

# Transforming Police for 21<sup>st</sup> Century

## An Evaluation of Police Training in Pakistan

Dr. Ehsan Sadiq | October 2020



**Pakistan Forum for  
Democratic Policing**

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**Acronyms:**

Addl. IG	Additional Inspector General
AJ&K	Azad Jammu & Kashmir
AIG	Assistant Inspector General
ASI	Assistant Sub-Inspector
ASP	Assistant Superintendent of Police
ATF	Anti-Terrorist Force
CDC	Curriculum Development Committee
CDI	Chief Drill Inspector
CLI	Chief Law Inspector
CPTU	Central Planning & Training Unit
DIG	Deputy Inspector General
DPO	District Police Officer
DTS	Driver Training School
EOD	Explosive Ordnance
FIA	Federal Investigation Agency
GBV	Gender-based Violence
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
HM	Her Majesty's
ICC	Initial Command Course
ICITAP	International Criminal Investigative Training Assistance Program
ICT	Islamabad Capital Territory
IGP	Inspector General of Police
INGOs	International Non-Governmental Organizations
INL	The Bureau of International Narcotics and Law Enforcement Affairs
IT	Information Technology
KP	Khyber Pakhtunkhwa
LEA	Law Enforcement Agency
NGOs	Non-Governmental Organizations
NHMP	National Highways & Motorways Police
NPA	National Police Academy
NPB	National Police Bureau
NPTAC	National Police Training Advisory Committee
NPTMB	National Police Training Management Board
PC	Planning Commission
PFDP	Pakistan Forum for Democratic Policing
PPO	Provincial Police Officer
PRTC	Police Recruits Training Centre

PSP	Police Service of Pakistan
PTC	Police Training College
PTI	Police Training Institution
PTS	Police Training School
RTC	Recruits Training Centre
SBBEPTC	Shaheed Benazir Bhutto Elite Police Training Centre
SCC	Senior Command Course
SCTC	Specialized Commando Training Centre
SDPO	Sub-Divisional Police Officer
SHO	Station House Officers
SI	Sub-Inspector
SQC	Standard Qualification Criteria
SP	Superintendent of Police
SSP	Senior Superintendent of Police
TDU	Training Development Unit
TMB	Training Management Board
TNA	Training Need Assessment/Analysis
TOTs	Training of Trainers
TTI	Traffic Training Institute
UN Women	The United Nations Entity for Gender Equality and the Empowerment of Women
UNDP	United Nations Development Programme
UNODC	United Nations Office on Drugs and Crime
VIP	Very Important Person
VVIP	Very Very Important Person

## **Glossary**

Naka Bandi

Missal

Moharrir

Thana

Stop and Search Procedures

Parable/ Police File/ Police Case

Police Station Clerk

Police Station

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### **Foreword**

After a long history of policing modeled on its colonial legacy, Pakistan took a leap towards reform with the Police Order, 2002. Replacing the 1861 Police Act, the Police Order, 2002 attempted both to depoliticize the police and move the institution towards more democratic policing principles. While this marked a major shift in how policing was envisioned in Pakistan, it was also met with a good deal of political resistance. Nevertheless, reform continued, sparked further by the 18<sup>th</sup> Amendment in 2010 which gave the provinces more political power to decide how policing should be organized and practiced. This has culminated in, for example, the Khyber Pakhtunkhwa Police Act of 2017, which describes a police service which is to be accountable, professional, and responsive to community needs. But to what degree are the police currently able to step up to the task. How can Pakistan ensure that police staff have the competence and skills necessary to respond to today's complex policing challenges, which can range from terrorist attacks to upholding new laws protecting the rights of the vulnerable? How might police use technology teaching and for building trust with communities, better relate to local institutions and work in coordination with other government bodies while still providing service to and maintain the trust of the community.

These are some of the questions Dr. Ehsan Sadiq (PSP) addresses in this comprehensive and insightful evaluation of police training in Pakistan. He begins by providing an overview of the history of police training in Pakistan, arguing that the importance of police training was for decades largely ignored by successive governments. Furthermore, training reforms that have been implemented have been piecemeal, stand alone, and with limited impact, and the capacity of training institutes has remained low in relation to the increasing numbers of recruits.

After having set the scene, Dr. Sadiq then moves on to describe Pakistan's police training system in a comprehensive but at the same time concise manner. He presents the training management structure, including who is responsible for police training policy and curriculum approval at national and provincial levels. He then presents an overview of Pakistan's training institutions; which training institutions exist where, who they train, and in what areas of specialization. The next section goes into detail on specific police training reforms that have been implemented, sometimes in collaboration with national and international civil society organizations, and sometimes with the assistance of foreign and international police institutions. Together, these sections provide a new and valuable reference for anyone working with police training reform in Pakistan.

In the final section, Dr. Sadiq discusses the main issues in police training that he has found need reform. Each issue is presented with examples and specific, practical recommendations on how they could be addressed. He emphasizes, for example, the importance of a shift from training in drill and regimentation to innovative training methods which lead to attitudinal change and better communication and negotiation skills to work together with communities in prevention. The value of this work lies not only in the recommendations for each point, but in Dr. Sadiq's insistence that police training reforms need to be comprehensive and strategic, and include improvements in the quality of curriculum and teaching for a police who are expected to meet today's and tomorrow's complex challenges with skill, insight and compassion.

The efforts in this book by a serving police officer to identify the gaps and way forward in better preparing

police to meet complex security challenges in Pakistan is worth both appreciation and admiration. As history has shown, however, reforms require not only good plans and ideas, but also political will to break with existing power interests and practice and develop a policing institution which is able to both understand, respond to and prevent the broader set of insecurities facing its population. Only then can police reforms be truly transformative. I feel that this work has the potential to contribute to just such a transformation in Pakistan's police training - if indeed there is political will.

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## **Transforming Police for 21<sup>st</sup> Century: An Evaluation of Police Training in Pakistan**

### **Abstract**

Over the recent years, the enactment of new laws and policies relating to the police and an influx in personnel has highlighted the need for new and improved training systems, methodologies and practices. However, police organizations and personnel lack the capacities and capabilities necessary to carry out job-related duties and responsibilities. Additionally, women police officers are increasingly attending training courses and require distinct logistical needs. Police organizations must respond and adapt to the fast-changing social context characterized by a historic youth bulge, empowerment of women, emergence of mega urban centres, an omnipresent and intrusive electronic and social media, judicial activism, assertive civil society and rights groups disasters, emergencies and pandemic. Therefore, police trainings and education programs are essential in developing competency and professionalism to bridge the gaps present in meeting the needs of diverse communities. Significant contributions from international and national organizations have made efforts to reform and revamp the police training system in Pakistan. This research analyses the different factors imperative for police organizations to focus on continuous training and development of police officers. An overview of the police training management and policy framework in Pakistan is given in which the capacity and curriculum of various police training institutes are examined. While important reforms have taken place at the policy and implementation level, there are still significant gaps to be addressed in the police training system. Finally, a set of measures are recommended for enhancing the standard of police training in line with international best practices.

## **Introduction**

Training is an organized learning process in which people learn job-related competencies through acquiring relevant knowledge, skills, experiences and attitudes to perform their jobs well for the achievement of organizational and individual goals (Ngirwa, 2005; Noe, 2010). It is an essential element of human resource development in any organization but more so in the police.

Policing is a far more complex job than many other professions as it is “part art and part craft, part common sense, part paramilitary, part social work... characterized by a high degree of stress coupled with the curious combination of tedium and unpredictability” (MacDonald et al., 1987:43). The very nature of policing requires officers to interact with the public necessitating problem-solving skills, professionalism and politeness. Police officers must also use a variety of weapons, equipment and techniques in course of discharging their functions. Moreover, many police actions such as arrests, crowd control, crime scene inspection, handling under custody prisoners and traffic management are performed in public gaze and omnipresent electronic and social media. Lastly, police are accountable to courts for procedural legality of their actions. Policing is not only complex but an ever-changing field that evolves with the society. To be successful, police organizations must synchronize the training needs to changing realities and context of policing (Clark and Armstrong, 2012). This requires adopting innovative policing strategies and tactics to prepare police officers for emerging challenges.

In this backdrop, police must be professionally competent and service-oriented to discharge its functions, efficiently and effectively and earn the trust of community members. Training plays an important role in improving and strengthening the professional capabilities of police personnel to ensure more equitable and effective service to the communities (Haberfeld, Clarke and Sheehan, 2011). It develops police capacity to scientifically investigate and combat crime and terrorism and meet the challenges of modern policing. Training not only helps to improve the competency levels of personnel but also their communication and problem-solving skills. Training, as a behaviour modification tool, can have a long-term impact on police culture and, consequently, on the public perception of police as service providers. Continuous training also helps to keep officers updated on newly enacted laws and current trends; lend credibility to the organization’s commitment to excellence and professionalism; and overcome any inclinations, prejudices or reservations they encounter while performing duties (Daniels, 2016). Training can, therefore, have a strategic effect on police performance and delivery of efficient and effective public security (Haberfeld, Clarke and Sheehan, 2011). Training should, therefore, be embedded in the operational model of the organization and accorded the same focus as any other area of policing (Clarke and Armstrong, 2012).

In view of this established, well-evidenced importance and impact of training, police organizations all the world over started focusing on training. Changes in police training were introduced, “starting with the conceptual thinking about the most appropriate methodology in which certain skills need to be delivered, using technological and scientific innovations to the creation of new units, or at least acknowledgement that change needs to take place” (Haberfeld, Clarke and Sheehan, 2011). In UK, the Professionalising Investigation Programme (PIP) was initiated in 2004 “to improve the professional competence of all police officers and staff whose roles involved conducting, supervising or managing investigations” (McGrory and Treacy, 2012). In Canada, the Investigation Skills Education Program (ISEP) introduced in 2007 aimed to reorganize police training on competency based framework, principles of adult learning and spiral curriculum (Glasgow and Lepatski, 2012). Canadian Police training institutes have also introduced changes to minimize lectures and memorization and encourage pre-reading and understanding of the training content; application of concepts; group case studies, which are monitored and assisted by instructors; scenario building and role plays; and self-assessment and self-reflection (Shiple, 2019). In Germany, ‘role games’ make up a large part of three years of police training (Stute, 2014). In Singapore, police training is becoming more immersive and realistic through using augmented and virtual reality to simulate terror attacks, knife-wielding hostiles and other scenarios.



Across the world, other police organisations are undertaking police training reforms by adopting the andragogy approach, experimental learning, critical thinking and continuous training.

It is encouraging to see police organizations in Pakistan also recognizing the importance of training in meeting emerging challenges and adapting to new policing philosophies. Several measures have been taken to reform and modernize police training in Pakistan. To build on these initiatives, which are often stand alone and fragmented, it is important to carry out a systemic revamping of police training to transform police culture. Police Training Institutions (PTIs) can become agents for strategic and sustainable change in the attitude, response and professional capacity of the police. Such a systemic effort becomes imperative in view of the post Police Order 2002 reform experience which amply manifested the inadequacies of a piecemeal approach towards police training.

The present study examines the police training policies, training management structures, infrastructure, capacity and curricula of police training schools. It also maps various reform efforts and the role of international donors and NGOs in improving the quality of police training. It analyses the main issues and challenges that confront police training in Pakistan and makes a set of recommendations for further improving its standard and quality line with international best practices.





**Section-I**  
**Need and Rational for Revamping Police Training in Pakistan**



## Section I

### Need and Rational for Revamping Police Training in Pakistan

The police were one of the first civil departments in the subcontinent to think of systematic institutional training for its personnel. The Police Rules (1934, 19-1), which acted as principle guidelines for police, laid down that “the training of each individual officer to do the work allotted to him is of the highest importance.” However, despite this exhortation, the standard of the training of the police, particularly from inspectors downwards, left much to be desired. For almost 30 years after the separation of East Pakistan (present-day Bangladesh), which housed the National Police Academy (NPA) until 1971, Pakistan didn’t have purpose-built campus for the training of Assistant Superintendents of Police (ASsP) till 2001. Hence, reports on police reforms and police training highlighted the gaps in training curricula, capacity, content, timing, methods, incentives, evaluation and instructor qualification.<sup>1</sup>

In 1970, Pakistan Police Commission emphasized the importance of training, particularly planned in-service training in specialized subjects in its report. In his 1976 report on ‘Police Training in Pakistan’, former British Police Training Advisor Mr. AJ Giles recommended to ensure specialist training for the recording and investigation of crimes, training and residential facilities and equipment, trainers with relevant expertise, job-specific training programs for different levels of personnel, and examinations to test knowledge regularly. He also called for trainings on the traffic laws, procedures and driving.

In 1985, the Police Committee made a comprehensive set of recommendations for reforming police training in its report on police reforms. It called for a thorough review of training facilities, allocation of additional financial resources for training institutions, regular review of performance and progress in training by the senior decision makers of police, also known as Inspector Generals (IGs). It also emphasized upon the need for enhancement in the training content on law and order, crime prevention, understanding of human behaviour, and availability of technical training aids (audio visual aids, instruments of crime, prevention, detection and surveillance). It underlined the need for improved training environment (basic infrastructure and facilities) including the establishment of a police academy at national level; at least one training school in each province with opportunities for specialized training; and the establishment of a cell in Planning Commission (PC) to chart out training programs and plans for the police.

In 1992, former Chief Inspector of Constabulary for England and Wales, Sir Richard Barratt in his report ‘Police Organization, Training and Drug Matters in Pakistan’, drew attention to several deficiencies in police training. He pointed out that the central problem is that the training system was created under colonial rule and has not been refined or evaluated to keep pace with changing faces and times. He underlined an urgent need to closely examine basic police trainings in content, duration and location to enable individuals to be aware and respond to contemporary policing challenges. He also called for a comprehensive review of training needs to make learning processes more effective for the service and individuals. Other recommended reform measures include the following: a shift of emphasis in training from drills and firearms to teaching respect, service and support for citizens, individually and collectively, introduction of specialized investigation courses, establishment of a central planning unit for training, review of training curricula on the basis of market research and emerging and diverse situations, exposure visits to other police organizations, and setting up of a mechanism to oversee and review the trainings comprehensively. In 1993, Mr. Lionel H Grundy, Senior Police Advisor, Overseas Development Administration carried out a detailed assessment of the police training system in Pakistan and submitted comprehensive recommendations for revamping police training to the

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<sup>1</sup>Training needs assessments for ASP, Station House Officers (SHO), and District Police Officers (DPOs), conducted by the NPA and a policy report prepared by the NPB with technical assistance of GIZ, along with websites and annual reports of various police organizations and training institutes, also provide meaningful insights into the various aspects of the police training system in Pakistan and highlight importance of police trainings.

Government of Pakistan.

In 2000, Focal Group on Police Reforms underlined the need for revamping police training system (Sadiq, 2014). In 2007, under its 'Access to Justice Program', the National Police Bureau (NPB) with technical assistance from Asian Development Bank, carried out a detailed situation analysis<sup>2</sup> of the police training which reviewed various aspects of the training system, identified gaps and submitted recommendations. In 2009, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) conducted a gender audit of various police organizations and training institutes which identified limited gender perspective in capacity building of the police and absence of exclusive training initiatives for women police, hindering the process of gender sensitive organizational development. It recommended that addressing the training needs of police personnel in the context of policing and community security requirements is an important task, together with a review of police training curriculum, to determine inclusion of relevant gender context and development of an appropriate set of procedural skills to deal with victims and offenders of violence. It also advocated the following for women police officers: reviewing of training opportunities, determining needs based upon work realities and developing a professional development program to create better opportunities for promotion and recognition.

In 2012, a report on gender and policing compiled for UN Women identified some main issues in prevailing training based on consultations with provincial police organizations and feedback from police officers: training perceived by officers as a formality rather than a capacity building opportunity; inadequate capacity of trainers; and absence of adequate incentives for trainers (Ahmed and Nasir, 2012). The officers consulted also recommended that training, especially on gender issues, should be higher priority with police leadership, frequent transfers of training should be avoided, and training policies should be long-term and well thought out. In 2016, the United Nations Development Program (UNDP) conducted an assessment study of the seven new schools established in KP under the Strategic Framework 2014 from the perspective of policy and strategy; curriculum/curricula currently in place and details of courses on offer, course materials, monitoring and evaluation, available facilities (technologies and allied elements), and identification of strengths and areas for improvement.

Despite these persistent calls for improving police training, successive governments did little on this account. The training budgets remained largely inadequate. Technical expertise in conducting a Training Need Assessment (TNA), curriculum development and training material was also limited. However, in the wake of the various developments over past two decades, as detailed below, police training in Pakistan acquired renewed importance and focus.

The reforms introduced through the Police Order 2002, which replaced the Police Act 1861, inter alia, required reorganizing the police on a functional basis and making officers more responsive and courteous to citizens, especially those living with disabilities or special needs. To achieve this change in police performance and attitudes, capacity building of the officers was required to upgrade skills for better prevention and detection of crime, handling of law and order situations and response to community needs.

The Police Order 2002 envisaged introduction of functional specialization in key performance areas of police working and making officers more responsive to citizens. Police organizations are creating specialized units for investigation, intelligence, prevention/patrolling, VVIP and foreigners' security, traffic management and counter terrorism. These historic changes entailed upgradation of police officers' skills for better prevention, detection of crime and responding to community needs, attitudinal change towards citizens, handling of law and order situations and performance in other key areas.

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<sup>2</sup>The Analysis Report remains unpublished.

Challenges of terrorism, urban policing and a huge influx of new recruits led to several reforms and improvements in the police training policies, budgets, infrastructure, capacity, quality of trainers and training curricula, bringing more emphasis on gender, human rights, community policing and attitudinal change. For instance, the strength of Khyber Pakhtunkhwa (KP) Police almost tripled from 23,000 in 2003 to 68,000 in 2018. Each year new inductions are being made, including an increasing number of women police officers with distinct logistical needs.

New laws and policies relating to the police and its functions have been enacted in recent years. These include the Police Order, 2002, KP Police Act 2017, and many regulatory provisions under the National Action Plan 2015. Since 2006, new laws to protect women from honour killing, rape, harassment, domestic violence and other anti-women practices have also been promulgated. Similarly, police organizations have introduced new policies relating to the investigation of homicide, rape and suicide cases. Effective implementation of new laws and policies requires proper understanding and practice by the persons who must enforce these laws and follow the guidelines provided.

Need for better training has also got accentuated due to the growing complexity of an increased need for professionalism, growing uncertainties in the environment and reforms introduced by police managers. Internally, police organizations have initiated several measures to improve public access to services and enhance responsiveness to citizens, such as the establishment of helpdesks and online services. Moreover, IT is being adopted to improve police service delivery.

Externally, police organizations are expected to be more responsive, professional and accountable in view of a fast-changing social context characterized by a historic youth bulge, empowerment of women, emergence of mega urban centres, an omnipresent and intrusive electronic and social media, judicial activism and assertive civil society and rights groups.

All these developments necessitated a more dynamic training system that can adequately equip police officers with right mix of skills, competencies and attitude to meet emerging professional challenges and societal expectations. It became imperative for the government and police leadership to improve police training policies, budgets, infrastructure, capacity, quality of trainers and training curricula. PTIs started laying more emphasis on gender and human rights, community policing and attitudinal changes. These reform measures, however, have been mostly piecemeal, standalone and with limited impact. The training capacity had not kept required pace as the capacity of training institutions has not increased proportionate to three folds increase in number of police officers (UNDP, 2016). In addition, the training curricula remain largely focused on physical elements and outdated police approaches both in content and methodology (Suddle, 2012).







**Section-II**  
**Police Training Structures**



## Section II

### Training Management Structure at Federal Level

#### Board of Governors of National Police Academy

The Board of Governors of the NPA is a 21-members strong body headed by the Federal Minister for Interior and includes Secretaries of Interior and Establishment Divisions; Additional Secretary Finance Division; the Inspectors General of Police of Punjab, Sindh, KP, Balochistan, Gilgit-Baltistan, Azad Jammu & Kashmir, Islamabad and National Highways and Motorways Police; Director Generals of Intelligence Bureau, National Police Bureau, Federal Judicial Academy and Federal Investigation Agency (FIA); and Commandants of National Police Academy and Frontier Constabulary.<sup>3</sup>

#### National Police Training Management Board

Headed by the Commandant NPA, the National Police Training Management Board (NPTMB) comprises of 15 members which includes the Inspectors General of all police organizations, Directors General of FIA and NPB, Commandant Frontier Constabulary, Deputy Commandant NPA and Director Central Police Training Unit (CPTU), NPA.<sup>4</sup> The main functions of NPTMB are to:

- Approve annual work plan of NPA
- Approve changes in existing curricula
- Standardize courses and delivery of training
- Devise guidelines for the recruitment of trainers, their training and conditions of service
- Select suitable police officers for training
- Receive annual report of CPTU

#### National Police Training Advisory Committee

Headed by the Commandant NPA, National Police Training Advisory Committee (NPTAC) comprises of Additional Inspectors General of Police/Deputy Inspectors General of Police of provincial police establishments. The main functions of NPTAC are to:

- Take directions from NPTMB for running courses & maintaining minimum standards relating to recruitment, training and promotion throughout Pakistan
- Provide information to NPTMB on structural and institutional matters
- Ensure implementation of decision of NPTMB

#### Central Police Training Unit

A Central Police Training Unit was established in the National Police Academy with technical assistance from the British Council under a Police Training Project<sup>5</sup> (1996 and 1999). The CPTU is headed by a Deputy Inspector General (DIG) designated as Director. The basic purpose of setting up a CPTU was to assist NPA in the preparation of courses/material relevant to modern policing and the needs of the community. The main tasks of the CPTU include regular TNAs of different ranks, Curriculum Design and Trainer Development Program. The CPTU has conducted TNA for DPOs, SDPOs and SHOs.

<sup>3</sup> The complete list of NPA's Board of Governors is available at Annex 1

<sup>4</sup> The list of NPTMB members is available at Annex II.

<sup>5</sup> The project undertook the preparation of courses and course materials relevant to modern policing and the needs of the community. The project also enhanced the capacity of National Police Academy in its coordination of training at a national level, the training of police trainers and delivery of in-service training for senior police officers.

## **Training Management Structure at Provincial level**

### **Training Branches in Central Police Offices**

In Punjab, Sindh and Balochistan there is a training branch in each Central Police Office, provincial police headquarters, headed by an Additional Inspector General of Police (Addl. IGP)/DIG of Police. Since 1982 and prior to 2002, an Assistant Inspector General (AIG)/Training was heading this branch. Interestingly, prior to this, training matters were dealt by an Assistant (a low ranking clerical official) posted in the Secret Branch of Central Police Office. The following are the main functions of the Training Branches<sup>6</sup>:

- Supervision/monitoring of all matters pertaining to training in all PTIs
- Formulation and monitoring of implementation of training policy
- Ensuring standardization of training quality and instruction methods and its techniques.
- Formulation of a system for the selection of officers for foreign and national training courses
- Analysis of course completion reports and annual training progress reports and preparation of consolidated annual training reports
- Organization of training courses/seminars/workshops
- Carry out strategic planning for training institutions to increase capacity and quality
- Development and modernization of syllabi of various basic, promotional and refresher courses in police training institutions and district training schools
- Coordination and policy matters of Elite Police Training School, Lahore & Wireless Police Training School, Bahawalpur
- Procurement of training aids, weapons and ammunition and other equipment for training institutions
- Selection and training of instructional staff
- Training of Trainers (TOTs) and assessment of their suitability
- Holding of annual training conference for deliberations and improvement
- Preparation of annual training plan/schedule for PTIs
- Conducting TNAs

For the purpose of provincial coordination and consultation on training issues among the PTIs, a Training Management Board (TMB) was constituted in 2011. It is headed by Addl. Inspector General of Police/Training and consists of the DIG/AIG Training and all heads of PTIs as members. The TMB is responsible for the formulation, implementation, review and revision of the police training policy, including the approval of the Standard Qualification Criteria (SQC) for trainers.

In Khyber Pakhtunkhwa, Section 13 (7) of the KP Police Act, 2017, provides for a Directorate of Training in the police to be headed by an officer not below the rank of DIG and consisting of three sections each headed by an officer not below the rank of Superintendent of Police to deal with pre-service training, in-service training and specialized training respectively to assist the Provincial Police Officer (PPO) in formulation of training policy and modules and evaluation of schools and courses.


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<sup>6</sup> Punjab Police Website [https://punjabpolice.gov.pk/training\\_branch](https://punjabpolice.gov.pk/training_branch) accessed on July 29, 2019

The following are important functions of the Directorate of Training:

- Conduct periodic training need analysis
- Review and revise the curricula and modules and to approve syllabus
- Select and arrange panels of visiting faculty
- Conduct training audit
- Conduct feedback survey
- Select accredited agency to conduct exams under these rules
- Nominate officers for inland and foreign training and to allot seats for courses
- Constitute examination Boards with the approval of PPO
- Monitor and evaluate training schools
- Compile and declare results of courses and examinations
- Sign MOUs with national and international training institutes and organizations
- Conduct seminars and workshops
- Arrange examination of self-learning skills/courses
- Work out teaching aids and equipment
- Coordinate with other law enforcement agencies (LEAs) on training
- Quarterly inspections of training institutes and submission of reports to PPO
- Conduct quarterly security audit of police training institutes
- Monitor compliance of security instructions and guidelines of training institutions
- Selection and requisition of training staff
- Any other function assigned by PPO





**Section-III**  
**Police Training Institutes**





## Section III

### Police Training Institutes at National Level

#### National Police Academy

The NPA was established after independence in 1947 at Sradha (in former East Pakistan). However, with the separation of East Pakistan and emergence of Bangladesh as an independent country in 1971, Pakistan was left without a proper police academy at national level for ASPs. It took seven years to notify the establishment of a new academy and almost another 23 years to build a new campus. Due to the absence of a purpose-built campus for such a long period and the location of the makeshift campus away from Islamabad, training of ASPs greatly suffered. Since its shifting to new purpose-built campus in Islamabad, there has been progressive improvement in the quality of its curriculum and training. As discussed earlier, the NPA is an autonomous body administered by a board of governors, headed by Minister of Interior and comprised of senior police officers, civil servants and eminent persons from the private sector. The NPA has a key role in the development and execution of the National Police Training Policy, standardization of police training in the country, conducting TNAs, curriculum development for different ranks and execution of research & publication activities.

The focus of the Academy is the training of ASsP who get their initial training in an Initial Command Course (ICC). ICC is a Specialized Training Programme designed for new entrants of the Police Service of Pakistan (PSP) or mid-level police managers that is spread over 18 months. This training consists of four distinct phases: 1) Foundation; 2) Development; 3) Field Attachment; and 4) Consolidation. Since 1979, 913 officers, of which 41 were females, have been trained in this course. The Academy is revising ICC training modules with the assistance of USIP to update and harmonize them with the present day job requirements of ASsP.

The NPA also conducts a one-month Senior Command Course (SCC) for DPOs to build their capacity in crime management; maintenance of public order, supervision and administration; critical incident response; security; media and public relations; collection and analysis of intelligence; and community policing and managing pressure groups and stakeholders.<sup>7</sup>

Apart from these two specialized courses, the Academy also organizes a variety of capacity building courses of 1-2 weeks duration on different policing related subjects for mid-level officers of 35 different police and LEAs/departments including FIA, Anti-Narcotics Force, Airport Security Force, National Counter Terrorism Authority, National Accountability Bureau and Pakistan Air Force. These courses are developed in response to special needs of these organizations. Recently, the NPA has conducted a series of special courses on financial crime, money laundering and counter-terrorism financing investigations. Previously, it had also trained police officers from Afghanistan, Maldives and Nepal.

#### Federal Investigation Agency Training Academy

Established in 1976, the FIA Training Academy is headed by a Director designated as the Commandant. The Academy offers basic and orientation training courses for new entrants of the FIA, Constable, Assistant Sub-Inspectors (ASIs), Sub Inspectors (SIs), Inspectors and Assistant Directors, and capacity building courses for in-service officers. The training modules include crime scene investigation, documents examination, forensics investigation and analysis. In addition, the Academy also offers specialized training programs pertaining to FIA's mandate in areas of transnational organized crime, technical and forensic investigations,

<sup>7</sup> There are three middle, senior and national management courses which police officers in the rank of SP, SSP and DIG, respectively, have to undergo along with other civil servants. These courses have very little focus on police related issues.

international law enforcement cooperation, anti-money laundering & counter-terrorism financing, anti-corruption, human trafficking and migrants smuggling, cybercrime and offences relating to intellectual property rights. Many of these courses have been designed, developed and delivered in collaboration with international organizations like United Nations Office on Drugs and Crime (UNODC), International Criminal Investigative Training Assistance Programme (ICITAP), International Centre for Migration and Policy Development, The Bureau of International Narcotics and Law Enforcement Affairs (INL) and counterpart foreign LEAs including Australian Federal Police (AFP), UK's National Crime Agency (NCA), Federal Bureau of Investigation (FBI) and French police. Some of the relevant courses are also offered to other national and provincial law enforcement members and technicians.

### **National Highways & Motorways Police Training College, Sheikhupura**

Initially, the National Highways & Motorways Police (NHMP) had no training facility of its own. Some batches of NHMP officers were trained at Police College Sihala with the help of British trainers, in line with best international standards. In 1999, NHMP established its own training centre at Chakri (near Islamabad) to conduct basic and refresher courses. Due to growing training needs of NHMP, it was shifted to a more spacious makeshift campus at Sheikhupura (near Lahore) in 2002. It was later elevated to a college and named as National Highways & Motorway Police Training College. The College conducts a range of pre-service, in service, specialized and short courses including recruit, probationer, lower, intermediate, upper and advance courses. The College has training facilities such as a driving track, driving simulator, driving pad, skid pad, multimedia projectors and a computer lab. The College also has other logistic facilities for trainees such as a cafeteria, hostels & dining hall, sports complex and a swimming pool.

### **Police Training Institutes at Provincial Level**

Police Training Institutes are generally categorized into colleges, schools and centres. A Police College is headed by an officer in the rank of an Additional IGP or a DIG usually designated as a Commandant. Police Training Schools and Recruits Training Centres are headed by a Senior Superintendent of Police (SSP) and a Superintendent of Police (SP), respectively, designated as Principal. The academic staff consists of law instructors headed by a Chief Law Instructor (CLI), and drill instructor headed a Chief Drill Instructor (CDI). Support staff works under the supervision of a Deputy Superintendent of Police (DSP) or an Inspector. Training methodology includes visiting speakers, syndicate discussions, use of audio-visual aids, case studies, hands on training, assignments and practical exercises. Generally, the infrastructure of a training institute consists of academic block (classroom, lecture hall, auditorium, IT lab etc.) residential block (hostels and mess) parade ground, gym, library, and common room or recreation hall. Other facilities include cafeteria, utility store, laundry, barber and tailor shop.

## **Punjab**

### **Police College, Sihala**

Established in 1959, the Police College, Sihala is near Islamabad. It is the biggest and one of the oldest police training facilities in the country. The 1973 batch of the first Common Training Programme, ASsP were sent here for training in 1975, while directly appointed SsP from the armed forces were trained here from 1975-77.<sup>8</sup> In 1979, the Police Training School (PTS), Sihala was upgraded as Police Training College and the post of Principal/SP was also re-designated as Commandant/DIG.

In 2001, the college underwent a reorganization; consequently, three separate campuses were created for

<sup>8</sup> The College has trained police officials from the following international countries and national LEAs: (1) Zimbabwe, Palestine, Mauritius, Sri Lanka, Uganda, Maldives and Afghanistan and (2) the Punjab Police, Khyber-Pakhtunkhwa Police, Sindh Police, Balochistan Police, Azad Jammu & Kashmir Police, Gilgit-Baltistan Police, Railway Police, Islamabad Police, Motorway Police, Anti-Narcotics Force, Federal Investigation Agency and National Accountability Bureau.

in-service courses, pre-service courses and riding and firing. In 2009, the college incorporated the following modules into the curricula: Counter Terrorism, Security & Intelligence, Media Management, Handling of Vulnerable Groups of Society, International Human Rights, Negotiation Skills and Islamic Ethics to the existing syllabi under the Continuous Professional Development Programme. As the existing faculty did not have the essential expertise for instructing newly introduced modules, some faculty members were outsourced to engage respective subject specialists. In 2015, the college trained a batch of 418 sub-inspectors, including 75 women, who were recruited directly through a provincial competitive exam. To date, a total of 35 commandants have served this college. More than 78,000 officials have been trained at this institute in various ranks, from Constables to Superintendents of Police.

### **Police Training College, Lahore**

The Police Training College, Lahore was initially established as a Police Recruits Training Centre (PRTC) at Walton, Lahore Cantt just before the creation of Pakistan under the command of a DSP as its principal. During the 1971 war, the centre was temporarily shifted to Gaddafi Stadium, Lahore and eventually to Chung (Multan Road) Lahore in 1989. In 1997, it was upgraded as Police Training School in 1997 and subsequently, as Police Training College in 2012 under a DIG designated as Commandant. The College offers Junior Command, Advanced, Upper, Intermediate, Lower and Probation Courses. Moreover, several short capacity building courses are also organized each year.<sup>9</sup>

The College has annual intake capacity of 3,300 trainees.<sup>10</sup> It has a faculty of 78 law instructors (including 02 women) and 62 drill instructors. The College has recently added modern facilities including a state-of-the-art school of Investigation, IT lab, Mock Crime Scene for practical training of crime scene investigation. It has also introduced scenario based practical training.

### **Police Training College, Multan**

Initially established as PRTC in 1982, it was upgraded as Police Training School (PTS) in 1988. In January 2019, the Punjab government upgraded it as a Police Training College under a DIG as its principal. Apart from the Basic Recruit Course, the centre conducted the Lower Class Course in the beginning, but it was later on discontinued due to lack of proper accommodation and instructors. In 2002, RTCs Bahawalpur and Dera Ghazi Khan were closed and merged into PTS Multan. The institute has introduced semester-based training and modules on Ethics and Personal Grooming. The School has an average annual intake capacity of 2,400. The School's faculty has 43 law instructors (including 08 women) and 43 drill instructors.

### **Police Training School, Ferozpur**

Originally established as a PRTC in 1972 under a DSP, it was upgraded as Police Training School in 2001. A range of courses have been offered at the PTS including the Moharrir Course, Jail Warden Course and Anti-Narcotics Course. Presently, the Basic Recruit Course is the only one being offered at the school. The PTS revised syllabi of basic recruit and lower classes and installation of driving and shooting simulators. The School's annual intake capacity is 1,500. It has a faculty comprising 52 law instructors (including 01 woman) and 34 drill instructors.

### **Police Training School, Rawalpindi**

Initially established in 1981 as a PRTC within the premises of District Police Lines, it was subsequently shifted to the suburbs of Rawalpindi in its present location of Rawat and upgraded as a Police Training School in

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<sup>9</sup> Details of courses are available at Annex III and Annex IV.

<sup>10</sup> In October 2018, around 424 women constables also passed out from the College.

2002. To meet the growing training needs, a new campus of the PTS has been constructed with a capacity to train more than 1,500 police officials at a time. Since its establishment, 45 batches of over 17,000 recruits have passed out. The School offers pre and in-service courses for recruits, constables, qualified Head Constables and ASIs. The School has an average annual intake capacity of 1,000 and a faculty of 31 law and 28 drill instructors.

### **Police Training School, Sargodha**

Established in 1936 as a PRTC, it is the oldest police training institute in Punjab. It was upgraded as a PTS in 1949 and DIG of Police, Mr. H.W. Whatt was appointed as its first head. After independence of the country, PTS Sargodha served as the only Police Training Centre in Punjab. All the following courses were conducted in the School: Recruit Class Course, Lower Class Course, Intermediate Class Course, Upper Class course and Police Prosecutor Sub-Inspector Class Course. In 1959, after the establishment of Police College Sihala, it was downgraded to its previous status but later upgraded as a Police Training School in 1988. The School offers pre-service, in-service and short courses. The School has introduced lectures by dignitaries on weekly basis, implementation of semester system, trainings through e-learning, and inclusion of modules on 'Knowledge and Life' and 'Character Development. With addition of 02 barracks and 10 classrooms in 2010, the School has annual intake capacity of 1,331. It has a faculty comprising 27 law instructors and 38 drill instructors.

## **Sindh**

### **Police Training College, Saeedabad, Karachi**

This Police Training College (PTC) was initially established in 1984 as the Sindh Reserve Police Training Centre to impart training to the directly recruited ASIs and Constables. In 1995, it was upgraded to a Police Training College. The College offers advance, upper, intermediate, lower, recruit courses as well as several specialized and short courses. Schools of Investigation and Intelligence were added in 2018 to impart specialized training in these two areas. The College has an annual intake capacity of 5,000 trainees and a faculty comprising of 27 law instructors and 27 drill instructors.

### **Police Training College, Shahdadpur**

Initially established as Police Recruits Training Centre in 1952, it was upgraded as Police Training College in 1991. The College offers advance, upper, intermediate, lower, recruit courses as well as several specialized and short courses. The College has an annual intake capacity of 4,000 trainees. There are 35 law and 45 drill instructors.

### **Shaheed Benazir Bhutto Elite Police Training Centre, Razzakabad**

The Shaheed Benazir Bhutto Elite Police Training Centre (SBBEPTC), formerly known as Elite Training Centre, started specialized anti-terrorist training program for police in 1992, on the pattern of training imparted to Special Services Group of Pakistan Army. Annual intake capacity of the Centre is 5,500 trainees. There are 78 drill instructors (including 2 women). The SBBEPTC, tasked to train and prepare police personnel for challenges that started emerging in the early 90's, develop skills and the capabilities of trainees in firearm handling, tactical assault, close combat, physical encounter and VIP security. Apart from the Sindh Police, it has also imparted anti-terrorism training to the Sindh Rangers.

### **Police Training School, Larkana**

Initially established as a PRTC in 1989, it was upgraded as PTS in 1997. It has an annual intake capacity of trainees is around 2,000. There are 27 law instructors (including 3 women) and 23 drill instructors. The School

runs the Basic Recruit Course as well as Lower Class Course. On average, one Basic Recruit Course and two Lower Class Courses are organized in a year. With the assistance of USAID, a computer laboratory has been established in the School where police officers from various districts & police stations get short training on crime scene inspection, investigation, finger & footprints and physical search.

### **Recruit Training Centre, Jam Nawaz Ali**

Established in 1994, Recruit Training Centre (RTC) Jam Nawaz Ali has an annual intake capacity of 1,600 trainees. There are 16 law and 11 drill instructors.

### **Police Recruit Training Centre, Khairpur**

Established in 1992, PRTC, Khairpur has an annual intake capacity of 2,000 trainees. At one given time the Centre can train 650 trainees for Basic Recruit Course and 450 trainees for the Lower Class Course. Out of existing staff members include 22 law and 25 drill instructors. Multimedia and computers were provided but their utility is limited due to space constraints.

### **Specialized Commando Training Centre, Sakrand**

Established in 2008, Specialized Commando Training Centre (SCTC) has an annual intake capacity of 3,200 trainees. There are 20 law and 30 drill instructors.

### **Traffic Training Institute, Saeedabad, Karachi**

Established in 2008 on the premises of PTC Saeedabad, Traffic Training Institute (TTI) has an annual intake capacity of 600 trainees. Out of existing staff members, 27 are law and 27 are drill instructors.

## **Khyber Pakhtunkhwa**

### **Police Training College, Hangu**

This PTC was originally established in 1901 as a training centre to impart training to the Non-Commissioned Officers of the Royal Indian Army. When a separate province of North-West Frontier Province (now KP) was created, it was named as “Police Recruits Training Centre” (PRTC) and handed-over to the provincial police to impart training to the police recruits. In 1938, the centre was upgraded as a P.T.S. It was elevated to a PTC after 54 years in 1992. The College has an annual intake capacity of 2,500 and a faculty of 103 drill instructors (including 01 woman) and 104 law instructors (including 02 women).

### **Elite Police Training School, Nowshera**

Established in 2013, the School trains the KP Elite Force with a special focus on counter terrorism and organized crime. Its construction has been funded by the Bureau of International Narcotics and Law Enforcement Affairs (INL). The School is the first of its kind in the province. The Elite Force was previously trained by the army. The School is organized based on cell structures, with each of the six cells (or organizational units) dealing with a specific part of the college’s functions or specializations, including administration. The School has a faculty of 14 law instructors, 16 drill instructors, 04 Anti-Terrorist Squad instructors and 02 martial arts experts.

### **Traffic Management School, Kohat**

Established in 2017, the School imparts training in traffic management, information technology skills, public service, first aid and self-protection. Till 2018, the School has conducted three courses which have been

attended by 269 trainees.

### **Police Training School, Swabi**

In 2014, the School was established in District Police Headquarters in Swabi. Since its establishment, over 700 police recruits have been trained here. The School curricula includes academic courses, group work, anti-terrorist squad activities, games and martial arts, swimming and boxing.

### **Police Training School, Swat**

Established in 2004, it has annual training intake capacity of 300. The School faculty comprises of 14 law instructors (including 01 woman) and 14 drill instructors.

### **Specialized Schools**

#### **Police School of Tactics, Peshawar**

The School of Tactics, Peshawar was established in 2015 to train current and future field commanders in preparation, planning, conduct and prompt reporting of operations. Till 2018, the School has conducted 78 courses, each a duration of two weeks, for 1461 officers (including 129 women) in Target Handling and Tactical Planning. There are three instructors available as trainers.

#### **Police School of Explosives Handling, Nowshera**

Police School of Explosives Handling at Nowshera was established in 2015 for the capacity building of police bomb disposal units. The School runs four courses which include a basic Explosive Ordnance (EOD) Course (two weeks), Refresher EOD Course (one week), Post Blast Investigation/Evidence Collection Course (one week) and Awareness Orientation Workshop (one day). By the end of 2018, the School conducted 131 courses for 3,044 officers (including 82 women). The School has a faculty of five permanent instructors and eight visiting members.

#### **Police School of Investigation, Peshawar**

This School was established in 2014 for the capacity building of investigating officers in conducting investigations on scientific lines. The School has three main sections: Crime Scene Investigation Section, Cellular Forensics Section, and File Management Section.

The School offers courses on Core Investigations Skills (two weeks), Medico Legal Reporting & DNA Orientation (three days), Cellular Forensics (one week), Hotspot Policing & IT Based Investigation Skills (one week) and Case File Management (one week). The School has 24 faculty members. The School has conducted 256 courses, attended by 5,245 officers (includes 172 women) till 2018.

#### **Police School of Intelligence, Abbottabad**

Established in 2014, the PSI equips police with necessary knowledge and skills for quality and meaningful intelligence to counter terrorism and maintain public order. It is the first institute for specialized training of police officers in the field of intelligence. The School offers Basic Intelligence Course (four weeks), Intelligence Awareness Course (two weeks) and Intelligence Orientation Workshop (two days). By the end of 2018, the School had conducted 149 courses which have been attended by 3,500 trainees, including 84 women officers. The School's faculty includes serving and retired officers of the army, police and intelligence agencies.

### **Police School of Public Disorder & Riot Management, Mardan**

In 2015, the Police School of Public Disorder & Riot Management, Mardan was established. The institute offers a two-week Public Disorder & Riot Management Course in which the academic part builds capacity on mob psychology, handling of vulnerable groups, negotiation skills and stress management. Field training focuses on arrest techniques, use of anti-riot equipment, mob dispersal methods, first aid and evacuation procedures. Till 2018, it has conducted 104 courses, attended by 4,056 officers (including 73 women). The School faculty includes 09 full-time instructors.

### **Police School of Information Technology, Peshawar**

Established in 2015, this School trains police officers in different computer technologies (from basic to advance) and software applications used by the police. The School offers Basic Computer Course (two weeks), Advance Computer Course (one week), Professional Computer Course (one week), Hardware Maintenance and Troubleshooting (one week), E-Learning (Audio / Visual) (one week), Workshop/Seminar (one day) and Application Software Trainings (two days). By the end of 2018, 117 courses had been conducted and attended by 3,303 officers (including 91 women). The School faculty has 11 permanent members and three visiting IT experts.

Last 06 schools are known as specialized schools. KP Police was the first to establish these schools and attending these schools were linked with promotion of officers.

## **Balochistan**

### **Police Training College, Quetta**

Initially established as a Recruit Training Centre in 1963, it was upgraded as Police Training School in 1973 and subsequently, as a PTC in 2003. Since then, the College is conducting various training programs for different ranks on regular basis. These include pre-service training for newly inducted ASIs and constables, in-service training and specialized courses. The College offers training to Balochistan Police, Balochistan Levies and Frontier Constabulary. With an initial annual intake capacity of 600, the College presently has doubled its capacity to train around 1200 officers. UNODC is funding an expansion project for the College at a cost of Rs. 570 million which involves construction of separate academic blocks and residential barracks for Balochistan Police and Balochistan Constabulary. An additional residential facility for female officers would also be constructed.

### **Anti-Terrorist Force Training School, Quetta**

Established in 2009, the Anti-Terrorist Force (ATF) Training School provides anti-terrorism training to Balochistan Police/Balochistan Constabulary Counter Terrorist Force Complex, Quetta under the supervision of SSP ATF. The School conducts a basic ATF Course (four months), ATF Refresher Course (one month) and Combat Refresher Course (one week) for Head Constables and Constables of Balochistan Police. The School has an annual intake capacity of 400 trainees.

### **Recruit Training Centre, Kachmore, Quetta Cantonment**

The School has an annual intake capacity of 300 trainees.

### **Driver Training School, Quetta**

It was established in 1978. The School provides training to the police drivers & officers in driving, traffic

management and road safety. The School building is under construction. In the meanwhile, training is being carried out at RTC, Kachmore, Quetta Cantonment. Each course has a duration of 8 weeks. The School has an annual intake capacity of 60 trainees.

## **Islamabad Capital Territory**

In 1980, Islamabad emerged as an independent and full-fledged district as a result of separation from the local administration of Rawalpindi district. Islamabad police was similarly separated from Rawalpindi police and thus left with no independent training facility as it had no training institution of its own.

### **Police Training School, Islamabad**

Initially established in 1981 as a Basic Recruit Centre in Police Lines, Islamabad, it has been raised to the status of PTS in 2006. The School introduced various capacity building courses in collaboration with ICITAP, Anti-Terrorism Assistance Programme (ATAP), Bureau of International Narcotics & Law Enforcement Affairs - Pakistan (INL-P), Embassy of the France and British High Commission. The School offers Basic Recruit Course, Lower School Course and Intermediate School Course. Modules on modern scientific methods for investigation/security are included in the Basic Recruits Course and Probationer ASIs class course. Police personnel undergo firing practice at Firing Simulation Room. The School has also added a specialised Investigation Training Unit, which offers Basic Investigation Course for investigation officers.

Another specialised facility called the School of Information Technology has been established in the Islamabad Police Training School with assistance of UNODC. It offers E-learning, computer-based courses for crime scene management, vehicle search, physical search, & narcotics detection and investigation.

## **Azad Jammu and Kashmir**

### **Police Training College, Mirpur**

Established in 1998, this PTC is in Mirpur, Azad Jammu and Kashmir and headed by the DIG/Commandant. The courses offered at this PTC are the following: Inspector Legal Course, Probational Course for ASIs, Lower Course, Recruit Course and Departmental Courses. The College has capacity of 60 trainees at one time and average annual intake capacity is 51.

### **Police Training School, Muzaffarabad**

Established in 1981, this PTC is in Muzaffarabad, Azad Jammu and Kashmir and headed by the SSP/Principal. The courses offered at this PTC are the following: Recruit Course, Lower Class Course, Platoon Commander Course, Section Commander Course and Departmental Courses. The School has capacity of 300 trainees at one time and average annual intake capacity is 524.

## **Gilgit-Baltistan**

### **Police Training College, Gilgit**

Police Recruit Training Center (PRTC) Gilgit established in 1985. The PRTC has been up-graded to a Police Training School in May 2011. The PTS has further been up-graded as Police Training College in September 2015.

Police Training College Gilgit is a premier Police Training institution in Gilgit-Baltistan, imparting different in-service/pre-service training i.e. Junior Command Course (JCC), Community Policing Course, and other Refresher Courses for GB police. Also conducts capacity building, refresher course for all police force of various districts/units and other law enforcement agencies/government departments.





**Section-IV**  
**Reforms in Police Training**



## **Reforms in Police Training**

### **Improved Policy Framework**

A model training policy was prepared by the National Police Bureau with the technical assistance of GIZ under the Gender Responsive Policing Project. The policy, drawing its objectives from Police Rules 1934 and Police Order 2002, emphasized that police training has an important role in developing the necessary attitudes, skills and knowledge and enabling police officers of all ranks to undertake their roles and responsibilities as expected under police rules and international standards of law enforcement. The policy noted that a less specialized training was being imparted to all police cadres in police training institutes which, consequently, were mostly breeding non-professionals. Therefore, it recommended replacing obsolete methods with modern standardized courses for each rank. The policy also called for a shift of excessive focus from parade to course-specific training involving multiple subjects, including counter-terrorism drills. The policy was subsequently adopted by different national, provincial and regional police organizations.

### **Strengthened Policy Implementation Mechanisms**

Implementing policy recommendations, some provinces have established training management boards and Curriculum Development Committees (CDC) to improve the quality of police training on sustainable basis.

Punjab and Balochistan police have established Training Development Units (TDUs) under the supervision of DIG/Training comprising of Chief Law Instructors from all PTIs. The main task of TDUs is to review the existing curricula and give recommendations for new course contents for further approval of the TMB. In Punjab, a CDC, with the same composition as of TDU, has been constituted to review the existing courses, recommend the addition of fresh contents, suggest modifications and ensure standard of training for each rank. The CDC further ensures that courses are designed according to the training policy objectives. Another function of the CDC is to ensure that a list of approved courses with detailed contents is made available to all training institutions before the beginning of any course to ensure uniformity.

### **Development of Modern Curricula**

Many police training institutes have revised the basic course for recruits and new subjects such as counter-terrorism tactics, human trafficking, gender discrimination, human rights, character building, and anti-riot strategy have been added, removing unnecessary contents from the course. Besides physical exercises like drill, parade, assault course, firing and Judo Karate, which were already part of the courses, a new Field Craft Course had also been included in the training which aims to prepare the police for overcoming hurdles during raids. Given the challenge of combating terrorism, an additional three months course on anti-terrorism has been added for all basic recruits in the rank of Constable, ASI and ASP.

In 2011, Sindh Police launched a Curriculum Development Program in partnership with INL to revamp Sindh's outdated training curriculum. The Program focused on developing the local training curriculum by Pakistani police for Pakistani police, developing master trainers and incorporating the new modules at all Sindh Police training institutions. Under the program, international standard modules in English, Urdu and Sindhi have been developed on the following:

- Basic Investigation
- Protecting Human Rights
- Forensic Investigation
- Community Policing

- Advanced Investigation
- Criminal Law
- Police Station Working
- Counter Terrorism
- General Police Duty

## **Upgradation of Police Training Facilities and Infrastructure**

To cater to growing training needs of police organizations, many police training facilities have been upgraded to next levels. In Punjab, Police Training Schools, Chung and Multan have been upgraded as Colleges while Police Recruits Training Centres, Farooqabad (Sheikhupura), and Rawat (Rawalpindi) have been upgraded as Schools.

In Punjab and Sindh, in the wake of an increased influx of trainees, infrastructure development of police training institutes has been a major priority. It involved expansion of classrooms, hostels, sports facilities, firing ranges, services and amenities, such as provision of clean drinking water and laundry. Mock crime scenes and mini forensic labs have also been constructed to improve investigation training. Police trainers from PTIs have been trained as gender trainers to sensitize male and female police trainees to provide gender-sensitive services to women seeking police assistance. Police officers are sensitized on new laws supporting the safeguarding of women from violence. In Balochistan, expansion work in Police Training College, Quetta is underway with the assistance of UNODC. Additionally, PRTC, Kachmore is being reconstructed. NHMP training facility at Sheikhupura was converted to a full-fledged training college.

## **Establishment of Specialized Schools**

To promote functional specialization, police organizations are increasingly focusing on establishing training facilities for specialized functions. KP police takes the lead by establishing 06 new specialized training institutes from 2014-15: School of Investigation, Peshawar, School of Intelligence, Abbottabad, School of Tactics, Peshawar, School of Public Disorder & Riot Management, Mardan, School of Explosive Handling, Nowshera and School of Information Technology, Peshawar. Punjab and Sindh Police also established Schools of Investigation in the following PTCs with the assistance of GIZ under its Criminal Investigation Support program: Sihala, Chung and Saeedabad. The Schools of Investigations have been established to educate and train police investigators in criminal investigations. The Schools have three departments: Digital Investigation, Death Investigation and Violence against Women and Children. In Sindh, the Specialized Commando Training Centre (SCTC) and Traffic Training Institute (TTI) Saeedabad were established in 2008.

## **Introduction of Specialized Courses**

With the assistance of ICITAP, the National Police Academy developed a special course based on a job task analysis for DPOs. In Sindh, specialized courses were designed, with the assistance of GIZ, to build the professional capacity of trainers/instructors, first responders, investigation officers, duty officers, moharrirs, SHOs, traffic enforcement official, education and engineering personnel and forensics experts. GIZ has also supported Sindh police in developing its capacity, professional competency and infrastructure in conducting specialized courses at police training centres across Sindh through a comprehensive training programme. Punjab Police has also introduced specialized courses on homicide investigation, terrorism investigation, traffic management, crime scene management, intelligence analysis, gender-based violence (GBV), human rights, and community policing.

### **Induction of Better Qualified Trainers with Enhanced Incentives**

The quality of trainers has been very poor in the past. Most of them were not trained in delivering training and used to indulge in abusive and derogatory behaviour with the trainees. This aspect is being gradually reduced through a series of TOTs programs addressed by police organizations across Pakistan. With the assistance of different international agencies, a series of TOTs programs have been conducted. With UNODC's assistance, the Punjab Police organized several TOTs Courses at Police Training College, Sihala to improve the capacity of its trainers. The Sindh police, under a capacity development project with the assistance of GIZ, trained 200 master trainers who subsequently trained over 5,000 other police officers in 2014. In collaboration with DFID, UNODC and European Union, the KP Police conducted TOTs under the Aitebaar Program and Pakistan's Action to Counter Terrorism project.<sup>11</sup> A policy providing certain incentives like special allowance, one-step promotion and preferential nominations for training courses were given to police officers if they opted for a tenure of three years posting in a training institute as a trainer.

### **Adoption of Modern Training Aids**

PTIs are slowly adopting modern technologies for making training more effective. With the assistance from INL, PTS, Islamabad and PTC, Saeedabad installed firearms simulators in 2018 to improve the capacity of the institution and increase its ability to deliver safe and proper firearms training for police personnel. Police College, Sihala is also using firearms simulators for this purpose.

A mock crime scene training facility was established in Police College, Sihala in 2016 with the support of GIZ. The facility features models of murder, bank robbery, suicide and other heinous crimes through which police officers under training will be trained about the collection and preservation of evidence, analysing them and presenting them before the court. A total of 30 state of the art firing simulators have been installed at 07 training institutions.

### **Training in the Adaptations of Protective Measures**

The Sindh Police has started a new training program for its personnel in the wake of incidents of 'accidental' killings of two minor girls: 10-year-old Amal, who was killed in an encounter in Karachi and seven-year-old Aqsa, who was killed by a stray bullet which was later discovered to have been fired by a police official while cleaning his gun. The training aims to equip personnel with the skills to deal with precarious situations during police encounters, particularly in congested areas where the risk of collateral damage is far higher.

### **Conduct of Examination**

The conduct of examination is a very important aspect in any PTI. Except some random instructions from time to time, there was no uniform examination policy being followed regarding examinations and permission to re-appear for failures in basic as well as promotional courses. To standardize the conduct of examinations, a policy was issued in Punjab in 2012.

### **E-learning Programs**

To complement the traditional training system of Police and to enhance the knowledge of personnel in specialized areas along international standards, police organizations have established over 50 Computer-based Training Centres with the support of UNODC. These centres have imparted training on crime prevention and investigation. In Punjab alone, over 15,000 police personal have undergone various training, completing a total

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<sup>11</sup> <https://www.unodc.org/pakistan/en/training-of-trainers-tot-mentoring-sessions-for-khyber-pakhtunkhwa-kp-police--lahore.html>

of 60,000 hours in duration of training. UNODC is currently transforming the training platform from computer-based to a full-scale E-learning, the most advanced tool of training and certification for the law enforcement. It will be available in online format with additional features and benefits.

## **Introduction of Gender-Responsive Curriculum**

Modules on gender-responsive policing is mandatory in police trainings and has improved general understanding of gender issues. In addition, the gender trainers modelled new interactive training methodologies to improve the overall training environment. Police trainers from PTIs have been trained as gender trainers to sensitize male and female police trainees to provide gender-sensitive services to women seeking police assistance and police officers on pro-women laws.

## **Collaboration with National NGOs**

Police training institutes have started trainings especially on human rights, GBV, community policing and attitudinal change in collaboration with national NGOs.

### **Rozan**

Working with the police to effectively respond to women and children survivors of violence through its Rabta Police Trainings and Reforms program, Rozan has assisted police organizations in training the police officers on gender, human rights, attitudinal change, stress management, and communication skills. Rozan has directly trained over 5,000 (7% women) police personnel. In collaboration with National Police Academy, Rozan has developed two modules; Attitudinal Change Module (ACM) and Interviewing Women and Children Victims of Violence. The program has institutionalized training curriculum on the issues of gender-based violence, child sexual abuse and human rights into police training. The curriculum adequately addresses knowledge, skills and attitudes required to deal cases of women and children survivors of violence. More than 100 police instructors were trained on the attitudinal change curriculum through TOTs across the country. According to the external evaluation of the program, the content and methodology which is participatory and experiential have been well received by the trainees. The World Bank Group in its report in 2014 on violence against women and girls in South Asia, has mentioned the program as a best practice. Rozan has contributed significantly in making police reforms a priority public policy agenda, through engaging, NGOs, media, academia, police leadership and other civil society groups.

### **Shehri-Citizens for a Better Environment (Shehri-CBE)**

A project was developed in collaboration with National Endowment for Democracy (NED) to work with law-enforcement officials to strengthen the capacity of gender-responsiveness and accountability through greater citizen-police interaction. From 2007 to 2016, a series of four trainings modules and workshops were conducted for officers of Islamabad, Balochistan, Khyber Pakhtunkhwa, and Sindh police.

### **Individualland Pakistan**

Working for gender-inclusive policing through training, Individualland (IL) developed a manual for different tiers of police with support from GIZ. It conducted trainings with 271 police personnel, including female police officers. In 2017, IL also trained women police of Punjab, Islamabad, KP, Sindh and Balochistan on pro-women policing practices and legislation, with the support of the Australian High Commission.

## **International Non-Governmental Organizations and Assistance**

### **GIZ**

GIZ provided support to the Punjab and Sindh Police to enhance their investigation capacity. Under the Criminal Investigation Strengthening (CIS) Project, close collaboration is established between the Training Branch and the “Need Assessment Group” of the Sindh Police. Special courses were designed and delivered on unnatural death investigations, interview and interrogation, digital forensics, pedagogy and didactical skills. The officers belonging to Forensic Division, Investigations and Operation branches were trained in operation of latent fingerprint system through specialized orientation courses.

### **ICITAP**

ICITAP has been working since 2002 to enhance the capacity of Pakistan police in modern police practices and to effectively combat criminal and terrorist activities. Initial focus of ICITAP trainings was on TOTs, Crime Scene Inspection, IED recognition, post blast investigation and establishment of command and control centres in major cases. ICITAP has also provided sustainable institutional development assistance to develop and present law enforcement training tailored to Pakistan’s needs.

From July 30, 2015 to June 30, 2016 alone, ICITAP organized 123 classes for Pakistani law enforcement officials. ICITAP provided technical assistance to NPA to conduct TNA for DPOs, develop training material and deliver training. An important feature of ICITAP training courses is detailed evaluation reports that apart from capturing basic data about trainees also contains percentage difference between the average of the pre- and post-tests. Evaluation reports depict data in chart and graph format, together with student comments and a box that summarizes the students’ numeric satisfaction with the course. Trainees also give the feedback on effectiveness of the training in improving their relevant skills. The evaluation also incorporates commanding officers’ inputs about how training has affected their performance. The evaluation is critical to improve the curricula in future.

### **INL**

U.S. State Department’s Bureau of International Narcotics and Law Enforcement Affairs (INL) has also significantly contributed towards improving the quality of police training in Pakistan. INL provided with a state-of-the-art driving simulator, new classrooms, and security upgrades to NPA to increase its training capacity and better develop future police leaders. In Sindh, INL has helped train over 50,000 police officers and more than US\$ 25 million worth of equipment, including firing simulators, to increase its Training Capacity and Operational Readiness. In KP, INL has also funded newly constructed Joint Police Training School Nowshera. INL has sponsored various delegations of Pakistan LEAs for capacity building visits to the US.

### **UNODC**

UNODC’s under its Country Program for Pakistan has been helping police organizations to enhance the capacity of the investigation officers and prosecutors in crime scene investigation (CSI), the preparation of case files, preservation, collection and packaging of the physical evidence for presentation in the courts of law. In Punjab, UNODC with the help of Norway implemented capacity-building project for the police and prosecution departments in Gujranwala and Rawalpindi over a period of three years with a focus on investigation, forensics and training. The training focused on capacity building of the lower-rank police officials, as their quality of service and performance, being the first point of contact with the public, has direct bearing accounts for the repute of the entire police department. In Balochistan, UNODC organized capacity

building courses in 2019 for Forensic Science Technicians and Mobile Crime Scene Units. UNODC is also assisting the expansion of Police training College, Quetta.

### **Turkish police**

Turkish police provided technical assistance to train master trainers for Punjab Police and transfer technology to aid in investigation and counter-terrorism.

### **French police**

French police are also providing training to Punjab police in hostage situations, sniper skills, and special operations.





**Section-V**  
**Main Issues in Police Training and Way Forward**



### **Main Issues in Police Training and Way Forward**

Notwithstanding many laudable initiatives at different levels to upgrade police training in Pakistan, as enumerated in the previous section, it still suffers from virtual absence of a well-thought-out national training strategy, lack of strong institutional frameworks for developing, implementation and monitoring of training strategies and plans, significant under-resourcing, understaffing of professional trainers, deficient curriculum and instructional designs, inadequate infrastructure, and outmoded examination/evaluation procedure to mention a few. A lot needs to be done to overcome these challenges and leverage police training as a vehicle for transforming the police.

Pakistan police can learn lessons from international best practices, some of these already discussed. Most importantly, a fundamental shift is required in training approach- from traditional pedagogy to andragogy and to mould police training on principles of adult learning, experimental learning and problem solving. Studies also show that use of IT based technology, such as augmented and virtual reality, is making a difference in the quality of training (Krätzig and Hudy, 2012) Moreover, training has to be continuous process, and not one-off affair, to enable police officers to be effective in completing their tasks with updated knowledge and skills.

### **Policy & Planning**

A first of its kind training policy, prepared with technical assistance from GIZ in 2012, was subsequently adopted by most police organizations, though more as a formality than a blueprint for transforming the training system. Practically, there aren't any training strategy and training development plans at the national or provincial level. As a result, many progressive steps suggested in the policy either remain unimplemented or undertaken half-heartedly. Since then, no effort has been made either by the NPA, as a secretariat to NPTMB, or by the NPB, as co-sponsor of GIZ led training policy, to revisit it. However, some of the officers heading the training branches in provinces or training institutes have made quite a few remarkable efforts to improve different aspects of police training. The feedback from trainees suggest that these efforts have visibly improved the quality of police training. Nonetheless, in absence of a holistic long-term systemic approach, gaps at various levels persist. Therefore, there is a need for comprehensive police training strategy complemented by training development plans.

Such a strategy should, using the system approach for instructional design (Romiszowski, 1981), aim at revamping the entire police training system of national and provincial police organizations. In the first stage of problem identification, gaps in the training system should be identified in terms of 'what is' and 'what should be'. In the second stage, a problem analysis through a TNA of the police organization, encompassing organizational and individual needs, should be conducted. Based on the TNA and diagnostic analysis, the most appropriate interventions should be designed and introduced. In the fourth stage, the proposed policies/plans should be implemented. During the fifth stage, an impact evaluation should be undertaken to determine the effectiveness of new policies in matching the organizational training requirements identified during the second stage. Capacity, as well as, capability of PTIs should be improved through adequate resource allocation and improved institutional frameworks.

### **Institutional Framework**

The institutional frameworks for overseeing and monitoring the quality of police training, such as TMBs and TDUs, need to play a lead role to transform the police through better quality training into a professionally competent, responsive and service oriented organization. To this end, national and provincial police TMBs needs to be resourced and equipped with expert support. To begin with, NPTMB needs to be strengthened by making the CPTU in the NPA as its permanent secretariat. To make CPTU functional, it should be appropriately resourced, staffed and equipped to perform its functions. It must have, in its ambit, sections

dealing with Policy & Planning, Curriculum Development, Training Material Development, Research & Development, Accreditation and Certification and Monitoring & Evaluation.

Similarly, the TDUs established in different national and provincial police training branches need to be activated to play their envisaged role. TDUs should regularly review the existing training materials for each course to keep it updated and relevant to emerging training requirements, considering periodic TNAs and feedback received from the trainees and field officers, in line with best international standards. The TDU may also prepare annual training plans, TOTs plans, modernize training material, create knowledge bank and standardize lesson plans and power point presentations. TDUs should undertake periodic audits in areas relating to the structure of PTIs and working in terms of quality of trainers, intake capacity, logistics and budget adequacy.

### **Infrastructure and Capacity**

The police training institutes are not only insufficient in terms of numbers but their annual intake capacity for induction and in-service courses, which is limited to cater to emerging training needs of the organization. In recent years, some new schools have been established and infrastructural improvements made in others. As a result, the accommodation and messing facilities have witnessed considerable improvement. However, with the increase in the number of police officers almost by 70% since 2000, the corresponding increase either in the number of PTIs or their capacity has not been witnessed. Resultantly, the existing facilities are overburdened and overstretched, in terms of infrastructure as well as resources. Therefore, there is an urgent need to set up new training facilities, at least in each regional headquarter.

### **Instructional Design**

The existing police training system predominantly uses the lecture-based instruction model. Application of knowledge and use of problem-solving techniques is not so common. International experience shows that training appears to be most effective when it is delivered through a combination of different methods, when it is closely integrated into everyday operational practice (Ordon, Dewar and Cameron, 2019). These may include group discussions, case studies, project work, practical/scenario-based exercises, and group and individual presentations. This would require a paradigm shift from predominantly lecture based (pedagogy) training to scenario based and experiential learning (andragogy). Internationally, an adult-based andragogical instructional methodology has been recognized as a more effective, 'holistic, integrative, and collaborative approach to training' as it 'bases its practices on the needs, interests, readiness, orientation, experience, and motivation of the adult learner' (Vodde).

Behavioural modifications among police personnel can be promoted through introduction of the new training methodologies in line with the current international practices and standards. Different training methodologies should be applied for different ranks to meet the minimum standards of knowledge and skills for each rank. Training at PTIs should be institutionally linked to an existing strongly imbedded practice of on-the-job training.

### **Curriculum Development**

Although the development of skills required for trainees to perform different tasks is now getting traction, predominant focus is still on laws. There is inadequate emphasis on leadership, communication, dispute resolution and emotional and stress management training. In the wake of increased reporting on cases of sexual assault, rape, domestic violence, child sexual abuse, crimes against transgender and minorities, training content be reviewed. Similarly, there is not much focus on the analysis of practical problems faced by supervisors or trainees. In curriculum development for pre-service and in-service training courses,

competency-based approaches should be adopted. The training contents should be balanced in terms of focus on knowledge, skills and attitudes and relevant to the respective operational and management needs of organizations and cover all areas of performance. Police training curricula should focus on development of behavioural, cognitive, analytical communication, problem solving and decision-making skills of the officers.

There has never been a system of core competencies and national standards, i.e. the specific skills needed to perform police roles. Adequate definition of competency areas/standards, which enables an institutional benchmark to be established for training against which its delivery can be assessed and quality assured, is solely possible in a competence-based curricula system and not in the conventional knowledge-based curricula system which was practiced in police training framework.

### **Training Materials**

The quality of training materials (modules, lesson plans, exercises, slide shows etc.) is not at par with best international practices. The training material should be reviewed and revised to be standardized, made user-friendly and engaging for targeted trainees enabling them to comprehend and retain the contents. The training material should be devised for use in a variety of learning situations and modes of delivery. Capacity for designing and developing appropriate training materials, consisting of workbooks, simulation exercises, case studies and audio/visual material for all the courses elaborating practical tasks, should be in CPTU and TDUs.

### **Quality of Trainers**

The instructors at PTIs used to have very little training opportunities in professional instruction techniques. During last two decades, international organizations such as ICITAP, GIZ and UNODC have supported TOTs courses to build the capacity of trainers. However, in absence of an exclusive facility in the country for this purpose, there is no permanent mechanism for keeping them up-to-date and improving skills and knowledge. There are no standards to determine the competence and quality of the trainers. The incentive regime is not good enough to attract the best of the best for the job.

Trainers should be treated as the most important variable in the training process. Special efforts should be made for selecting and retaining well-trained, skilful and experienced instructional staff. With the assistance of TDUs, PTIs should design, develop and conduct TOTs programs. An instruction training unit in each PTC should be developed. Only those trainers should be inducted or retained who willingly exhibit their interest in being an instructor. They should assign courses/modules corresponding to their qualification and experience and be encouraged to excel in their respective areas of instruction, enhance their personal qualifications, conduct research and become subject specialists. Moreover, the training goals and expectations from the trainers should be clearly spelled out to them. National and provincial TMBs should encourage certification of trainers. Eventually, only certified trainers, who meet the requisite competency standards and qualifications through a series of training courses, be inducted in the police training institutes. For retention of best quality trainers, career progression, capacity building and welfare of training staff should be ensured through better incentives and benefits in terms of special prizes, monthly performance based extra allowances and annual rewards.

### **Assessment Methodology**

Current methods of assessment of trainee officers are mainly limited to measuring trainees against each other, grading and ranking of trainees and a standard of 100% examinations, tests, assignments and oral exams. The focus is to test the knowledge of the trainee with no mechanism for testing impact of training on their skills and attitude. In evaluation tests, the trainees are asked to write essay type answers with test scores subsequently

used to determine the seniority of trainee. This method does not necessarily provide for a comprehensive, in-depth assessment of knowledge, skills and attitudes that are indicative of the true impact training has made the capacities and abilities of officers.

### **Training Environment**

The learning environment of PTIs is not very enabling due to lack of adequate facilities and the way trainers and trainees are traditionally placed in the police training system. The overall training environment of PTIs should be continuously improved, for enhancing motivation level of trainers and trainees and giving them a sense of pride, by providing all the necessary facilities and improving efficiency and effectiveness of management and administrative services.

### **Quality Assurance and Evaluation Mechanisms**

In most PTIs, there is no mechanism for objective evaluation of training content, methodologies, environment, and feedback from staff, trainees, expert persons or bodies and the field officers. There is no impact evaluation system that to gauge the effectiveness of various training programs on attitudes of officers and the individual and organizational performance, in terms of achievement of predefined objectives. The degree of differential impact can indicate the level of training effectiveness. The quality assurance framework for the training process must be developed to ensure that police training meet the highest standards and enhance organizational capability. The framework should contain quantifiable quality assurance standards to measure performance of the training institutes. TDUs should monitor, through their proposed M&E mechanisms, the implementation and adherence to the Quality Assurance Framework by the various PTIs.

### **Training and Organizational Reforms**

In the absence of a well-defined training philosophy, the training courses do not develop trainees' cognitive skills. Moreover, with an overemphasis on drill and law, the courses generally lack any concept of relating them to the future responsibilities and job description of the trainees. Trainings must be integrated with organizational goals and priorities. Trainings should correspond to the specific requirements of the trainees in relation to their post training roles and responsibilities, real work life problems, anticipated challenges and existing or intended reforms in police procedures and practices. It is, therefore, critical to link training to performance by determining and defining key performance indicators and job descriptions.

### **Training and Functional Specialization**

To promote functional specialization, competency-based training through specialized training programs in different areas of police working especially investigation, anti-riot management, SWAT (Special Weapons and Tactics) units, IT, media management, in professional skills, leadership qualities and decision-making abilities should be introduced. Specialized training facilities should be developed at the district level to meet the growing training needs of field units. Moreover, presently in vogue, short courses on gender, human right and community policing be mainstreamed through whole of the training.

### **Partnership and Collaboration**

Recently, some PTIs have started engaging with universities. However, little collaboration exists in research, analysis and academic opportunities for trainers and trainees. In countries like Canada, police leaders are increasingly recognizing the need to more closely collaborate with academia (Shipley, 2019). Police training can also greatly benefit from collaboration with prestigious national universities and foreign police training institutes for research and analysis and certification of trainers and courses. Trainers and trainees can also

benefit from online certified courses. Moreover, to bridge the gap between police and community, training needs to be focused on forming and enhancing community partnerships which will allow police organizations to tailor their policing methods relative to community feedback.

### **Budgeting**

Finances play an important role, like in any other area, in the upgradation of training. However, currently less than 2% of total budget are being earmarked for PTIs. The training institutes must have some extra budgetary space to meet special needs such as provision for payments to guest speakers, rewards to trainers and trainees and procurement of necessary training aids, etc. Budget for a training institute, apart from standard allocation for staff salaries and utility costs, should also adequately cater for stationery, training materials, food and maintenance of buildings and training equipment. There should be provisions for training of trainers, incentives, overtime, etc.

### **Conclusion**

In general, police training had been badly neglected over the years and training arrangements have been unsatisfactory both quantitatively and qualitatively. Training has remained, “a ritual where unwilling and ill-equipped instructors are performing the rites of training and drilling to the unwilling trainees” (Chande, 1997, p. 216).

An organization that aims to achieve high standards of performance must accord highest priority to the training and make available adequate resources. Provision of adequate training is essential for professional and personal development of every police officer.

There is a need for a comprehensive review of training needs to make learning processes more effective to enable the police to respond to demands of highly complex socio-political and contemporary policing challenges in effective and responsible manner. This can be achieved by knowing the gaps in the training system and devising a comprehensive police training strategy to bridge these gaps. A sustained improvement is also needed in the training syllabi, quality of trainers, organization and delivery of training, instructional methods and training environment. Moreover, the focus of the training should shift from drill and regimentation to the development of proper attitudes through the study of social and behavioural science, modern management norms and techniques.

Training is not the sole responsibility of training institutes; the responsibility is on the entire organization. Formal training at police training institutes should be complemented through on-the-job training such as experience, job rotation, coaching or understudy, online learning (also called e-learning), distance learning, simulations, virtual reality, expert systems, electronic support systems and learning management systems.

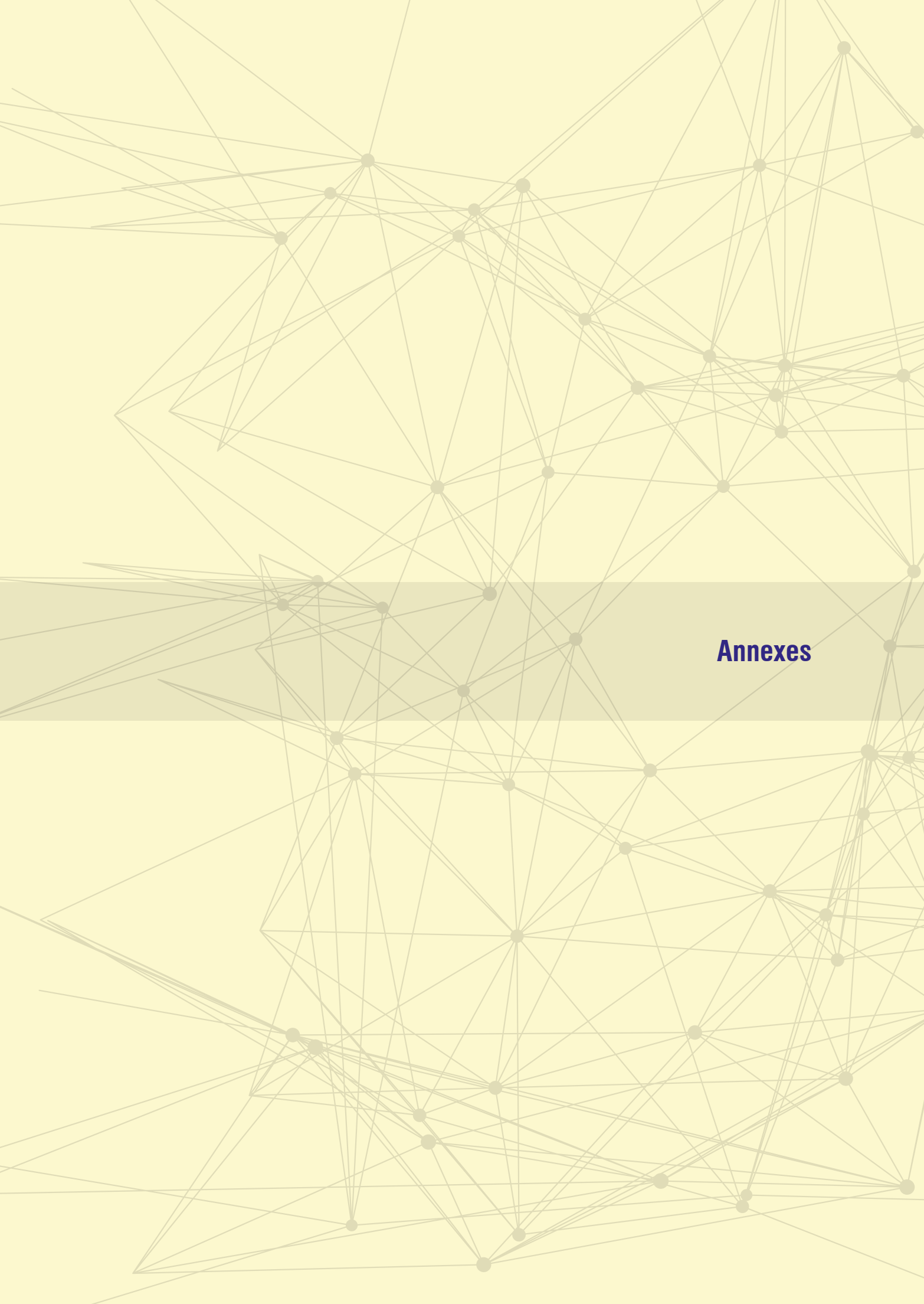
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## **Annexes**



## **Annex-I**

### **Composition of Board of Governors-NPA**

1.	Federal Minister for Interior	Chairman
2.	Secretary, Interior Division	Member
3.	Secretary, Establishment Division	– do –
4.	Addl. Secretary (Exp.), Finance Division	– do –
5.	Provincial Police Officer, Punjab	– do –
6.	Inspector General of Police, Sindh	– do –
7.	Provincial Police Officer, KP	– do –
8.	Inspector General of Police, Balochistan	– do –
9.	Inspector General of Police, Islamabad	– do –
10.	Inspector General of Police, AJ&K	– do –
11.	Inspector General of Railway Police	– do –
12.	Inspector General of Police, Gilgit-Baltistan	– do –
13.	Inspector General of NH & Motorway Police	– do –
14.	Director General, Intelligence Bureau(subject to PSP officer)	– do –
15.	Director General, Federal Investigation Agency	– do –
16.	Director General, National Police Bureau	– do –
17.	Director General, Federal Judicial Academy	– do –
18.	Vice-Chancellor, Quaid-e-Azam University	– do –
19.	Dean, Faculty of Computer Science	– do –
20.	Commandant, Frontier Constabulary	– do –
21.	Commandant, National Police Academy	Secretary

## Annex-II

### Composition of NPTMB

1.	Commandant, NPA	Chairman
2.	Provincial Police Officer, Punjab	Member
3.	Inspector General of Police, Sindh	– do –
4.	Provincial Police Officer, KP	– do –
5.	Inspector General of Police, Balochistan	– do –
6.	Inspector General of Police, Islamabad	– do –
7.	Inspector General of Police, AJ&K	– do –
8.	Inspector General of Railway Police	– do –
9.	Inspector General of NH & Motorway Police	– do –
10.	Inspector General of Police, Gilgit-Baltistan	– do –
11.	Commandant, Frontier Constabulary	– do –
12.	Director General, Federal Investigation Agency	– do –
13.	Director General, National Police Bureau	– do –
14.	Deputy Commandant, NPA	– do –
15.	Director, CPTU, NPA	Secretary

## **Annex-III**

### **Police Training Courses**

There are four primary types of training courses offered at PTIs: induction or pre-service courses, in-service or promotion courses, specialized courses and short courses. Each category and its courses are briefly discussed below.

#### **A. Induction or Pre-service Courses**

Generally, induction courses are conducted for directly recruited ASIs and Constables. However, sometimes when direct recruitments are made in the ranks of DSP, Inspector and Sub-Inspector, special induction courses are organized for these officers.

- a. Probationer Course for ASIs/SIs: A basic induction training course conducted for directly recruited ASIs. The basic duration of the course is nine months, but trainees must undergo an additional three months of anti-terrorism training.
- b. Basic Recruits Training Course for Constables: Newly recruited Constables must undergo this course for a duration of six months. It is conducted at various Police Training Schools and Recruits Training Centres. Apart from new inductees for general police, these training institutes also impart the same training to new constables recruited for specialized units such as Punjab Highway Police, Special Protection Unit, Riverine Police and CTD. After the initial training, Constables must further undergo a two months special course designed to meet the specific needs of each unit.
- c. Induction Courses for Officers of Specialized Units: A six-week Traffic Constables and Traffic Wardens Course, three-month Driver Recruit Course, and a 40-day course for Senior Station Assistants and Police Station Assistants are also conducted at some of the institutes.

#### **B. In-service or Promotional Courses**

The police officers of junior ranks are required to attend and qualify the prescribed courses before elevation to the higher rank. These include:

- a. Junior Command Course: This four-month course is mandatory for promotion from Inspector to DSP. The course includes modules on police administration, financial management, leadership & decision-making, human resource management, security & intelligence, time management, inspection of police lines, police station and MT, practical police operations, case studies/presentation, media management & public relation, IT and public speaking.
- b. Advanced Class Course: This four-month course is mandatory for promotion from Sub-Inspector to Inspector.
- c. Upper Class Course: This four-month course is mandatory for promotion from ASI to SI.
- d. Intermediate Class Course: This four-month course is mandatory for promotion from Head Constable to ASI.
- e. Lower Class Course: This four-month course is mandatory for promotion from Constable to Head Constable.

- f. **Traffic Management Course:** This four-month course is mandatory for promotion of traffic cadre officers.

Most of the induction and in-service courses include modules on criminal law (Pakistan Penal Code, Criminal Procedure Code, Evidence Act, Local & Special Laws, Police Rules); crime prevention and investigations (action under preventive laws, crime scene inspection, collection of evidence, interview/interrogation, missal writing, forensics, medical jurisprudence), police operations (mob dispersal, raids, naka bandi/stop and search procedures, patrolling, custody and transportation of prisoners, conducting raids); security duties and skill development in public dealing, communication and IT. The physical training component includes the following: drills, weapon handling, martial arts, tactical assault, close combat and physical encounter. Additionally, modules on the criminal justice system, criminology, criminal law, Islamic ethics, police station administration, community policing, human rights, GBV and attitudinal change are also made part of training courses. The modules are appropriately tailored to correspond to the needs and levels of different ranks.

### **C. Specialized Short Courses**

Previously, mostly pre-service and promotional courses were the focus of the police training. However, during last decade, several specialized courses on counter terrorism, security & intelligence, civil order management (Anti-Riot Course), homicide investigation. Specialized courses are also conducted to build capacity of Moharrirs, Master Trainers, Drill and Weapons Instructors and police station record management (for Station Clerks).

- a. **Moharrir Course:** This is a four-week course for Head Constables & Lower-Class Course qualified Constables who are likely to be posted as police station clerks.
- b. **Basic Investigation Course:** This is a four-week, basic course for building investigation skills of ASIs, SIs and Inspectors.
- c. **Specialized Intelligence Course:** This is an eight-week course for Sub-Inspectors serving in Special Branch to build their skills in collection, analysis and synthesis of information.
- d. **Anti-Riot Course:** This is a two-week course for Constables and Head Constables to build their capacity in crowd control and public order maintenance.
- e. **Drill Instructor Course:** This is four-month course for Constables likely to be selected as Drill Instructors.
- f. **Weapon Instructor Course:** This is a five-week course for Constables likely to be posted as Weapon Instructors in the training institutes.
- g. **General Guard/Security Duties Course:** This is a two-week course for Constables and Head Constables for improving their performance when posted on general guard or security duties.
- h. **Traffic Management Refresher Course:** This a six-week course for traffic cadre officers.



#### **D. Short Courses**

Police training institutes also offer a range of short courses including the following:

- a. Media Management Course
- b. Human Rights Course
- c. Negotiation Skills Course
- d. First Responder Course
- e. Interview and Interrogation Course
- f. Public Media Relation Course
- g. Attitudinal Change Course
- h. Victimology Course
- i. Critical Incident Management Course
- j. Explosive Response Training Course
- k. Command & Control for Explosive Incidents
- l. Mentoring Subordinates Course
- m. Case Management Course
- n. Community Policing Course
- o. Crime Scene Management Course
- p. Crime and Intelligence Analysis Course
- q. Basic Forensic Course
- r. Crime Prevention Course
- s. Crisis Management Course
- t. Civil Disorder Management Course

## Annex-IV

### Police Training College Sihala Courses

Course	Duration
Probationer (ASIs) Course	48 Weeks
Advance Course (for Inspectors)	16 Weeks
Upper School Course	16 Weeks
Intermediate School Course	16 Weeks
Lower School Course	16 Weeks
ICITAP and ATA Programme Courses	2&4 Weeks
Junior Commandant Course (For DSsP)	12 Weeks
Traffic Wardens Course	48 Weeks
Specialized Investigation (for Sub-Inspectors)	16 Weeks
Specialized Operation (for Sub-Inspectors)	16 Weeks

Short Course	Duration
Elite Orientation (for Temporary Sub-Inspectors & Assistant Sub-Inspectors)	48 Weeks
Armor (For Constables)	05 Weeks
Drill Instructor (For Constables)	16 Weeks

### Traffic Training School Quetta Courses

Course			
1	Orientation	10	Motor Vehicle Ordinance, 1965
2	Theory	11	Police Rules
3	Exams/practical	12	Road Safety
4	First Aid	13	Traffic Management
5	Islamic Ethics	14	Traffic Manual
6	Licensing & Fitness	15	Traffic Signs
7	Make and Machines/Basic Repairs	16	Wireless System
8	Modules of Drivers Course	17	Zabita-e-Sharah Pakistan
9	Modules of Traffic Course		

## Annex-V

### Capacity of Provincial PTIs

#### Punjab

Sr. No.	Institutions	Capacity for induction course at one time	Total annual capacity
1.	Police College, Sihala	1,350	2,000
2.	Police Training College, Lahore	1,500	3,325
3.	Police Training School, Farooqabad	1,100	1,500
4.	Police Training School, Sargodha	1,100	1,330
5.	Police Training School, Rawalpindi	600	1,000
6.	Police Training School, Multan	1,100	2,400
7.	Police School of Information & Analysis, Lahore	100	NA
<b>Total</b>		<b>6,850</b>	<b>11,555</b>
<b>The total police personnel in Punjab Police are 209,164 (women police is 2.30 %)</b>			

#### Sindh

Sr. No.	Institutions	Capacity for induction course at one time	Total annual capacity
1.	Police Training College, Saeedabad, Karachi	1,350	5,000
2.	Police Training College, Shahdadpur	1,500	4,000
3.	Elite Police Training College Razzakabad	1,100	5,500
4.	Police Training School, Larkana	1,100	2,000
5.	Recruit Training Centre Jam Nawaz	600	1,600
6.	Recruit Training Centre Khairpur	1,100	2,000
7.	Specialized Commando Training Centre, Sakrand	100	3,200
8.	Traffic Training Institute, Karachi		600
<b>Total</b>		<b>6,850</b>	<b>23,900</b>
<b>The total police personnel in Sindh Police are 128,500 (women police is 1.20 %)</b>			

#### AJ&K

Sr. No.	Institutions	Capacity for induction course at one time	Total annual capacity
1.	Police Training School, Muzaffarabad	300	524
2.	Police Training College, Mirpur	60	51
<b>Total</b>		<b>360</b>	<b>575</b>
<b>The total police personnel in AJ&amp;K Police are 8,325 (women police is 1.60 %)</b>			

### Khyber Pakhtunkhwa

Sr. No.	Institutions	Capacity for induction course at one time
1.	Police Training College, Hangu	1,350
2.	Police Training College, Nowshera	1,500
3.	School of Intelligence, Abbottabad	1,100
4.	Elite Training School, Nowshera	1,100
5.	School of Explosive Handling, Nowshera	600
6.	School of Public Disorder & Riot Management, Mardan	1,100
7.	School of Investigation, Hayatabad	100
8.	School of Tactics Hayatabad, Peshawar	NA
9.	School of IT, Police Line, Peshawar	NA
<b>Total</b>		<b>6,850</b>
<b>The total police personnel in KP Police are 83,000 (women police is 1.0 %)</b>		

### Balochistan

Sr. No.	Institutions	Capacity for induction course at one time
1.	Police Training College, Quetta	1,050
2.	Recruit Training Centre, Kachmore Quetta Cantt	300
3.	ATF Training School, Quetta	400
4.	B.C Training School, Quetta	200
5.	Driver Training School, Quetta	60
<b>Total</b>		<b>2,010</b>
<b>The total police personnel in Balochistan Police are 38,000 (women police is 1.0 %)</b>		

### Gilgit-Baltistan

S.#	Course/Training	Total Batches	Total Trainees Passed out
1	Junior Command Course(JCC)	01	10
2	Advance	03	40
3	Upper	02	49
4	Intermediate	02	99
5	Lower	04	415
6	Recruit	40	7,290
7	Elite/CTF	04	266
8	Community Policing	05	103
<b>The total police personnel in Gilgit-Baltistan Police are 6,000 (women police is 3.40 %)</b>			

**Pakistan Forum for Democratic Policing (PFDP)** is a civil society network and think tank, comprising civil society organizations, bar, academia, media, business community, transgenders, religious minorities, and NGOs/CBOs, to promote the agenda of democratic police reforms in Pakistan. The PFDP was established in 2011. The Forum has over 180-member organizations, with its chapters in Sindh, Khyber Pakhtunkhwa (KP), Punjab, Balochistan and Islamabad. Rozan holds the national secretariat of the PFDP.

### **About Rozan**

Rozan is an Islamabad based non-governmental and not for profit organization, working on mental health, gender, violence against women and children since 1998. Rozan uses capacity building, awareness raising, research, counseling and advocacy as its core intervention strategies. In 2006, Rozan acquired the prestigious special consultative status with the United Nation's Economic and Social Council (ECOSOC).

**Rozan's Vision:** "A self-aware, gender-just society that celebrates diversity and is free of violence"

**Rozan's Mission:** "To collectively work with individuals, vulnerable groups and institutions on promoting emotional health, tolerance, gender equality and reducing violence against women and children"

Rozan focuses on its core area of work with the help of its following programs and units


**Aangan** (Children's program) works on the emotional health of children and youth with a particular focus on child sexual abuse (CSA).


**Zeest** (Women's program) works on emotional and mental health of women with special focus on Violence Against Women.

**Humqadam** (Men and Masculinities program) aims at creating spaces for men and boys to engage on the issue of violence against women. It explores alternative and healthier models of masculinities.

**Rozan Counseling Helpline** offers counseling services telephonically, in-person, via email and organizes free counseling camps in the communities.

**Rabta**, Police Training and Reforms Program, has developed its niche as a resource center that builds capacities and enhances the sensitivity of police to respond to women and children survivors of violence. The program has contributed in making police reforms a priority public policy agenda through engaging NGOs, media, transgender, minorities, persons living with disabilities, academia, police leadership and other civil society groups.

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Synopsis of Training Facilities at National and Provincial Level

Institution	Established in	Main Trainings/Courses and level
<b>Federal</b>		
National Police Academy (Sradha in 1947 and later in Islamabad)	1947	Initial Command Course of new entrants of PSPs. Also at Mid-level Police Managers, Senior Command Course (SCC), capacity building courses on various themes <b>Level:</b> ASsP to highest level.
Federal Investigation Agency Training Academy	1976	New entrants of FIA at various levels, capacity building courses on various subjects for in service officers, specialized training programs. <b>Level:</b> Assistant Directors, Inspectors, ASIs, Constables
National Highways & Motorways Police Training College, Sheikhpura	1999	Basic pre-service, in-service, Specialized Courses related to driving and related areas. Refresher courses <b>Level:</b> New entrants, In-service officers of various ranks
<b>Provincial</b>		
<b>Punjab</b>		
Police College, Sihala Upgraded from School to College in 1979	1959	Pre-service, in-service, specialized courses including firing, riding, counter terrorism, security and intelligence, Human rights, etc. Refresher courses <b>Level:</b> Various ranks from Constables to SPs
Police Training College, Lahore Initially Police Training School)	1971	Police recruits training school, Junior Command, Advanced, Upper, Intermediate, Lower and Probation Courses. Several capacity building courses <b>Level:</b>
Police Training College, Multan (PRTC in 1982, upgraded in 1988 to PTS and in 2019 to College)	1982	Basic Recruit Course, Lower Class Course <b>Level:</b> Basic Recruits
Police Training College, Farooqabad (Initially PRTC in 1972, PTS in 2001)	1972	Moharrir Course, Jail Warden Course, Anti-narcotics course <b>Level:</b>
Police Training College, Rawalpindi Converted into PTS in 2002	1981	Basic Recruits, Constables, Head Constables, ASIs <b>Level:</b>

Institution	Established in	Main Trainings/Courses and level
Police Training College, Sargodha (PRTC in 1936, PTS in 1949)	1936	Basic pre-service, in-service, Specialized, courses. Recruit Class Course, Lower Class Course, Intermediate Class Course, Upper Class course and Police Prosecutor Sub-Inspector Class Course <b>Level:</b> Various ranks from Constables to inspectors
<b>Sindh</b>		
Police Training College, Saeedabad, Karachi	1984	Advance, upper, intermediate, lower, recruit courses as well as several specialized and short courses. Schools of Investigation and Intelligence
Police Training College, Shahdadpur (Upgraded in 1991)	1952	Advance, upper, intermediate, lower, recruit courses as well as several specialized courses <b>Level:</b>
Shaheed Benazir Bhutto Elite Police Training Centre, Razzakabad	1992	On the lines of Special Services Group of Pakistan Army, Fire arm handling, tactical assault, close combat, physical encounter and VIP security, Anti-terrorism trainings <b>Level:</b>
Police Training School, Larkana (PRTC in 1989, PTS in 1997)	1989	Lower Class Course <b>Level:</b> Basic recruits
Recruit Training Centre, Jam Nawaz Ali	1994	Recruit Training Centre <b>Level:</b> Basic recruits
Police Recruit Training Centre, Khairpur	1992	Lower Class Course <b>Level:</b>
Specialized Commando Training Centre, Sakrand	2008	Specialized Commando Training Centre (SCTC) <b>Level:</b>
Traffic Training Institute, Saeedabad, Karachi	2008	Traffic Management Trainings <b>Level:</b>
<b>Khyber Pakhtunkhwa</b>		
Police Training College, Hangu (PTC in 1901, PRTC, PTS in 1938, PTC in 1992)	1901	
Elite Police Training School, Nowshera	2013	Counter terrorism and organized crime <b>Level:</b>
Traffic Management School, Kohat	2017	Traffic management, information technology skills, public service, first aid and self-protection
Police Training School, Swabi	2014	Academic courses, group work, anti-terrorist squad activities, games and martial arts, swimming and boxing, etc. <b>Level:</b> New police recruits

Institution	Established in	Main Trainings/Courses and level
Police Training School, Swat	2004	
<b>Specialized Schools</b>		
Public School of Tactics, Peshawar	2015	Train current and future field commanders in preparation, planning, conduct and prompt reporting of operations
Police School of Explosive Handling, Nowshera	2015	Capacity building of police bomb disposal units. Basic Explosive Ordnance (EOD) Course, Refresher EOD Course, Post Blast Investigation/ Evidence Collection Course and Awareness Orientation Workshop
Police School of Investigation, Peshawar	2014	Crime Scene investigation, Cellular forensic, File management, Core Investigations Skills, Medico Legal Reporting & DNA Orientation, Cellular Forensics Hotspot Policing & IT Based Investigation Skills and Case File Management
Police School of Intelligence, Abbottabad	2014	Basic Intelligence Course, Intelligence Awareness Course and Intelligence Orientation Workshop, Counter Terrorism
Police School of Public Disorder and Riot Management, Mardan	2015	Public Disorder & Riot Management Course (mob psychology, handling of vulnerable groups, negotiation skills and stress management). Arrest techniques, use of anti-riot equipment, mob dispersal methods, first aid and evacuation procedures.
Public School of Information Technology, Peshawar	2015	Computer technologies (from basic to advance) and software applications and Hardware Maintenance and Troubleshooting, E-Learning (Audio / Visual)
<b>Balochistan</b>		
Police Training College, Quetta RTC in 1963, PTS 1973, PTC 2003	1963	Pre-service training for newly inducted ASIs and constables, in-service training and specialized courses
Anti-Terrorist Force Training School, Quetta	2009	Anti-terrorism training, Basic ATF Course, ATF Refresher Course, Combat Refresher Course,
Recruit Training Centre, Kachmore, Quetta Cantonment		
Driver Training School, Quetta	1978	Traffic management and road safety



Institution	Established in	Main Trainings/Courses and level
<b>Islamabad Capital Territory</b>		
Police Training School Islamabad (Upgraded to Police Training School in 2006)	1981	Basic Recruit Course, Lower School Course and Intermediate School Course. Modules on modern scientific methods for investigation/ security include the Basic Recruits Course and Probationer ASIs class course. Police personnel undergo firing practice at Firing Simulation Room. Basic Investigation Course for investigation officers. Information Technology, E-learning, computer-based courses for crime scene management, vehicle search, physical search, & narcotics detection and investigation.
<b>Azad Jammu and Kashmir</b>		
Police Training College, Mirpur	1998	Legal Course, Probational Course for ASIs, Lower Course, Recruit Course and Departmental Courses
Police Training School, Muzaffarabad	1981	Recruit Course, Lower Class Course, Platoon Commander Course, Section Commander Course and Departmental Courses
<b>Gilgit-Baltistan</b>		
Police Training College, Gilgit	1985	In-service/pre-service training i.e. Junior Command Course (JCC), Community Policing Course, and other Refresher Courses, Capacity building courses

Source: Websites of the Training Institutes. PRTC: Police Recruit Training Centre; PIS: Police Training School; PTC: Police Training College

It is evident from above that training facilities have evolved since the inceptions of Pakistan in almost all parts of Pakistan, more pronounced in KP province in last two decades when it was undergoing formidable security challenges. It further manifests that almost all types of trainings are available from basic to advance relating to all themes and subjects relevant to policing operations. Besides, growing number of trainees, there has also been improvement in the quality of training institutes over time partially as a result of its command by Senior Police Officers who had served in the United Nations and undertook various foreign trainings organized by various countries i.e. Japan, Singapore, US, UK, Malaysia, etc. and with the collaborations of international organizations and institutions.



Dr. Ehsan Sadiq is a senior police officer, currently serving in Federal Investigation Agency (FIA) as Additional Director General, Economic Crime Wing. He holds a Ph.D in Police Culture from Quid-e- Azam University, Islamabad and Masters in Public Sector Management from Birmingham University, UK. During an exceptionally distinguished policing career, spanning over 27 years, he has held various challenging command and staff assignments in federal and provincial police organizations across Pakistan. Dr. Sadiq, being a great proponent of police reforms, strongly believes in leveraging training to transform police into a professional, responsive and service oriented organization. His stints as Principal of Police Training School, Sargodha and Commandant, National Highway and Motorway Police Training College, Sheikhpura afforded him the firsthand experience to oversee police training in Pakistan. He had also the opportunity to observe international best practices in police training during his visits to New York Police Training Institute, Royal Malaysian Police College, Korean National Police University and Singapore Police Training Academy.

Dr. Sadiq has made pioneering contribution in introducing evidence-based policing in Pakistan through integrating research into practice. His academic works include the following:

- Quest for Democratic Policing: Politics of Police Reforms in Pakistan
- A Manual of Guidelines for Improving Police Awareness and Response to Gender Based Violence
- To Register or Not to Register: Causes of Non-registration of First Information Report (FIR) in Pakistan
- Anti-Corruption Investigation Agencies in Pakistan: An Appraisal

### **Rozan, National Secretariat**

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