safety (Maslow’s Hierarchy of Needs)
  - Lack of interpersonal / mediation skills by UN Police
  - Distorted messages through Language Assistants
  - Short term postings of UN Police (consistency of message and method)
4. Name the six elements of a problem
- C Community
  - H Harmful
  - E Expectations
  - E Events
  - R Recurring
  - S Similarity
5. Name at least four benefits of Community Based Policing in post-conflict countries
- Crime prevention, reduction and detection benefits
  - Gain the respect and trust of the public, which has been lost in conflict – “winning hearts and minds”
  - Contribute to legitimacy of new governments and structures
  - Improve public safety and reassure the community
  - Police are assisted by the community in reducing actual and perceived crime, road trauma and in improving safety
  - Important tool in reassuring the public about the current situation and what the police are doing (reducing the fear of crime)
  - Generate a positive perception of the police and fosters a partnership between police and the community
  - Can make a visible impact on groups/persons with special protection needs.
  - Improves the trust and confidence levels of the community
  - Intelligence gathering tool. “Community Intelligence” is thought to be more effective and reliable in assisting to evaluate threats than intelligence gained from other areas

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- Improves the community satisfaction and confidence levels towards police
- Strengthens the community as a way to combat ethnic differences that can deeply affect marginalised groups
- Emphasizes the need for strong relationships and engagement with the community to promote harmony and social cohesiveness

### 6. Describe the stages of problem solving

- Scan  
Scanning involves identifying neighbourhood crime and disorder problems
- Analyse  
Analysis creates an understanding of the conditions that cause problems
- Respond  
Response develops and implements solutions to the problem based on the analysis
- Assess  
Assessment determines the impact of the response on the problem and, if necessary, develops ways to improve the response



### Optional Learning Activity: Case Studies

The purpose of this activity is to discuss case studies on Community Based Policing.



**Note to Instructor:** The instructor can give one scenario to each group and save time.

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### Learning Activity Time Required:

10 minutes	for activity introduction and instructions
15 minutes	for work small groups discussions: exercise 1
15 minutes	for work small groups discussions: exercise 2
15 minutes	for work small groups discussions: exercise 3*
20 minutes	debrief in the large group*
<b>Total time:</b>	<b>75 minutes</b> *total time dependent number of groups

### Case Study 1: Carana IDP – Persons/Groups with Special Protection Needs

The Carana police service is divided into the Carana National Police (CNP) and Gendarmerie. CNP are located in population centres and are controlled by the provincial administration. The Gendarmerie is part of the Ministry of Interior, maintains the police presence in rural areas and is responsible for border security. However, in recent years the Gendarmerie was used more often to suppress opposition political groups than for rural security or border control. In addition, Carana Defence Force units often exercise police tasks, representing government power in the internal security role.

In recent years, CNP and Gendarmerie have suffered a critical shortage of qualified personnel, logistical and financial resources, and training. In addition, they have been plagued by heavy politicisation, corruption and mismanagement. Police presence in Carana is very low. The estimated number for CNP and Gendarmerie officers amounts to 10,000 officers, or one officer for every 1,400 citizens. Out of this number, only 5 per cent are female officers.

Crime rates particularly in population centres are high and there are numerous reports of abuses perpetrated by the police service. This inefficiency and erosion of professional standards has led to a widespread loss of credibility in the eyes of the population.

There are problems with Internally Displaced People (IDPs). The IDPs are mostly women and children, and many of these women are being abused by

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local youths. Several reports have been made to the CNP but actions have not been taken.



### Activity Guidelines:

1. Ask participants to discuss and suggest the best Community Based Policing course of action. Responses should consider the following proactive processes / measures:



### Expected Outcome:

- Joint patrol with CNP/Gendarmerie
- Education and information flow
- Open avenues for report and assistance
- Meeting with all stakeholders, victims, etc- in order to build confidence and trust
- Talk to IDPs on one to one basis-depending on the cultural parameters within which you are operating
- Be polite, responsive and show empathic understanding
- Provide security to victims and provide first aid where applicable
- Facilitate processes of counselling and Medical services
- Ensure all stakeholders who should make the system work should be up to their task
- Establish referral systems to put victims in touch with organizations that provide community services.

### Case Study 2: Carana Village – Rape, Extortion, Gang Violence and Mob Justice

There have been rampant and consistent rape and extortion by gang members in a village in Koloni, northern Carana.

There have been several reports to the local police. The public blame the police and the judiciary for being corrupt and failing to respond positively to their problems. There has been a further loss of confidence and trust in both institutions.

The situation is becoming volatile and some members of the public have threatened to take matters into their own hands by lynching the next person they catch.

 **Activity Guidelines:**

1. Ask participants which steps a police officer has to take in order to stop the violence and return the situation to normalcy.

 **Expected Outcome:**

- Build credibility of police.
- Engage community in solution.
- Demonstrate respect for rule of law.
- Build public confidence in the police service.
- Measures to engage higher level authorities (local, regional and national).

Suggested steps can include:

- Patrols (both mobile and foot) to improve visibility and reassurance of public.
- Series of meetings with victims, chiefs, clan leader, youth etc.
- Public meetings to emphasise rule of law.
- Provide safety advice to persons/groups with special protection needs
- Joint radio talks with members of the judiciary.
- Organise arrests and screening of suspects – demonstrate results.
- Quick response to reported incidents - firm policing with respect for human rights.
- Thorough investigation of incidents.
- Support for victims (involvement of female officers).
- Request court to keep suspects in legal custody – liaise with other rule of law components.
- Provide regular public updates through radio, TV and stakeholders – community outreach.

### **Case Study 3: Carana Capital City – Protection for Money Exchangers – Increasing Violence**

In Galasi, the capital city of Carana, a thriving money exchange business has developed as a 'curb market'. Gangs have been preying upon several of the street dealers and robbing them.

The money dealers have come together and are appealing to the police for protection. They point out that if the police cannot help them they will be forced

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to buy 'protection' from armed gangs (allied to former fighting factions). There is a risk of organized crime taking root.



### Activity Guidelines:

1. Ask participants to discuss in groups the options for dealing with the above situation.



### Expected Outcome:

- Prevent organised crime spreading
- Build credibility of police.
- Engage community in solution.
- Demonstrate respect for rule of law.
- Build public confidence in the police service.
- Measures to engage higher level authorities (local, regional and national) – longer term, to seek to regulate money exchange more formally.

Suggested steps can include:

- Patrol (fixed posts) to improve visibility and reassurance of dealers.
- Set up designated 'safe area' (pending regulation).
- Series of meetings with victims and financial regulatory authorities.
- Public meetings to emphasise rule of law.
- Provide safety advice to dealers.
- Organize arrests and screening of suspects – demonstrate results.
- Quick response to reported incidents - Firm policing with respect for human rights.
- Dedicated resources to tackle organised crime.
- Engage with gang leaders – (link to DDR and alternative livelihood).
- Telephone 'hotlines'.
- Thorough investigation of incidents.
- Support for victims
- Request court to keep suspects in legal custody – liaison with other rule of law bodies.
- Appeals for information on culprits