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Capacity Building for Training Skills and Adult Learning for Crime Prevention





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Learning Outcomes



- ❖ To acquire knowledge on monitoring and accountability in crime prevention,
- ❖ To understand role of information sharing in enhancing accountability of crime prevention
- ❖ To understand roles of deliberation, negotiation, and facilitation at local security and prevention meetings,
- ❖ To acquire knowledge on adult learning in crime prevention for civilian and democratic oversight from a fundamental rights perspective





Monitoring and Accountability in Crime Prevention



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❖ Monitoring:

- ❖ Continuous process,
- ❖ Periodic feedbacks on the progress towards achieving goals and objectives,
- ❖ Tracking strategies and actions to ensure progress,
- ❖ Checking if accountability systems are effective,
- ❖ *Results-based Management*





Monitoring and Accountability in Crime Prevention



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❖ **Accountability:** (1) Obligation to demonstrate compliance with agreed rules, norms, and standards, (ii) to report on behaviors, (iii) to abide by sanctions.

❖ Types of Accountability

- ❖ Internal and External Accountability
- ❖ Downward and Upward Accountability
- ❖ Strategic and Functional Accountability
- ❖ Stakeholder Accountability

Accountability Mechanisms and Tools

- Information and reports
- Auditing
- Monitoring and evaluation
- Self-regulation (quality assurance, expertise, and competence)
- Contracts and Legal Control
- Whistle-blowing
- Participation





Information Sharing in Crime Prevention



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- ❖ **Definition:** Exchanging information and knowledge between various organizations, peoples etc.,
- ❖ **Some Methods:** Conversations, meetings, workshops, videos etc.
- ❖ **Main Benefits:**
 - ❖ Revealing implicit/tacit knowledge
 - ❖ Coordination and prevention
 - ❖ Mutual trust and shared understanding
 - ❖ Social learning





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Training Skills for Oversight in Crime Prevention



- ❖ What is adult learning?
- ❖ What is training need? (including examples in terms of civilian and democratic oversight and fundamental rights)
- ❖ Domains of learning (including examples in terms of civilian and democratic oversight and fundamental rights)
- ❖ Evaluation of training for civilian and democratic oversight from a fundamental rights perspective (examples of criteria for evaluation)





Training Skills for Oversight in Crime Prevention



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Differences Between Child and Adult Learners

- ❖ Recency
- ❖ Appropriateness
- ❖ Motivation
- ❖ Primacy
- ❖ Two-Way Communication
- ❖ Feedback
- ❖ Active Learning
- ❖ Multi-Sense Learning
- ❖ Exercise





Conducting a Training Analysis



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- What is a Training Need?
- Sources for Identifying Training Needs
- The Six Step Training Analysis Model
 - What training is needed?
 - Why is it needed?
 - Who needs it?
 - What's the content?
 - When is it needed?
 - Where will it be given?





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Developing Learning Goals and Training Objective



Learning Goal:

Consists of a Task Statement; does not define the circumstances under which the task is to be performed nor the evaluative standard which will be used to determine satisfactory performance.

Training Objective:

A statement of intent describing a proposed change in a learner. It is a description of a pattern of behavior to be demonstrated by the learner.





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Developing Learning Goals and Training Objective



The Three Domains of Learning:

- ❖ Skill-The actual performance of some physical skill, such as firing a weapon.
- ❖ Cognitive- A mental process-knowing or retaining information.
- ❖ Affective-Behaviors that involve attitudes, beliefs and values.

The three parts of a Training Objective

- ❖ Performance Task-The student will run 100 yards
 - ❖ Conditions-while wearing his running shoes
 - ❖ Standards-in less than 14 seconds
- The student will run 100 yards in less than 14 seconds while wearing his running shoes.





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Outlining the Training Content



Definition:

The training content for a learning objective includes everything the participant will have to learn to achieve the training objective.

Why Should We Outline Training Content?

- ❖ To identify what is really necessary to know
- ❖ To better sequence and organize your course
- ❖ To help you ensure that the lesson includes everything your learners need to know and do to achieve the training objectives





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Methods of Instruction



The Seven Methods of Instruction

- ❖ Modified Lecture
- ❖ Demonstration
- ❖ Role-Play
- ❖ Group Discussion
- ❖ Case Study-Small Group Activity
- ❖ Simulation Drill
- ❖ Games





Designing and Using Effective Learning Aids



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Definition:

Any material, equipment, or device that assists the participant in mastering the training objectives

Learning Aids can improve our presentation:

- ❖ Simplifying
- ❖ Focusing Attention
- ❖ Making points memorable
- ❖ Taking us where we otherwise would not go
- ❖ Creating variety
- ❖ Saving time

Five Requirements for an effective-Learning Aids:

- ❖ Visible
- ❖ Simple
- ❖ Accurate
- ❖ Interesting
- ❖ Practical





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Developing a Training Plan



Definition:

A set of written notes in a logical order for the trainer to follow that ensure that the objectives set for the lesson are met by the lesson participants.

The Four Purposes of a Training Plan:

- ❖ During the Development--It is a training tool
- ❖ Before conducting the class--It is your guide to prepare
- ❖ During the lesson--it is your road map
- ❖ After the lesson--It can be reused or revised





Facilitation Skills for Trainers

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- ❖ Attending skills
- ❖ Observing skills
- ❖ Listening skills
- ❖ Questioning skills

The Four Attending Behaviors

- ❖ Face the students
- ❖ Maintain appropriate eye contact
- ❖ Move towards the students
- ❖ Avoid distracting mannerisms





Facilitation Skills for Trainers



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The Three Step Process of Observing:

- ❖ Look at the person's face, body position, and body movements
- ❖ Formulate an inference about the person's feelings
- ❖ Take action based on your inferences

The Three Skills Involved in Asking a Question:

- ❖ Asking the question
- ❖ Handling the participant's answer to the question
- ❖ Responding to the participant's questions

The Two Step Listening Process:

- ❖ Paraphrase what was said to show that you understand
- ❖ Listen to the words being expressed
- ❖ This is called active listening





Facilitation Skills for Trainers



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The Six Types of Questions that Trainers Use:

- ❖ Direct
- ❖ Overhead
- ❖ Closed
- ❖ Leading
- ❖ Rhetorical
- ❖ Open-ended

Nine Requirements of an Effective Question:

- ❖ Short
- ❖ Have one idea
- ❖ Relevant to the topic
- ❖ Create interest
- ❖ Plain language





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Thanks very much for your participation





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