



ALBANIAN CENTRE FOR HUMAN RIGHTS

“Police and Human Rights”

(Albanian project)



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Trainers selection / EVALUATION

COURSE: _____

DATE: _____ TO _____

VENUE: _____

**CANDIDATE - BIOGRAPHICAL
INFORMATION**

Please complete the first page. This information is needed to register you as a Human Rights and Policing Presenter on the Training System and will be deemed confidential.

FULL NAME	
RANK	
FUNCTION	
HOME ADDRESS	
WORK ADDRESS	
TELEPHONE NUMBER (WORK)	
TELEPHONE NUMBER (HOME)	
HIGH SCHOOL QUALIFICATION	
QUALIFICATION	
PLACE OF BIRTH	
DATE OF BIRTH	
AGE	
MARRIAGE STATUS	
YEARS SERVICE IN ALBANIAN STATE POLICE	
YEARS IN SERVICE	

SELECTION OF TRAINERS
CHECKLIST

The observer must complete the following information preceding the observation:

Candidate: Observer:

Date of Observation: Size of Group:

Time:To

PERFORMANCE CRITERIA	Yes	No	OBSERVATION EVIDENCE
1. Did the presenter acknowledge the size of the group and its composition of gender, race and ranks ?			
2. Was the information delivered a clear and accurate manner?			
3. Were the style, tone, manner and pace of the presenter adapted to suit the learners ?			

PERFORMANCE CRITERIA	Yes	No	OBSERVATION EVIDENCE
4. Were the visual aids used effectively ?			

5. Were learners made feel comfortable at ask questions , to participate in discussions and share in the learning process?			
6. Did the presenter; minimize disruptions and Interruptions , where possible?			
7. Did the presenter make the learner feel at ease ?			
8. Did the presenter clearly explain what was expected from the learners for specific activities/exercises ?			

PERFORMANCE CRITERIA	Yes	No	OBSERVATION EVIDENCE
9. Did the presenter reinforce any learning that had taken place?			
10. Did the presenter give positive (constructive) and timely feedback ?			
11. Was an initial assessment done?			

12. Was clear information about rules, norms and ways of working in a group ?			
13. Were clear and sufficient instructions on how to perform the exercise or activity provided ?			

PERFORMANCE CRITERIA	Yes	No	OBSERVATION EVIDENCE
14. Were the group members made to feel comfortable to ensure effective participation ?			
15. Were exercises and activities appropriately structured to maximize learning ?			
16. Were is a range of facilitating, managing and intervening skills used to maintain learning ?			

KNOWLEDGE QUESTIONNAIRE

1. If you had a learner in a group that was struggling to grasp a new concept, what will you do to help the learner to grasp the concept?

2. What will you keep in mind when you use visual training aids like the overhead projector, whiteboard, posters, and flip chart?

3. What will you do to minimise disruptions and interruptions during the delivery of your presentation?

4. How will you handle a learner that is not participating actively in the group?

5. How will you manage discriminatory behaviour of a learner?

--

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6. How will you illicit information and/or participation from learners?

7. How would you consciously evaluate your use of language while presenting?
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8. What would you do to establish a balance between the task that need to be done and the group process?
--

9. How would you test understanding?

10. What could be barriers to learning?

11.How would you put your learners at ease?

GENERAL COMMENTS

RECOMMENDATIONS

CANDIDATE'S SIGNATURE:

OBSERVER'S SIGNATURE:

DATE: _____

Overall evaluating plan

What:	Trainers / Training / Content / Methodology / Techniques / Expectations
Ways:	Questionnaire / Testing / Direct observation.
How:	Direct / Indirect question / Oral or written (preferred) test / Personal plan of action
When:	After the training seminar or workshop each participant will fill in a plan of action. Three months later it will be evaluated.
Who:	Participants will fill in the action plan. Trainers / Evaluators will evaluate questionnaire.

COURSE EVALUATION FROM PARTICIPANTS

WHAT:	Evaluating the training course and trainer's expertise
WAYS:	Direct quantitative questionnaire
HOW:	Participants will fulfil questionnaire and trainers will consider quantitative results for the future sessions
WHEN:	After the course each participant will get a questionnaire form
WHO:	Trainers and participants in a workshop
WHERE:	At the end of training course, in classroom

EVALUATION FORM

<i>Course</i>	_____	<i>Name</i>	_____
<i>Date</i>	_____	<i>Job title</i>	_____
		<i>Rank</i>	_____
<i>Trainer(s)</i>	_____		

Below are a series of questions appertaining to the course. Please respond to each by circling the appropriate number from 1 to 5

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. The course objectives were clearly explained. | 5 | 4 | 3 | 2 | 1 | The course objectives were not explained. |
| 2. The course objectives were consistent with my needs and abilities. | 5 | 4 | 3 | 2 | 1 | The course objectives were not consistent with my needs and abilities. |
| 3. The methods used were appropriate to meet course objectives. | 5 | 4 | 3 | 2 | 1 | The methods used were inappropriate to meet course objectives. |
| 4. The course was well structured | 5 | 4 | 3 | 2 | 1 | The course was poorly structured |
| 5. The course introduced me to a lot of new knowledge | 5 | 4 | 3 | 2 | 1 | The course taught me nothing new |
| 6. There was plenty of oppourtunity for reinforcement of learning | 5 | 4 | 3 | 2 | 1 | There was no oppourtunity for reinforcement of learning |
| 7. The course was appropriate for this group in terms of:
a. Content;
b. Method. | 5 | 4 | 3 | 2 | 1 | The course was inappropriate for this group in terms of:
a. Content;
b. Method |
| 8. I felt motivated to learn more | 5 | 4 | 3 | 2 | 1 | I felt unmotivated to learn more |
| 9. The course content was closely related to objectives | 5 | 4 | 3 | 2 | 1 | The course content was unrelated to objectives |
| 10. The visual aids were used well and assisted my learning | 5 | 4 | 3 | 2 | 1 | The visual aids were used poorly and not assist my learning |
| 11. The standards of presentation were high. | 5 | 4 | 3 | 2 | 1 | The standard of presentation was poor. |
| 12. The course handouts were of a very high standard | 5 | 4 | 3 | 2 | 1 | The course handouts were of a poor standard. |
| 13. The course handouts reinforced my learning. | 5 | 4 | 3 | 2 | 1 | The course handouts did nothing to help my learning. |
| 14. The atmosphere in the group was very conductive to learning. | 5 | 4 | 3 | 2 | 1 | The atmosphere in the group hindered my learning. |
| 15. The tasks presented had practical relevance. | 5 | 4 | 3 | 2 | 1 | The tasks presented had no practical relevance. |
| 16. I always felt my questions were fully answered. | 5 | 4 | 3 | 2 | 1 | I never felt my questions were answered. |
| 17. I always felt I could contribute my experience | 5 | 4 | 3 | 2 | 1 | I never felt I could contribute my experience. |
| 18. The administrative arrangements were excellent and contributed to the success of the course. | 5 | 4 | 3 | 2 | 1 | The administrative arrangements were poor and made no positive contribution to the course success |
| 19. The training and/or conference facilities were excellent. | 5 | 4 | 3 | 2 | 1 | The training and/or conference facilities were poor. |
| 20. The time allocation for the course was perfect. | 5 | 4 | 3 | 2 | 1 | The time allocation for the course was inappropriate. |

FACILITATOR EVALUATION CHECKLIST

WHAT: Trainers / Training / Content / Methodology / Techniques

WAYS: Questionnaire / No participative (participative) observation

HOW: Observer / facilitator will fulfill a checklist

WHEN: During training course and discuss with trainer to help them for further improvements

WHO: Observer or facilitator that assist training course

COURSE _____	NAME _____
Date _____	Job title _____
	Rank _____
Observer/facilitator(s) _____ _____	

CHECKLIST

INSTRUCTIONS: For each items listed, place a tick (✓) in the appropriate column that best describes in your opinion the trainer. Be honest, but not vindictive.

NB. Also this could be completed in the training team, by your collages(s).

Descriptions	Excellent	Satisfactory	Room for improvement
1) Knows subject thoroughly	_____	_____	_____
2) Uses material that is appropriate to the group	_____	_____	_____
3) Gives the impression of being well organized	_____	_____	_____
4) Makes one welcome and at ease	_____	_____	_____
5) Shows a good rapport with group	_____	_____	_____
6) Speaks clearly	_____	_____	_____
7) Shows enthusiasm and enjoyment for the job.	_____	_____	_____
8) Is well prepared.	_____	_____	_____
9) Displays concern and understanding for individuals.	_____	_____	_____
10) Uses tact and diplomacy when dealing with difficult individuals and difficult situations.	_____	_____	_____
11) Exercises appropriate management of the group and the learning activities.	_____	_____	_____
12) Praises good work and accomplishments.	_____	_____	_____
13) Corrects individual mistakes tactfully.	_____	_____	_____
14) Encourages individuals to ask questions and participate in sessions.	_____	_____	_____
15) Use a variety of learning methods.	_____	_____	_____
16) Gives clear and concise explanations and briefings.	_____	_____	_____
17) Relate well to his colleagues in the training team.	_____	_____	_____
18) During presentations:			
a) Structures them clearly and audible;	_____	_____	_____
b) Ensures speech is clear and audible;	_____	_____	_____
c) Uses appropriate body language;	_____	_____	_____
d) Conveys enthusiasm;	_____	_____	_____
e) Involves the group;	_____	_____	_____
f) Make good use of visual aids.	_____	_____	_____
19. Listens effectively and checks for understanding.	_____	_____	_____
20. Distributes handouts of appropriate quality.	_____	_____	_____
21. Gives the opportunity for feedback and evaluation.	_____	_____	_____
22. Establishes good relationship with the host center and the support staff.	_____	_____	_____
23. Manages the whole event with an easy competence.	_____	_____	_____
24. Encourages experimentation and individual contributions.	_____	_____	_____
25. Values the group as people.	_____	_____	_____

A SCALE FOR MEASURING THE DEGREE OF LEARNER-CENTREDNESS OF A TRAINING-OF-TRAINER COURSE

This questionnaire is designed to obtain your views about the nature of a course. It consists of 48 statements: in front of each statement there is a space for a number.

Please put a number in the space in front of each statement, according to the following scales.

- +3 if the course definitely or nearly all the time was like this.
- +2 if the course, generally or most of the time, was like this.
- +1 if the course, over-all, was something like this.
- 1 if the course, over-all, was not really likes this.
- 2 if the course generally, or most of the time, was not like this.
- 3 if the course definitely or nearly all the time, was not like this.

- 1) The teaching-learning process involved the learner discovering things for himself.
- 2) People felt free to speak and express their opinions.
- 3) Each course member attended the same sessions.
- 4) Ideas, concepts, procedures, etc. Were presented by instructor as facts, as proven, as valid ways of doing things.
- 5) Learners, based on their own important issues, set the goals of the course.
- 6) A large number of different learning methods are used.
- 7) The instructor evaluated the course by the extent to which participants found it useful.
- 8) Course members formed real friendship with the instructor.
- 9) Issues of values, emotions or feelings were avoided.
- 10) The course was based on a pre-planned content or syllabus.
- 11) The learners themselves largely determined the sequence or order in which things were learned.
- 12) Instructor controlled the course.
- 13) At any one time, all course members would be doing the same thing.
- 14) The teaching - learning process involved explanation with learner grasp.
- 15) Different learning methods were used to suit the requirements of different learners.
- 16) The instructor judged the course by the extent to which he felt participants successfully learned the laid-down content.
- 17) The instructor presented ideas, concepts, procedures, etc., as speculative, not definitely proven or known for certain to be true.
- 18) The instructor often admitted his own uncertainties, weaknesses and problems.
- 19) There was much exploration and discussion of values, feelings and emotions as associated with the subject matter.
- 20) There was little variety in learning methods used.
- 21) Everybody, participant and instructor, had an equal say in the way their course was run.
- 22) At any time, different learners or groups of learners would be doing different things.

-
- 23) There was little trust and support throughout the group as a whole.
- 24) The order in which things were learned varied according to the requirements of individual participants.
- 25) The course members had very little to say in deciding what was taught on the course.
- 26) The instructor judged the course according to the feelings of the participants.
- 27) The emphasis was on presenting neat, cleared up end results of thinking and research.
- 28) People were discouraged from becoming emotional.
- 29) The course was run by co-operative group of learners and instructor.
- 30) The sequencing, or order in which things were taught, was fixed in advance.
- 31) The content was not determinate in advance, but evolved during the course itself.
- 32) The instructor measured the effectiveness of the course according to extent to which participants acquired the specific knowledge and skills.
- 33) The emphasis was on the generation of knowledge, rather than passing it on.
- 34) The instructor made all the decisions about the way the course was to be run.
- 35) It was stressed that to many problems there is no "right" answer and that each individual must solve problems in the way he/she thinks is best.
- 36) The instructor quite often discussed his out-of-work life and activities with course members.
- 37) The instructor stuck to his favorite learning methods and used these whenever possible.
- 38) Emotional issues were brought out into the open and discussed.
- 39) The instructor avoided talking about his own thoughts, feelings and emotions.
- 40) Each participant went through the same sequence of learning.
- 41) The relationships between learners and instructor were formal, based largely on role or status.
- 42) The instructor never discussed his own problems with course members.
- 43) Individual participants were able to "do their own thing" if they wished.
- 44) Facts, ideas, concepts, etc, were presented, put over by the instructor to the learner.
- 45) The instructor treated the participants as friends and equals
- 46) Participants did not really respect each other's views and opinions.
- 47) The instructor did not really care what happened to participants.
- 48) There was much co-operation and teamwork in the course.

Scoring

A forty-eight-item scale was constructed: i.e., four items per dimension.

Each of the twelve dimensions has four items; two of these have a +3 score for learner-centered course, two have -3 for learner-centered.

Thus, when scoring, the signs of half the response are reserved; this gives a range on each dimension from -12 (instructor-centered) to +12 (learner-centered).

LEARNER EVALUATION

WHAT:	Learner knowledge.
WAYS:	Test: <ol style="list-style-type: none">1. Short question;2. Multiple choice;3. True/false question;4. Missing words;5. Listing
HOW:	Pre - post course tests and reinforcement tests.
WHEN:	Pre - post course.
WHO:	Participants / learners.
WHERE:	"Training of trainers" workshop or workshop.

COURSE TEST
Training program on Training of Trainers: "Human Rights and Police"

Name: _____

Rank: _____

Workplace: _____

Total marks:/ 55 point

Duration: 20 min

Percentage:%

Instructions

1. This is a closed book test
2. Read each question carefully before you answer it.
3. You must answer all the questions.
4. Please be neat - illegible handwriting cannot be marked.
5. Any student caught "cheating" will have his/her exam paper and notes confiscated. Disciplinary measures will be taken.
6. This examination must be done in pen.
7. Make sure that your full name is written on the examination paper.

Answer the following question:

1. **What is the supreme law of the Republic of Albania?** (1)
 - 1.1.
2. **Give 3 examples of law of general application according to the 2nd part of Albanian Constitution (law that apply to police work).** (3)
 - 2.1.
 - 2.2.
 - 2.3.
3. **Give 3 examples of how a police official can limit a person's right?** (3)
 - 3.1.
 - 3.2.
 - 3.3.
4. **List 3 examples of some of the most important obligations of police officials, according to policing manifestations and riots.** (3)
 - 4.1.
 - 4.2.
 - 4.3.
5. **List 3 of the local and international standards, which are available to handle crime problems during investigation in the Albanian State Police.** (3)
 - 5.1.
 - 5.2.
 - 5.3.
6. **Name 2 of the methods to secure the attendance of an accused person in court.**
 - 6.1. (2)
 - 6.2. (2)
7. **List and name 5 rights of an arrested or detained person.** (5)
 - 7.1.
 - 7.2.
 - 7.3.
 - 7.4.
 - 7.5.

8 State whether the following are true / false. (Met a tick (✓) to the correct answer) (20)

- | | | |
|-------|--|--|
| 8.1. | Political parties have authority to command police at certain actions. | <input type="checkbox"/> True / <input type="checkbox"/> False |
| 8.2. | Police official may search and arrest individual into private area without limits. | <input type="checkbox"/> True / <input type="checkbox"/> False |
| 8.3. | Warrant may be use more than once. | <input type="checkbox"/> True / <input type="checkbox"/> False |
| 8.4. | Police officials may not shoot with firearms. | <input type="checkbox"/> True / <input type="checkbox"/> False |
| 8.5. | Police officials do not perform an essential service. | <input type="checkbox"/> True / <input type="checkbox"/> False |
| 8.6. | Police official may torture someone into several circumstances where a. | <input type="checkbox"/> True / <input type="checkbox"/> False |
| 8.7. | A child has additional rights during arrest and detention. | <input type="checkbox"/> True / <input type="checkbox"/> False |
| 8.8. | A child is a person under the age of 18 years. | <input type="checkbox"/> True / <input type="checkbox"/> False |
| 8.9. | Confession taken down by a judicial police officer is better to have. | <input type="checkbox"/> True / <input type="checkbox"/> False |
| 8.10. | Purposes of arrest are to secure a person attendance in court. | <input type="checkbox"/> True / <input type="checkbox"/> False |

9 Multiple choices. (Please circle one of alternatives gave below)

(10)

9.1 International convents are:

- a) Obligatory documents;
- b) International contracts;
- c) Statements of standards;
- d) Both a) and (b);
- e) None

9.2 Albanian police has obligation to apply:

- a) Only Albanian law;
- b) Only international instruments on human rights;
- c) Both a) and (b);
- d) None

9.3 Police has duty to:

- a) Help the people to associate;
- b) Participate during political demonstrations;
- c) Use firearms in order to protect itself, even if is not threaded directly;
- d) Protect victims of crime;
- e) Both (C and (d);
- f) None

9.4 Police officer is responsible to:

- a) Give first aid during incidents;
- b) Be accountable legally;
- c) React according to their opinion;
- d) Enjoy all benefits of their occupation;
- e) Both (a and (b);
- f) None

9.5 Police officer has the right to:

- a) Stretch the people in order to respect own human rights;
- b) Be protected from the law;
- c) Be secure in any situation of their workplace;
- d) Both (a and (b)
- e) None

10. Missing words. (Please met the missed word at the empty area into phrases)

(5)

10.1is local instrument on the human rights, that obligate European states to respect and protect the social and political rights of the citizens;

10.2 International instrument that state - "All human beings are born free and equal in dignity and rights" is

10.3 System of legal rules and ethic standards that lead the professionals of police in the duty is

10.4has mission to protect and maintain security and public order and to enforce the law.

10.5 The term, used to define:

- a) The situation with high level of political, religious, social and economical tension;
- b) The situation, created from armed conflict.

 REINFORCEMENT TEST (a model)

Pre - post course

List:

a) At last 10 basic human rights which involves police duty:

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

b) 5 international instruments on human rights which has influence to police mission:

1. _____
2. _____
3. _____
4. _____
5. _____

c) What did you understand with statement: "Human rights are heritable and unconditioned to any human beings. The state not gives the human rights to the individuals." Give your opinion:

d). What you should be avoid during your duty to respect the basic right of person to be presumed innocent:

1. _____
2. _____
3. _____

e) True or false:(please met a tick (✓) at the left of True, or False

1. Every law enforcement agency shall be representative of and responsive and accountable to the community as a whole. True / False

2. Torture and other inhuman or degrading treatment is permitted some time and in certain situations True / False

3. Officials who refuse unlawful superior orders shall be punished legally. True / False

NB. Please note! You must be fulfilling this test without reference at the manual. This reinforcement test is confidential and helps you to control your self. After fulfilling of test, you can correct yourself-referring international and domestic instruments and manual. Test must be fulfilling after course in order to compare your self and your improvements.

Action plan

Name: _____

Rank: _____

Workplace: _____

Contact numbers _____

Guidelines

A. The purpose of this personal action plan is to provide an opportunity for each learner to develop their own action plan to implement Human Rights in the Albanian Police.

B. All your inputs should be:

Specific
Measurable
Accurate
Relevant or realistic
Time bound

C. Read each question carefully before you answer it.

WHAT YOU HAVE TO DO?

1. How will you improve your training after you attended the human rights seminar?

2. How can you make the situation better at your police station after the human rights seminar?

2.1. How to improve a good policing practice?

2.2. How to improve an ethic relations between superiors and sub-ordinates?

2.3. How to improve the democratic partnership with community and public?

3. How can you influence you colleagues to police with Human Rights?

12 SUGGESTED ACTIVITIES TO HELP YOUR DEVELOPMEMENT AS A TRAINER

- 1) Be aware of your strength but recognize that you never stop learning.
- 2) Experiment with one new method on your next course.
- 3) Introduce at least one element into a course every time you deliver it.
- 4) Take the opportunity to observe someone else in the training situation.
- 5) Take opportunity to co-facilitate with different people.
- 6) Make a contract with yourself and the boss for a number of days for personal development every year. Remember, that going on a course give you insight into what it is on the other side of desk.
- 7) Join a reference group of practitioners in the same field- locally or nationally- and discuss your work and hear about theirs.
- 8) Be aware of their literature in the field and continually update. Read one new book every three months.
- 9) Subscribe to relevant journals in the field and read them.
- 10) Draw up a learning log to record your observations and learning after:
 - A) Every session;
 - B) Every training day;
 - C) Every training course.

With every learning point, consider HAW and WHEN you can implement. Use the guide of action point below:

Action point	How I am going to implement	When I am going to implement
1)		
2)		
3)		
4)		
5)		

To help the action these points may need to answer the following questions:

a) The factors that will help me are:

The factors that will hinder me are:

The kinds of supports I need are:

The people from whom I want these supports are:

- 11) Write about your own experience and share them with others.
- 12) Give of yourself unselfishly to all situations - that usually guarantees you will get more back.

Good work!