

Strengthening Community Safety in Yemen



Kingdom of the Netherlands



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Summary of the Training Manual Community Safety in Yemen

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Executive Summary

This is a summary of the Training Manual developed in the context of the project *Strengthening Community Safety in Yemen*. In April 2018, the Berghof Foundation in partnership with the Political Development Forum – Yemen launched this project, which is funded by the European Union and the Kingdom of the Netherlands. As a basis for trust-building and inclusive dialogues to plan and strengthen community safety in cooperation between security and justice providers and community representatives, strengthening capacities on community safety is one of the four objectives of the project. This training manual serves as the backbone of strengthening the capacities of key local security and justice providers, particularly the police, judiciary, and prosecution services, and selected community representatives to know about, assess and plan for different options of inclusive community safety approaches.

The conflict in Yemen has caused many people to lose their sense of safety and security as the general situation has created serious challenges for the provision of basic security services. The *Strengthening Community Safety in Yemen* project contributes to supporting institutions and authorities to meet the security needs of citizens and enhance relationships and mutual trust in order to improve citizens' sense of security and safety.

The Training Manual on community safety in Yemen was developed in close coordination and agreement with the concerned authorities. It targets employees of the police as well as judges, prosecutors, and civil society members to enhance their understanding and strengthen their skills on community safety in the Yemeni context.

The development and production process of the Training Manual was inclusive and comprehensive to ensure a Yemeni-led approach to community safety based on dialogue of different concerned stakeholders. Regular consultations took place with representatives of police (police academies), judiciary, prosecution, local authorities, and local civil society representatives from all targeted cities, Sana'a, Aden, Al-Mukalla, Dhamar, and Taiz, to collect their input and contributions. For the period of two years, numerous Yemeni-led discussions were facilitated to produce the framework of capacity building on Community Safety in Yemen. This framework defined the outline of the Training Manual, its curricula, and its capacity-building strategy. The outline includes seven modules, which introduce the basic elements, principles, mechanisms, and practical tools of community safety to different target groups. It also contains input on how to facilitate communication between citizens and police and concerned local and national authorities, as well as, additional clarification of roles and responsibilities of each concerned stakeholder of any community safety approach. While the Training Manual's two main target groups were the Community Safety Committees (CSC) established at the district level and members of the police, additional modifications in modules were made for particular target groups, such as prosecutors, judges, local authorities and eminent personalities (tribal, religious, business, etc.). These include additional information, options and ideas about how different groups can support community safety approaches.

In summary, the first module introduces the community safety concept and prepares the targeted groups by providing them with the relevant theoretical and conceptual foundations, emphasizing what community safety means in practice in the Yemeni context. Community participation is crucial to rebuilding trust and achieving community safety; therefore, the second module explains how community participation can be encouraged and strengthened. It also discusses the role that the different target groups and community safety partners can play in order to increase the involvement of communities in safety issues, as well as, what can be done to enhance police-citizens relations and the benefits this entails for advancing safety for communities and improve working conditions for police members. In addition, the importance of strengthening awareness on human rights among citizens and police was among the concerns that were repeatedly raised in Yemeni-led discussions and in earlier participatory mappings conducted to inform the manual development process. Therefore, module three offers a general overview

of human rights principles with a particular focus on the rights of women, children, detainees, and suspects as stated in Yemeni legislation and other international conventions adopted by the state. These rights are discussed with a direct linkage to community safety, presenting the relevant practical side. Considering Community Safety Committees (CSCs) and police the two most important target groups of the project, module four focuses on police and communities and their respective roles and responsibilities in promoting community safety. This module highlights best practices that police could follow in order to listen, better understand and effectively respond to the security concerns of their communities. The fifth and sixth modules address other focus areas, including basic capacity-building elements with regards to community safety, which are not included in traditional policing training, such as some key insights on effective communication, problem-solving approaches, basic tools of conflict analysis and transformation, negotiation and mediation skills, dispute settlement and team-building. Finally, the last module is on outreach and advocacy, and how to mobilize, energies and pool efforts in order to make sure that relevant stakeholders are included and develop ownership for the process. It further includes options and recommendations for enhancing communication, transparency, and outreach to ensure public support for community safety initiatives (as developed by the Community Safety Committees, in particular during the implementation of their community safety initiatives). While many of these modules are mainly addressing police and CSCs, additional modifications are being made for other particular target groups, such as prosecutors, judges, local authorities, and eminent personalities (tribal, religious, business, etc.).

The Manual includes conceptual inputs and practical parts with respective exercises and role-plays. It was designed to serve both, Training for Trainers (ToT) approaches and Capacity Building Trainings with members of police and community. In addition to basic definitions and conceptual input, it lays a particular focus on practical exercises, examples, and case studies to illustrate and apply the conceptual parts to concrete implementation contexts. The Training Manual was designed to fit an interactive training approach, combining individual and collective exercises, with group work, brainstorming sessions, and role-plays. Diverse and robust case studies were chosen to fit the relative context. The Training Manual also gives enough guidance, options, and freedom for the trainers to shape their training sessions as necessary.

After the development of the first draft of the Manual and after securing the buy-in of all institutions from the targeted cities, the Training Manual and its curricula were tested in five ToT rounds in 3 cities. Based on feedback from trainees and trainers, the project team amended and improved the Training Manual. Afterward, the second draft of the Training Manual and its curricula were implemented in six other ToTs in 5 cities. In an iterative process, the Training Manual was tested further in additional capacity-building trainings, and feedback from participants and trainers was collected and incorporated in a final version of the Training Manual.

1 Overview

The Berghof Foundation in partnership with the Political Development Forum – Yemen is implementing the European Union (EU) and the Kingdom of the Netherlands-funded pilot project, *Strengthening Community Safety in Yemen*. The project is based on the rationale that to feel safe, communities need both access to and knowledge of the legal system, a sense of fair conduct, and a police force that they can trust and which serves the law and is non-partisan. As the perception of the police and local law enforcement is key, the starting point for any effort to increase the effectiveness of the police and legal system on the local level is to enhance trust, transparency, and accountability of these service providers, taking the needs and concerns of local communities into account. This, in turn, will create trust on the part of communities towards the police and legal system and improve the working conditions for the respective police and justice providers through enhanced partnership. Implemented in five cities (Sana'a, Dhamar, Aden, Al-Mukalla, and Taiz), the project aims to strengthen and enhance community safety on the local level through local pilot initiatives. These pilot initiatives will be designed and implemented by (inclusive) local community safety committees (CSCs). Preparing the ground for these committees to be functional and capable, capacity-building initiatives were planned to build the capacities of the concerned police members, prosecutors, judges, and community representatives. It is important to raise the abilities and skills of the CSCs members, as well as, their institutional and communal partners. The development of the Training Manual serves as the tool to provide not only informative and skillful capacity building but also context relevant and to build the basis for a continuous inclusive dialogue with members of the police, local community, eminent personalities and justice providers. Therefore, the concerned target groups of the capacity-building initiatives needed to inform the development of the Training Manual in a participatory and consultative process. In addition, the manual also serves as a starting point for including community safety approaches in the curricula of the police academies in Yemen.

In summary, the overall objective of the manual is to provide and disseminate knowledge and skills on community safety approaches tailored to the Yemeni context as a basis for continuous dialogues and to be able to actively participate in developing, implementing, and promoting initiatives that aim at strengthening community safety in their respective institutions and communities.

The objectives of the Training Manual are:

- ≡ Introducing the concept and principles of community safety approaches;
- ≡ Enhancing the community engagement and participation in and on community safety issues;
- ≡ Expand the knowledge of the targeted groups on the human rights concepts and principles in the framework of community safety approaches; and
- ≡ Build a common knowledge basis and understanding among the different relevant actor groups to strengthen, support, and lead on piloting community safety approaches across Yemen.

2 The Development Process

The development process of the training manual was inclusive and comprehensive and followed the following major milestones.

- ≡ **General Desk Review.** The project team conducted a general desk review on existing training manuals and curricula in the community safety and community security sectors. The results of this general desk review helped highlighting necessary existing materials and knowledge, as well as, identifying important gaps between community safety and the Yemeni context.

- ≡ **Yemeni-led local discussions.** The dialogues on community safety principles and approaches were the cornerstone of the Training Manual. These discussions included experts and representatives from concerned law enforcement institutions as well as representatives from communities, academia, and civil society organizations. These dialogues took place in 5 cities across Yemen and laid the ground for a Yemeni understanding of community safety, considering international experiences and examples but tailoring the approach to the needs and recommendations for the Yemeni context.
- ≡ **Experts Inputs.** International and national experts provided their thematic inputs and conducted tailored training for the project team and selected representatives from the concerned institutions. These training sessions focused on lessons learned from community safety programs in other countries and extracted good practices and examples deemed relevant for Yemen.
- ≡ **Integrating the results of the mappings studies.** Results of participatory mappings conducted in the 5 cities had outlined the needs, challenges, and initial recommendations for community safety in Yemen. The first draft of the Training Manual outline was based on the results of these mappings ensuring that the specific security needs, concerns, and perceptions are addressed and that recommendations by the Yemeni interlocutors are integrated in to the Training Manual.
- ≡ **Yemeni-Led Discussion outside of Yemen.** Convening one workshop outside Yemen provided an opportunity for Yemenis from all sides to meet and have an in-depth dialogue about the needs, conditions, and recommendations for a Yemeni approach to community safety in a relatively safe and trusted environment. During the outside workshop, the outline of the Training Manual was finalized. The outline defined the modules of the Training Manual that ensure inclusivity, ownership, and contextualization based on the involvement of all stakeholders groups (police, justice/prosecution, community representatives, etc.).
- ≡ **Targeted Desk-Review.** A specified and targeted desk review was conducted and existing training manuals and handbooks were filtered and shared with all representatives of concerned institutions to support their input and work on the development of the first draft Training Manual.
- ≡ **A diverse development team.** An inclusive development team was formed, and it included representatives of law enforcement institutions, local authorities, and community representatives including women, and from all cities. The development team worked on finalizing the final draft of the Training Manual.
- ≡ **The Testing Phases.** The first draft of the Training Manual was tested in five ToT sessions. The second draft of the Training Manual was implemented in six other ToT sessions. In an iterative process, the Training Manual was tested further in additional capacity-building trainings, and feedback from participants and trainers was constantly collected and incorporated into the final version of the Training Manual.
- ≡ **Official approval from all concerned authorities.** The project team was always in close coordination with all concerned authorities. Therefore, the official approval from all concerned authorities, and mainly the police academy, was secured.

3 The Training Manual

At the outset, the learning objectives of the training manual are summarized as follows:

- ≡ Discuss the community safety concept, elements, and principles

- ≡ Analyze applications of community safety
- ≡ Propose strategies to implement community safety at the local level
- ≡ Identify key communication skills required for the community safety process
- ≡ Understand better how to communicate with local authorities on community safety
- ≡ Distinguish the different dimensions of community safety
- ≡ Understand and compare community safety tools and how to implement them
- ≡ Design community safety mechanisms that fit the local context at your community

3.1 Training Methodologies

The Training Manual includes modern educational techniques, which include the following:

- ≡ **Interactive Learning Methodology.** This technique allows participants to exchange views and learn from and teach each other. It is usually done by group work to keep trainees attentive and involved using case studies from their contexts.
- ≡ **Build on the participants' experience.** The Training Manual is designed for practitioners with significant experience. The application of the manual benefits from the knowledge and experience of participants. The curricula and methodologies aim at creating an enabling environment for participants to learn from each other, and share knowledge and expertise on the training topics (which in itself supports the process of trust-building among different stakeholder groups).
- ≡ **Create a suitable learning environment for creative thinking and the search for innovative solutions.** The Training Manual seeks to create space and opportunities for participants to exchange opinions, ask questions, and think creatively out of the box based on the understanding that partnership, transparency, and trust are key pillars of community safety approaches.
- ≡ **Relevant Learning Methodology.** The training sessions are tailored to meet the specific needs of the participants and their relevant work, at the local level.

3.1.1 Evaluation and Feedback

Evaluation and feedback are an important part of the training methodologies. The training curricula include two methods for evaluation and feedback to measure the effectiveness and efficiency of the training. The first is the daily feedback sessions, in which participants give direct feedback on the training day and reflect on what they have learned. The second is a detailed assessment, conducted at the end of the training, in which a pre-designed survey is used to measure the impact of the training on participants' knowledge and skills. Practicing transparent feedback and communication mechanisms are cornerstones of community safety and are thereby built into the methodology of the training itself.

3.1.2 Curricula

Based on a ToT approach, the Manual includes seven modules divided over six training days, including the feedback and evaluation sessions. The Training Manual gives enough guidance, options, and freedom for the trainers to design the curriculum that they consider the most suitable. The 6-day training details curriculum is presented in the last section of this summary.

3.2 The Modules

3.2.1 Module 1: Community Safety’s components, principles, and application

This is a four-session module, which aims to introduce the training, collect expectations, and agree on ground learning rules. The first session focuses on developing a common understanding of community safety and its conceptual elements building on the definition the stakeholders agreed on during the dialogue sessions. The second session is to clarify the differences and similarities between community policing and community safety, while the last two sessions discuss the key partners of community safety and how it can be applied in the Yemeni context by presenting examples and best practices from Yemen and other countries. Group exercises, brainstorming, and role-play activities are the main tools used in this module.

Key discussed themes:

- ≡ Definition, key partners, community safety and community policing, key elements of community safety, etc.
 - Based on the numerous Yemeni-led discussions, diverse Yemeni stakeholders and representatives of concerned authorities agreed on the following definition of Community Safety:
 - “A peaceful situation that arises as a result of the cooperation, trust and shared responsibility between the community and the law enforcement agencies”
 - “The process of shared responsibility for local safety and security by partnering community and competent authorities, primarily at the local level”.
 - For the Yemenis, community safety is human security that can be achieved with the involvement of all relevant parties, who are important for ensuring safety whether at home, at work, or in public. Community Safety partners include, therefore, not only the communities themselves, but also local authorities, educational institutions, business communities, trade unions, religious leaders and institutions, tribal leaders, media, CSOs, and the security and justice providers.
- ≡ Community safety principles and components: The Yemeni stakeholders see the community safety principles in five key components:
 - Partnership as a two-way street: Public safety and security can only be achieved by intensive cooperation between police and community, supported by the local authorities, judiciary, and prosecution. The partnership not only means that the community assists the police in various ways, including in providing information, but it also means that the police actively listen to the safety concerns of the people and then act upon this information. It is a two-way street, as a partnership requires two partners to take each other seriously. In Yemen, the aim is to establish community safety committees as advisory bodies with defined and clear roles and functions assigned to the community safety committees, the police, and other community partners.
 - Problem-solving: An approach that aims at identifying why particular crimes occur and the root causes of various crimes. By identifying reasons for regular crime patterns, efforts can be made to eradicate these root causes so that safety can be ensured in the longer term. This requires intensive cooperation with many other partners, such as schools, the business community, representatives of neighborhoods (Aqils), social and religious leaders, etc. The value of involving the community in a problem-solving approach is immense: citizens are indispensable sources of information in identifying causes of crime,

their cooperation in developing and implementing a plan of action is crucial, and finally, they are key partners in assessing the outcomes.

- Empowering at the local level (“decentralization”): This refers to empowering the officers in the street. If constables are supposed to address the local needs of citizens, they need to have the mandate to act quickly. The devolution of powers is usually very effective, as the beat officers or the neighborhood police officers are well aware of what is going on in their districts and know the people (including the trouble makers), and therefore can act swiftly in addressing local concerns. This is, therefore, a major tool in building public confidence.
 - Crime prevention: This refers to the identification and analysis of crime risk, aimed at making crime harder to commit. Crime prevention requires active engagement by various civilian partners with (local) authorities, police, and judiciary, usually based on national or regional crime prevention strategies.
 - Safe environment: This refers to the identification and implementation – based on citizens’ concerns – of local initiatives which can improve the feeling of safety among citizens. These initiatives should be identified, designed, and implemented in partnership with local authorities, police, and the judiciary. It is important to monitor the implementation of these initiatives and evaluate their impact, as their main objective is to create a safer environment.
- ≡ The benefits, problems, and challenges of community safety and opportunities and actions to pursue an effective community approach in Yemen.
- Some highlighted challenges that need to be addressed for a successful application of community safety in Yemen:
 - The relative fragility of relations between citizens and authorities;
 - The severe lack of resources, be it material, human or financial;
 - Societal tensions;
 - Citizens are not involved in security-related issues;
 - The marginalization of some social groups;
 - Insecurity and the lack of rule of law at the local level; and,
 - Gender inequality
 - On the other hand, a couple of context factors are seen as opportunities that will help achieve the desired results. These opportunities are the need for communities to live in a secured environment and their real willingness to cooperate with police – and vice versa – towards reaching this goal. Also the existence of legislative measures that would allow for adopting community policing approaches. In addition, some recommendations are suggested to help in solving some of these challenges;
 - Support the establishment of interactive and friendly relations between members of communities and security providers through organizing meetings between police and eminent social figures and *Aqils*;
 - Address the proliferation of small arms issue at the local levels;
 - Improve service provisions at the local levels;
 - Establish community safety groups/committees that could act as local mediators;
 - Raise the legal awareness among police personnel; and,
 - Active involvement of citizens in security and peace-related issues.

- ≡ Community safety and crime prevention: situational crime prevention, developmental crime prevention, and community crime prevention.
- ≡ Community Safety applications: practical examples from Yemen and other countries, focusing on awareness, opportunities, needs, challenges, partners, and media.

Example of exercises:

- ≡ The trainer presents empirical studies from Yemen and another from Syria and/or South Sudan. Participants are split into groups, each group selects one local case study from those presented by the trainer. They analyze the case study and identify the key elements and key partners, opportunities, challenges, and the role played by the media. Each group presents its analysis, followed by an open discussion.
- ≡ In groups, participants are asked to suggest a practical mechanism to apply community safety in their local context in Yemen.

3.2.2 Module 2: developing a culture of community participation

Since community participation plays a critical role in achieving community safety, this module focuses on why and how to improve community participation. It also discusses the role of the police and how to rebuild trust between police and citizens. Role-play and open discussions are the main tools used in this module. By the end of this module, participants will be familiar with measures to promote community participation and the role that can be played by the different target groups including the law enforcement institutions to enhance collaboration and partnership towards safer communities.

Key discussed themes:

- ≡ The concept of community participation
- ≡ Promoting a culture of community participation
- ≡ Promoting positive attitudes among police officers and their partners
- ≡ Enhancing trust between police and citizens
- ≡ Rules of cooperation between target groups and related mechanisms

Example of exercises:

- ≡ Participants are split into three groups to play roles. The first group is assigned to play the police and the second plays the private sector, while the third plays community members. Each group has to develop a practical plan from their perspective on how to encourage community participation to enhance community safety in their neighborhood and to reflect on challenges, needs, options, and the respective contribution they can make. Each group presents their ideas and the trainer gives his/her feedback and opens the floor for group discussion.

3.2.3 Module 3: human rights related to community safety in the Yemeni law

This module outlines the legal framework of community safety in accordance with the Yemeni Law and international conventions as well as national legislation. On one hand, it aims to provide information on human rights standards relevant to the work of police and sensitize police participants to their special role in protecting and promoting human rights and to their potential for affecting human rights in their daily work. On the other hand, it is for community participants to acquire better knowledge about their duties, responsibilities. Role plays, case studies, group discussions are some tools used in this module.

Key discussed themes:

- ≡ Definition, relevant human rights principles endorsed by the Yemeni State

- ≡ Rights of defendants
- ≡ Rights of prisoners
- ≡ Rights of juveniles
- ≡ Women's and children's rights
- ≡ Rights of people with special needs

Example of exercises:

- ≡ One participant (from police) is asked to play a prison warden, four other participants are asked to play prisoners with different offenses (a juvenile, a defendant with a serious crime, a foreign defendant). The prison warden is asked to follow measures to deal with each prisoner. The remaining participants will evaluate the warden's performance and discuss suggestions.

3.2.4 Module 4: the role and responsibilities of the police

Considering the police as one of the most important pillars in achieving community safety, this module aims to present the roles and responsibilities of the police in promoting societal safety, highlighting the positive practices in this regard. The aim here is to clarify the administrative powers and legal limits of police in performing overall duties, with the main focus on control over the use of force, complaints reporting, and dealing with victims and witnesses. The role and responsibilities of the police are presented in contrast to the roles and responsibilities of the prosecutors, judges, and citizens.

Key discussed themes:

- ≡ Roles and responsibilities: functions, duties, and opportunities to improve the police relationship with citizens/communities.
- ≡ The rights, duties, and powers of the police in the field of community safety
- ≡ Mechanisms for receiving complaints and reports
- ≡ Means of protecting witnesses and victims
- ≡ Controls over the use of force
- ≡ Job description

Example of exercises:

- ≡ Participants are given this scenario: *The Western Court asked Mr. Ibrahim Mohamed to testify before the court in a robbery incident in which a 24 young man was murdered by a gang led by the so-called / Khaled Yahya Mahmoud, 30 years old. The witness refused to receive or sign the attendance request, and he also stated that he will not show up at the court. The court then issued an arrest warrant for the witness, and he was brought to court. The judge asked the witness why he refused to appear before the court, he said that he was threatened with his death and the kidnapping of his only son by the gang and that he would not testify even if this resulted in his imprisonment, so the judge promised him that he would protect him and his family members and that the gang would be arrested. The witness was assured and he decided to testify.* Participants are split into groups: the first represents the police, and the second represents the court. Each group answers the following questions:
 - What is the role of the court to protect the witness from the gang?
 - What is the role of the police in protecting the witness from the gang?

Each group presents their answers, and feedback and comments are discussed.

3.2.5 Module 5: effective interpersonal communication skills and Coordination

This module discusses communication skills related to enhancing community safety. It aims to improve the target groups' skills to change their attitudes and behaviors in dealing with others in accordance with community safety principles. The module explores key techniques for effective communication with the main focus on police-citizen relations. The objectives are to encourage a positive and responsive attitude in communicating with citizens and improve behavior in a way that protects people's rights and dignity. It is also to change people's attitudes towards law enforcement institutions. These techniques include good listening skills, constructive communication and transparency, and other basic communication skills for police officers (verbal and non-verbal skills). It also explains organizational skills including conducting and facilitating meetings with communities. Also, one session is allocated to reporting and minutes drafting. Group exercises and roles play are the key tools used in this module.

Example of exercises:

- ≡ Participants are split into two groups of police. Using some examples each group answers what are the benefits of effective communication with citizens and what miscommunication/poor communication with citizens could lead to? Each group presents their work and the remaining participants ask questions or comments.
- ≡ Participants are split into two groups. Each group represents a local community committee. Each committee is given a list of problems in their neighborhood, the committee members have to pick one problem, analyze it, and suggest some solutions, and this should be presented in a written document as their meeting minute. The trainers supervise the process and give their instant comments and guidance. Each group presents their work and receives comments and feedback.

3.2.6 Module 6: conflict resolution and problem-solving, and teamwork

This module aims to improve the target groups' basic skills on conflict and dispute resolution, it offers many tools to help build bridges between communities and law enforcement agencies, including community dialogue programs for long-term systematic issues as well as mediation for short-term interpersonal disputes. It aims also to enhance the principle of coordination and cooperation among target groups to achieve community safety, by encouraging team spirit.

Key discussed themes:

- ≡ Conflict resolution, mediation and negotiation skills: basic mediation and dispute resolution skills
- ≡ Problem-solving and decision-making skills
- ≡ Teamwork skills

Example of exercises:

- ≡ Participants are given a scenario in which a community safety committee is playing a mediator role in a community safety-related conflict. The scenario explains actions and measures taken by the committee as well as the obligations and commitments of the conflict parties. Participants then are split into two groups. One represents the committee and plays their role as written in the scenario while the other group members are asked to be observers and record the mediation process. This is followed by an open discussion, summarizing the role of the mediators, the different phases of the mediation, taking into consideration the practical experience of the participants themselves.

3.2.7 Module 7: Advocacy

This module sets the practical framework for promoting community safety. It aims to develop the skills of target groups in developing advocacy plans towards achieving the objectives of community safety, focusing on how to best mobilize different resources and stakeholders, and how better cooperation and coordination amongst the law enforcement institutions could feed into this goal. The module explains in detail how to develop an advocacy campaign. This includes selecting the case, setting objectives, identifying target groups, and resources, and accordingly develop an implementation strategy with timeline activities and monitoring and evaluation plan. Open discussions and group exercises are the main tools used in this module.

Key discussed themes:

- ≡ Awareness-raising towards colleagues, hierarchies, institutions, and communities (educational vis-à-vis punitive approaches).
- ≡ Coordination and working in partnership with judges, prosecution, and local authorities to promote community safety
- ≡ How to establish a connection with public media
- ≡ How to develop an advocacy plan
- ≡ How to monitor and evaluate an advocacy plan

Example of exercises:

- ≡ In groups, participants are asked to answer: what are the challenges that could face any advocacy campaign on community safety issues?
- ≡ Participants are split into two groups, each group chooses a community safety issue and develops a detailed advocacy plan to solve this issue following the steps explained in an earlier session.

3.3 Training Detailed Curricula

Day 1:

Time	Module/Session	Activity	Topic/method
Module 1: session (1) Introductions and orientation			
09:00-09:10	Activity (1)	Participants introduce themselves	Cards distribution
09:10-09:20	Activity (2)	open discussion	Code of conduct
09:20-09:30	Activity (3)	Collect expectations	Participants expectation
09:30-09:45	Activity (4)	Training Pre-assessment	Pre-assessment forms
Module 1: session (2) community safety concept and key elements			
09:45-09:55	Activity (1)	Group work	Community safety concept
09:55-10:10	Activity (2)	Case study and open discussion	Community safety partners
10:10-10:15	Activity (3)	Open discussion	Community policing
10:15-10:25	Activity (4)	Exercise and group work	The key element of community safety
20 minutes break			
Module 1, session (3) community safety principles			
10:45-11:00	Activity (1)	Group work	Community principles
Module 1, session (4) community safety applications			
11:00-11:30	Activity (1)	Case study	Examples from the local context
11:30-12:00	Activity (2)	Group exercise	Group exercise
Module 2, session (1) Promotion of community participation			
12:00-12:20	Activity (1)	Open discussion	The linkage between community participation and community safety
12:20-12:40	Activity (2)	Brainstorming+ a trainee presentation	Community participation concept
12:40-01:00	Activity (3)	Role-play + a trainees presentation	Creating a culture of community participation
01:00-01:15	Activity (4)	Trainer presentation + open discussion	How to promote community participation
Lunch break (45 minutes)			
Module 2, session (2) enhancing positive attitudes and of police personnel and their partners			
02:00-02:10	Activity (1)	Brainstorming + open discussion	Trainees expectations
02:10-02:25	Activity (2)	Group work + participatory evaluation	Positive and negative attitudes of policemen
02:25-02:40	Activity (3)	Trainer presentation + open discussion + feedback	How to enhance the positive attitude of policemen and their partners

Module 2, session(3) enhance trust among police and communities			
02:40-02:50	Activity (1)	Individual activity + trainee presentation	Trainees exceptions
2:50-03:10	Activity (2)	Case study (Kenya)	Benefits of enhancing trust between the police and citizens
03:10-03:30	Activity (3)	Role-play + a trainee presentation	Mechanisms to build and enhance trust between the police and citizens
Module 2, session (4) enhance cooperation among relative partners			
03:30-03:35	Activity (1)	Brainstorming + a trainee presentation	Trainees expectation
03:35-03:45	Activity (2)	Trainer presentation + open discussion + feedback	Community safety partners
03:45-04:00	Activity (3)	Group work+ a trainee presentation + open discussion	Rules to enhance cooperation among partners
04:00-04:15	Activity (4)	Roles play + group discussion	Mechanisms of enhancing cooperation among partners
		Day 1 ends	Daily feedback forms filled in

Day 2:

Time	Module/session	Activity	Topic/method
Registration and recap first day			
Module 3: session (1) Human Rights Principles			
08:40-08:55	Activity (1)	Brainstorming session	The relevance of human rights to community safety
08:55-09:10	Activity (2)	Individual activity	Human rights norms and principles
09:10-09:30	Activity (3)	Groups work+ trainees presentations	Human rights characteristics
09:30-09:50	Activity (4)	Trainer presentation + open discussion	Human Rights categories, and types in the international covenants ratified by Yemen
Module 3: session (2) Defendant's rights			
09:50-10:00	Activity (1)	Brainstorming	Participants' expiations
10:00-10:10	Activity (2)	open discussion	Definition of a defendant and other related terms
10:10-10:25	Activity (3)	Case study	Defendant terms in the national laws and international covenants
20 minutes break			
10:45-10:55	Activity (3)	Continue previous session activity	Continue discussion
10:55-11:15	Activity (4)	Groups work	Legal protection of defendant's rights
Module 3, session (3) Prisoner's rights			
11:15-11:25	Activity (1)	Brainstorming	Participants expectations
11:25-11:35	Activity (2)	Presentation + open discussion	Prisoner definition
11:35-11:50	Activity (3)	Presentation + open discussion	Prisoner rights in the Yemeni law
11:50-12:15	Activity (4)	Roles play	Methods of dealing with prisoners
Module 3, session (4) Juvenile rights			

12:15-12:25	Activity (1)	Groups work + open discussion	Participants expectations
12:25-12:40	Activity (2)	Brainstorming	Juvenile definition, and criminal responsibility for young offenders in the Yemeni law
12:40-01:05	Activity (3)	Role-play + open discussion	The rights of the juvenile in conflict with the law
Module 3, session (5) Women and Children Rights			
01:05-01:15	Activity (1)	Brainstorming	Participants expectations
Lunch break (45 minutes)			
02:00-02:20	Activity (2)	Role-play + a trainee presentation	Women’s rights related to community safety
02:20-02:40	Activity (3)	Groups work+ open discussion	Children rights
Module 3, session (6) the rights of people with special needs			
02:00-02:10	Activity (1)	Groups work + a trainee presentation	Trainees expectations
02:10-02:25	Activity (2)	Individual activity	Who are people with special needs?
02:25-02:40	Activity (3)	Trainer presentation	The rights of people with special needs
02:40-02:50	Activity (4)	trainee presentation	The relationship between the police and the protection of disabled people
		Day 2 ends	Daily feedback forms filled in

Day 3:

Time	Module/session	Activity	Topic/method
Registration and recap the second day			
Module 4: session (1) police duties and responsibilities to enhance community safety			
08:40-08:55	Activity (1)	Brainstorming, a trainee presentation, and group evaluation	The relevance of police duties and responsibilities to community safety
08:55-09:10	Activity (2)	A trainee presentation+ open discussion + notes taking	Police Corps Act and its importance
09:10-09:35	Activity (3)	Roles play + a trainee presentation and feedback	Police duties and responsibilities
09:35-09:55	Activity (4)	open discussion	Police administrative powers
Module 4: session (2) Mechanisms of receiving complaints and reports			
09:55-10:10	Activity (1)	Individual activity + open discussion	Participants’ expiations
10:10-10:25	Activity (2)	A trainee presentation+ open discussion + notes taking	The concept of complaints and reporting
20 minutes break			
10:45-11:10	Activity (3)	Case study + a trainee presentation	Mechanisms of receiving complaints and reports
11:10-11:30	Activity (4)	Brainstorming + a trainee presentation + feedback	Time limit for filing a complaint
Module 4, session (3) victims and witnesses protection			
11:30-11:50	Activity (1)	Brainstorming + a trainee presentation	Participants expectations
11:50-12:10	Activity (2)	A trainee presentation+ open discussion + notes taking	Testimony – witness

12:10-12:40	Activity (3)	Roles play + a trainee presentation	Witness protection methods
Module 4, session (4) controls over the use of force			
12:40-12:50	Activity (1)	Individual activity + open discussions	Participants expectations
12:50-01:05	Activity (2)	A trainee presentation+ open discussion + notes taking	Force – police – principles of using force
01:05-01:15	Activity (3)	Roles play + a trainee presentation + discussions	Police powers to use force
45 minutes Lunch Break			
02:00-02:15	Activity (1)	Continue previous activity discussion	Continue previous activity discussion
02:15-02:45	Activity (2)	Case studies and open discussion	Controls over the use of force
Module 4, session (5) police job description and its role to enhance community safety			
02:45-02:55	Activity (1)	Brainstorming + open discussion	Trainees expectations
02:55-03:10	Activity (2)	Trainer presentation + open discussion	Who are people with special needs?
03:10-03:30	Activity (3)	Group exercise + a trainee presentation	The rights of people with special needs
03:30-04:00	Activity (4)	trainer presentation + group work + discussion and feedback	The relationship between the police and the protection of disabled people
		Day 3 ends	Daily feedback forms filled in

Day 4:

Time	Module/session	Activity	Topic/method
Registration and recap the third day			
Module 5: session (1) effective communication skills			
08:40-09:05	Activity (1)	Individual and groups activities	Definition of effective communication?
09:05-09:30	Activity (2)	Groups exercises	The importance of effective communication
09:30-10:00	Activity (3)	Role-play exercises	Key elements of communication
10:00-10:25	Activity (4)	Groups exercises	Communication objectives and trends
20 minutes lunch break			
10:45-11:05	Activity (5)	Group exercise + roles play	Factors influencing communication
11:05-11:30	Activity (6)	Individual and groups activities	Key communication skills
Module 5: session (2) meeting management			
11:30-12:10	Activity (1)	Group exercise + brainstorming	Meeting elements and types
12:10-01:15	Activity (2)	Group exercise	Case studies + practical examples
12:10-12:40	Activity (3)	Roles play + a trainee presentation	Witness protection methods
45 Lunch break			
Module 5: session (3) writing reports and legal minutes			

02:00-:2:40	Activity (1)	Case study (individual and group activities)	Legal minutes
02:40-03:00	Activity (2)	Trainer presentation + brainstorming	Definition of report
03:00-03:30	Activity (3)	individual and group activities	Types of reports
03:30-04:00	Activity (4)	group work + discussion and feedback	Structure of reports
		Day 4 ends	Daily feedback forms filled in

Day 5:

Time	Module/session	Activity	Topic/method
Registration and recap the fourth day			
Module 6: session (1) conflict resolution skills			
08:40-09:05	Activity (1)	Brainstorming	Participants expectations
09:05-09:30	Activity (2)	Groups exercises	Conflict definition
09:30-09:50	Activity (3)	Individual activity	Conflict modules
09:50-10:10	Activity (4)	Groups exercises	Constructive and destructive conflict
10:10-10:25	Activity (5)	Group exercise	Conflict analysis (conflict tree tool)
20 minutes break			
10:45-11:00	Activity (5)	Continue previous activity	Continue discussion on conflict analysis
11:00-11:15	Activity (6)	Brainstorming	Alternatives to solve conflicts
Module 6, session (2) mediation			
11:15-11:30	Activity (1)	Brainstorming	Participants expectations
11:30-11:45	Activity (2)	Groups exercise	Definition of mediation
11:45-12:25	Activity (3)	Roles play	The role of mediators + the mediation phases
12:25-12:45	Activity (4)	Brainstorming	The difference between mediation and litigation
Module 6, session (3) problem-solving skills			
12:45-01:00	Activity (1)	Brainstorming	Participants expectations
01:00-01:15	Activity (2)	Groups exercise	manifestation of problems
45 minutes lunch break			
02:00-02:10	Activity (3)	Open discussion	Types of problems
02:10-02:30	Activity (4)	Group exercise + brainstorming	Problem analysis – problems tree strategy
02:30-02:50	Activity (5)	Groups exercise + open discussion	How to make the right decision
Module 6, session (4) teamwork skills			
02:50-03:00	Activity (1)	Brainstorming	Participants expectations
03:00-03:15	Activity (2)	Groups exercise + open discussion	Benefits of teamwork
03:15-03:40	Activity (3)	Brainstorming + groups exercise	Ground rules for cohesive teamwork
03:40-04:00	Activity (4)	Group exercise	The role of leadership in building a successful teamwork

		Day 5 ends	Daily feedback forms filled in
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Day 6:

Time	Module/session	Activity	Topic/method
Registration and recap the fifth day			
Module 7, session (1) advocacy definition			
08:40-08:55	Activity (1)	Brainstorming	Participants expectations
08:55-09:20	Activity (2)	Groups exercises	Advocacy definition
09:20-09:40	Activity (3)	Open discussion	Advocacy types
09:40-10:00	Activity (4)	Individual activity	Advocacy importance and objectives
Module 7, session (2) advocacy analysis			
10:00-10:15	Activity (1)	Brainstorming	Participants exceptions
10:15-10:25	Activity (2)	Groups exercise	Planning phases of the advocacy process
20 minutes break			
10:45-10:55	Activity (2)	Continue the previous activity	Continue the discussion on the advocacy process
10:55-11:15	Activity (3)	Open discussion	The role of local authorities to enhance community safety
11:15-11:45	Activity (4)	Roles play	Cooperation and coordination among law enforcement institutions to enhance community safety
Module 7, session (3) how to uses media in advocating for social and community issues			
11:45-12:00	Activity (1)	Brainstorming	Participants expectations
12:00-12:20	Activity (2)	Groups exercise	How to establish a connection with the media?
12:20-12:45	Activity (3)	Individual activity	Objectives of involving the media in advocacy campaigns?
12:45-01:15	Activity (4)	Brainstorming	Challenges faced advocates in dealing and cooperating with the media
45 minutes lunch break			
Module 7, session (4) advocacy campaign planning			
02:00-03:00	Activity (1)	Group exercise	Develop a campaign plan to advocate for a community safety-related issue
03:00-04:00		Post-assessment test	The role of leadership in building a successful teamwork
		Day 6 ends	Daily feedback forms filled in and training closure

