



# KHYBER PAKHTUNKHWA POLICE TRAINING POLICY

## 2013

**KNOWLEDGE      SKILLS      SERVICE**

# **KHYBER PAKHTUNKHWA POLICE TRAINING POLICY**

**Prepared in collaboration with the Gender  
Responsive Policing Project jointly  
implemented by the National Police Bureau of  
Pakistan and the Deutsche Gesellschaft für  
Internationale Zusammenarbeit (GIZ) GmbH on  
behalf of the German Federal Foreign Office.**

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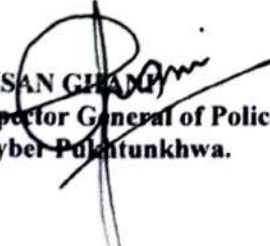
## Foreword

Khyber Pakhtunkhwa Police is in the process of formulating, devising and developing training policy for police officers of all ranks, keeping in view the ground realities and existing environment and future demands of the Province. The main focus of the training policy is to provide the essential guidelines as how to develop the necessary skills, professional competence, knowledge, attitudes and behaviors, which will enable police officers of all ranks to perform their duties and undertake their responsibilities in accordance with Police Rules and International standards of law enforcement. The training policy document is the result of fruitful efforts and continuous consultation of various police organizations organized by the Gender Responsive Policing (GRP) Project of the National Police Bureau of Pakistan. The efforts and input of our police officers in consolidating and compiling this training policy at the National level is immense.

The training policy document exhibits the importance of training in turning police department into a professionally competent and service oriented department rather than an extension of the old colonial police force – an oppressive tool of the Government. It is only through quality of training that we can improve the service delivery and performance of all branches of policing. Khyber Pakhtunkhwa Police fully recognizes the importance of training and, therefore, puts great emphasis on the uniformity and standardization of training for police officers of all ranks to achieve organizational excellence. The training policy ensures that all police officers participate with full commitment in training program offered to them to imbibe the very spirit of modern concepts of policing. The policy document also clearly illustrates that provision of adequate training is the right of every police officer to pursue his/her career by accomplishing personal and professional development as expected of them. The policy document provides for an innovative and continuous reforming and revising process in training curriculum of police officers of all ranks with the changing environment as training is a continuous and uninterrupted process.

The GRP project of National Police Bureau of Pakistan in collaboration with GIZ has started this important task of formulating a uniform training policy for police organizations in Pakistan in late 2009 with consultation of all police organizations in Pakistan. In these consultative meetings, the entire curriculum of Police training Institutions for various courses has been thoroughly reviewed, data regarding training facilities and qualification of the Instructional staff was gathered and, at the last stage, all these information, findings and analysis were shared with all the police organizations of Pakistan. All the concerned officers and lead trainers were consulted before finalizing the final draft so as to encompass all aspects of training.

The Khyber Pakhtunkhwa Police Training Policy will prove to be a milestone for all future training reforms as it has been conjured up after consultations and deliberations among all stakeholders. I would like to acknowledge the input of the GRP project as well as GIZ in formulating this training policy. I hope the policy document will go a long way in providing the basic guidelines for police training institutions.

  
(IHSAN GHANI)  
Inspector General of Police  
Khyber Pakhtunkhwa.

## **PURPOSE OF KHYBER PAKHTUNKHWA POLICE TRAINING POLICY**

The purpose of Khyber Pakhtunkhwa Police Training Policy is to provide guidelines to the police training institutions in Khyber Pakhtunkhwa, to adopt a systematic approach for the development and delivery of standardized training courses for each rank, ensuring uniform level of knowledge and skills.

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### **Section 1: Vision for police training**

The purpose of Khyber Pakhtunkhwa Police Training Policy is to provide guidelines to the police training institutions in Khyber Pakhtunkhwa, to adopt a systematic approach for the development and delivery of standardized training courses for each rank, ensuring uniform level of knowledge and skills.

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### **Section 2: Mission statement**

The Purpose of police Training is to develop the necessary attitudes, skills and knowledge, which will enable Police Officers of all ranks to undertake their roles and responsibilities as expected under Police Rules and international standards of law enforcement. The intention is to contribute, through training and continuous improvements in policing services to the community. The Principles of equality, rule of law and fairness to all citizens of Pakistan will be reflected in all aspects of training.

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### **Section 3: Objectives of Khyber Pakhtunkhwa police training policy**

The Khyber Pakhtunkhwa Police Training Policy draws its objectives from the following documents:

- **Police Rules 1934 (chapter 19 \*)**
  - **Police Order 2002 (NPMB and NPB)**
1. To standardize police trainings/courses conducted in all police training institutes of Khyber Pakhtunkhwa Police by establishing minimum standards of knowledge and skills for each rank;
  2. To incorporate the principles of training for reality and adult learning in the design of all trainings;
  3. To improve the quality of trainings offered by police training institutes making them at par with international standards adopting and adapting them according to the local requirements;
  4. To enhance the learning environment in all Police Training institutes of Khyber Pakhtunkhwa both for trainers and trainees by providing all the

\*Successful police work depends very largely on each individual officer acting correctly on his own initiative. The police force of a district or province can be compared to an intricate machine the inefficiency of one cog of which may mean in some important instance the inefficiency of the whole. It follows, therefore, that the training of each individual officer to do the work allotted to him is of highest importance.

necessary facilities required for ensuring successful trainings that will reflect in the improved performance of police officers;

5. To ensure that all training programmes are designed through proper Training Needs Assessment (TNA) according to the specific requirements of the trainees considering their roles and responsibilities which are to be undertaken after completion of the training;
6. To ensure that all training programmes are designed and delivered in such a way that they sensitize the trainees on the issues of fundamental Human Rights making the police officers responsive to the distinct needs of men, women, boys and girls citizens without any discrimination or bias;
7. To regularly review and revise trainings to improve all aspects of police training ensuring improvement of policing services provided to the citizens;
8. To promote an attitude of mutual respect and dignity among the trainers and trainees during trainings in line with the efforts to build a culture of respect in Khyber Pakhtunkhwa Police;
9. To ensure that all police trainers have adequate training skills (apart from their technical knowledge in various fields of police work) and attitudes by lining out a mandatory programme of Training of Trainers courses to be completed before they start conducting training for any police course.

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#### **Section 4: Training management board**

Committed to train and develop police officers in relation to their organization's objectives.

1. For the purpose of provincial coordination and consultations on training affairs among the Police Training Institutes of Khyber Pakhtunkhwa Police a Training Management Board (TMB) and Provincial Training Development Unit (TDU) will be constituted under the umbrella of Training Branch of Khyber Pakhtunkhwa Police. The TORs of this board and committee is given in Annex 1. The Additional IG//DIG/AIG Training of Khyber Pakhtunkhwa Police will chair the board responsible for the formulation, implementation, review and revision of the Khyber Pakhtunkhwa Police Training policy. The chairperson of the board will be authorized by IGP Khyber Pakhtunkhwa Police to take decisions on his behalf and keep him updated on any modifications or initiatives taken regarding police trainings.

2. The members of the Board will include:

Additional IG / DIG Training Khyber Pakhtunkhwa (Chairperson)

##### **Members of Training Board**

- DIG/AIG Training Khyber Pakhtunkhwa
- Commandant Police College/s
- Principals of all Police Training Institutes

3. A Training Development Unit (TDU) will also be constituted comprising Chief Law Instructors (CLIs) from all police training institutes responsible for reviewing the existing curricula and giving recommendations for new course contents. DIG Training will chair meetings of the TDU. The Chairperson of

TDU will be responsible to get on quarterly basis the newly enacted Federal and Provincial Statutes and provide to the members of the TDU for inclusion/ modification while making recommendations for new courses or changes in the existing courses.

- 4.✓ The TDU (Annex II) will meet, at least, three times a year (April-August & December each year) to share annual training plans, TOT plan for lead trainers, compare contents of each course and suggest modifications if required.
5. TDU will ensure that the training offered to each rank has the same standard (knowledge and skills) in all police training institutes of Khyber Pakhtunkhwa.
6. The TDU will submit modified courses to Training Management Board and the board will ensure that training courses are designed according to the objectives of the Khyber Pakhtunkhwa Police Training Policy.
7. With prior permission of the Additional IG Training, subject specialists and experts from the civil society can be associated with the TDU as and when required.
8. Existing courses will also have to be reviewed, brought into line with the requirements of the Khyber Pakhtunkhwa Police Training Policy and submitted to the TMB for approval within 12 months after the notification of the Khyber Pakhtunkhwa Police Training document.
9. Training Development Unit will ensure that a List of Approved Courses (LAC) with detailed contents is made available to all police training institutes before the beginning of any course to guarantee uniformity. It will issue recommendations to the TMB for approval to withdraw courses/ course contents that have proved to be not in line with the needs of the Khyber Pakhtunkhwa Police or that have become obsolete.
10. Any modification in the existing training course or recommendations for a new course must be submitted by TDU to the TMB for comments and has to be based on a prior Training Needs Assessment (TNA). This will only be undertaken by trained personnel (external consultant) and shared with the concerned officers. Training Needs Assessment will be carried out by all training institutes for one course at a time.
11. The police training Institutes of Khyber Pakhtunkhwa will not modify existing course contents without prior approval of the TMB to maintain uniformity. The TDU will submit details of a new course or modification of a course to TMB for comments. The TMB will submit the new/modified course to the Additional IG//DIG/AIG Training for his approval for the inclusion of the new course or modified contents of a course into the training programme of all the Police Training Institutes of Khyber Pakhtunkhwa.
12. The Police Training Institutes of Khyber Pakhtunkhwa will submit a list of courses offered by them in a year with the duration of courses, course outline, details of trainers with their qualifications and other prerequisites for the training institutes to the TMB within 2 months of the notification of this policy.
- 13.✓ Eligibility of the training institute will be assessed on set criteria given in Annex III. All training institutes should try to achieve the minimum criteria for trainings as mentioned in the training policy.

14. The TMB will approve Standard Qualification Criteria (SQC) for trainers (Annex IV) in police training institutes and IGP will be kept informed. The qualification standards will be defined separately for different levels of training (for example, induction courses or advanced courses for career advancement) and specialized topical courses.
15. Trainers that have already been conducting trainings have to go through a TOT course on modern teaching methodology and get certified by TMB. It will be mandatory for all existing trainers to complete the TOT course within 6 months of the notification of this policy. Any trainer joining the training institute will have to undertake the TOT course before he/she starts conducting trainings. The TOT courses should be held preferably beginning of each year and before the commencement of a training course to equip the trainers with modern training skills and refresh their knowledge. Duration of TOT should not be less than 6 days for general training skills and for specialized or regular courses must be according to the number of modules to be taught. Equal participation will be ensured from all police schools with maximum participation of trainer from Police College.
16. The trainers serving in training institutes who are not qualified for the courses they teach may apply for Training of Trainers courses for particular subjects. Those who fail will have to leave the training job with immediate effect.
17. To facilitate the budgeting process, TMB will work out a training budget with annual and 5 yearly plans to be submitted for approval by IGP Khyber Pakhtunkhwa for smooth management of trainings throughout the province. The budgeting will include:
  - a. Running costs, adequately calculated, taking into account the salaries, adequate provision for utilities (water, electricity etc. inclusive of auxiliary infrastructure like dormitories), stationery, training materials, adequate food for participants and provisions for maintenance of buildings and training equipment
  - b. Staff expenses should be calculated not just in terms of salaries but should include provisions for training of trainers, incentives, overtime etc.
  - c. Training budget need to take into consideration the number of courses planned and the number of participants expected in a given budgetary year. Additional courses will require additional budget and provision should be made in regular training budget to include 1 - 2 additional courses in a year.
  - d. A small investment budget for minor training equipment (repair and purchase) should be calculated on annual basis.
  - e. Costs for repair and maintenance of the institute (building and furniture) should be included in the annual budget calculations.
  - f. Provisions should be made for some recreational activities, excursions etc. for the trainees to make the trainings interesting.
  - g. As far as this is compatible with the rules of public finance in Pakistan, depreciation for major equipment and infrastructure should always be taken into account.



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## Section 5: Training institutes

1. Training activities comprise basic training, in-service training, special training courses and trainings outside the habitual working environment provided by external training providers. Special courses should be preferably outsourced to NGOs, renowned scholars and members of the civil society, subject specialists and national or international organizations.
2. Each external training provider has to submit a complete training plan including training modules with session plans, rationale for the training and budget.
3. The Training Branch shall arrange third party audit of all the training institutes to ensure enabling training environment and quality trainings. Each training institute is obliged to introduce a comprehensive Quality Management System (QMS) of its own that will enable it to keep its services in line with the mission and objectives of this policy as well as with the Minimum Quality Standards for Training institutes and to provide for continuous improvement. The implementation of such a system will be a requirement for the efficient working of that institution in future and effective implementation of this policy.
4. In establishing the Minimum Quality Standards for Training institutes (Annex III) the TDU on Police Training will give due consideration not only to the immediate requirements of training content and organisation, materials and equipment as well as infrastructure (classrooms, laboratory for forensic studies, sport facilities and shooting ranges etc.), but also set binding standards for adequate auxiliary facilities like dormitories and leisure facilities.
5. The TMB will provide management consulting assistance for Training institutes experiencing difficulties to reach or sustain an acceptable level of quality in service provision. It will also assist the budgeting process until a sufficient level of routine has been achieved. If required a consultant will be hired for this particular job.
6. All training institutes will have to monitor each course offered by their institute according to the evaluation guidelines established by the KPK Police Training Policy. At the end of each year they will submit their monitoring data to the TMB along with a report on their quality management efforts. The TMB will then submit a joint report to the Additional IG/DIG/AIG Training for further action.
7. With the approval of CLI and Head of each police training institute a team of 4 – 5 (male and female) trainers will be established for regular feedback on the standard of training courses and level of adherence to the KPK Police Training Policy. The report on training related complaints will be settled by him and if required will share the report with the TMB for assistance.
8. Quality problems due to excessive courses should be carefully avoided. TMB will give a ceiling for the maximum number of courses to be run by each training institute in a given year, based on the capacity (infrastructure, staff, trainers, residential facilities etc.) of that institution without compromising the quality of trainings offered. Quality and not quantity will be the standard for each training institute.
9. Training institutes are obliged to make sure that only courses included in

LAC are taught to the police officers. Additional courses after approval of TMB can be introduced by institutes that fulfil the criteria.

10. All Training institutes are obliged to have trainers who are certified by TMB for conducting courses for police officers. The certified trainers are not allowed to teach courses for which they are not certified. For example a trainer teaching forensic evidence collection must be a certified trainer on the subject.
11. Training institutes can offer a mandatory basic set of courses (induction, Upper, Lower etc.) to be decided upon by the TMB based on the assessment of training needs of police officers. However, training institutes are encouraged to specialise in particular fields (like forensics, investigation procedures, leadership skills, conflict management, community policing etc.) or on particular target audiences (like low ranking, middle ranking or senior officers). Different institutions will be encouraged to master at least one specialized course which will be open for police officers nationwide. This will improve coordination and harmonization among all police forces.
12. The TMB will also develop a scheme of "centres of excellence" where Training institutes excelling in certain fields will become eligible for accelerated infrastructure development.
13. Training institutes offering specialized courses are encouraged to offer their expertise to all Police Organisations nationwide and to engage in cooperation for learning and improving efficiency. The TMB will be responsible for developing initiatives to facilitate such cooperation.

## Section 6: Training courses

- I. The TMB will oversee the development of a comprehensive system of training courses (Annex VI) consisting of
  - induction courses for newly inducted police officers at different levels
  - courses for officers to be promoted to a higher rank
  - advanced courses
  - specialized skill oriented courses
  - management courses for mid level and senior police officers
  - specialized skill development courses for all types of police work, including advanced courses
- II. To assure a smooth transition towards an improved curriculum management in all phases of the curriculum cycle, the role of Training Development Unit (TDU) is very important. However, subject experts will be required for specialized and advance courses. The composition and other details of TDU are given in Annex II. The TDUs do not wield decision power, but TMB will have the authority to consider any curriculum or elements of it (individual courses, materials etc.). TDU will submit its recommendations to the TMB who will examine the suggestions, make changes if required and submit the final draft to the PPO/IGP for approval.
- III. To put professional standard procedures in place a Handbook on Curriculum Development (Annex V) will be compiled (by the TMB or an external expert) outlining ground rules to follow for each of the four major phases of the curriculum development cycle including:
  1. Needs assessment
  2. Development
  3. Implementation
  4. Monitoring
- IV. Until more comprehensive guidelines have been worked out and notified, the following minimum standards should be applied. Within each curriculum the mission and objectives of this policy should be duly reflected. This means in particular:
  - a. A fair balance between knowledge transfer focussed instruction and practical exercises for skill development should be kept.
  - b. Modern policing skills should be given more importance than physical drills, even for junior ranks
  - c. Practical skills of immediate importance for security should be given adequate room and facilities
  - d. Core elements of client orientation like understanding of human rights issues and a gender sensitive approach to every aspect of policing work should be given adequate consideration.
  - e. Training should be adjusted according to the emerging needs.
- V. For each specific course in a curriculum a syllabus will be established that should at least specify the basic training requirements of that course
- VI. In designing courses the following basic principles need to be respected:
  - a. The course design should promote "higher levels of learning" like problem solving and creative transfer of knowledge to new contexts (as opposed to "lower levels of learning" like memorizing information and trying to understand concepts).

- b. "Active learning" (as opposed to passive learning i.e. reading or listening) by practising, experimenting and exploring should figure prominently in the course design.
  - c. Participants need adequate feedback on their learning achievements, so feedback should not be limited to mid-term and end-term examinations, but rather be organised on a day-to-day or weekly basis in long courses.
  - d. Courses should offer a structured sequence of learning activities (like lectures, break-out groups, individual and group presentations, work in a laboratory, tackling mock situations etc.) that support different learning styles and enhance learning.
  - e. The duration of a course need to be sufficient for average learners to assimilate the material presented. Digesting new insights through application, questions, discussion etc. is an essential part of the learning process. Skipping it substantially reduces effectiveness, in place of saving time the whole training procedure becomes a waste of time.
  - f. The principles of "active learning", "higher levels of learning" and adequate "digestion" as part of the learning process limit the number of participants that can reasonably be accepted in one course. This fact should be given serious consideration. Numbers do matter as soon as simple lecture style forms of learning are overcome.
  - g. Trainees will not be engaged in security duties as far as possible during their training period to achieve the objective of the training programme.
- VII. A balance must be maintained between class work and physical training and preference must be given to police work. Physical training should not be restricted to drill and may be planned according to the needs of the police trainees. Martial Arts and outdoor sports should be included as regular part of any training course.
- VIII. Police training must be different from the training of armed forces that are trained for combat only. Police officers have to be trained in public dealing therefore communication skills and interaction with the community should be an integral part of all training courses.
- IX. Media has a growing influence on public mindset so police officers must learn media communication to avoid promotion of negative image of the police.
- X. Training in management skills for mid-level and senior officers should not be limited to conventional models of leadership but should also address more personal dimensions like conflict management, strategic management, stress management, time management, communication skills and character building. Preferably short course will be organized at educational institutions having good repute in management sciences.
- XI. The class must not exceed 35 - 40 trainees and may be declared as a standard for all training institutes.

## Section 7: Training materials

1. The quality of training materials to some degree determines the success of the entire training effort. Therefore the design or selection of adequate training materials constitutes an important part of the overall quality management drive.
2. To ensure a professionally sound handling of the question of training materials the notified TDU will be charged with reviewing the existing training materials for each course and coming up with suggestions for improvement. The Handbook for Curriculum Development (Annex V) will determine a procedure for the design, review and approval of training materials, both student and teacher manuals as well as other materials. The mission and objectives of this policy, especially the ideas of eliminating bias (gender, regional, social etc.) and advancing service culture and respect for human rights should inform those efforts.
3. With regard to approval of training material, the principle will be the same as for the curriculum in general: final decision on approval or disapproval lies with the TMB but it will only act on the recommendations of a notified TDU.
4. Until such procedures are formulated and notified, the following minimum requirements should be met for the development of any new student and teacher material:
  - a. Course books for mandatory courses must be suggested/prepared by TDU with or without external help and approved by TMB before using them for training purposes in the training institutes; (course requirements Annex VI)
  - b. Same text books on common topics/subjects should be used by all police training institutes to maintain minimum standards of learning;
  - c. All the books, course modules etc. should be available in Urdu, an English version is considered an advantage, but not mandatory;
  - d. No material can be approved without thorough field testing under actual teaching conditions;
  - e. As a general rule, books for different ranks should be prepared according to the level of qualification of each rank.
  - f. Drawing upon the methodological considerations and the findings of the gender audit of Police organizations of Pakistan performed in 2010, a brief checklist will be established immediately to make sure that at least the crudest forms of bias and deviation from existing progressive legislation will be eliminated from the training materials and blocked from finding their way into new materials. The criteria for TDU as given in Annex II (mandatory presence of a human rights/gender expert on the TDU) as gender sensitive training materials are to be considered essential parts of any curriculum.
  - g. The same quality criteria and approval procedures as for printed material apply to all other materials like e-learning modules, slide shows, scripts for mock-up exercises and so on.
  - h. As access to computers is still fairly limited for the majority of officers, all

relevant material should be handed out to them in print, even if the original presentation used a different medium. Computer skills should also be introduced in trainings where ever appropriate.

- i. No external organization will be permitted to introduce a new topic or subject in any training institute without prior approval of the TMB. Any organization National or International interested in imparting training to the police officers will submit the entire course outline with detailed contents and a concept note for conducting that particular training to the TMB. The concerned organization will also carry out a TNA for that particular course with the approval of the Training Branch which will assign this task to TDU. After receiving feedback from TDU the TMB will have the authority to accept or reject the course;
- j. If a new course is to be introduced nationwide then TDU of each province will nominate one member to review the new course contents and submit a combined report to the TMB of the respective province or police organization who will give its decision for approval or disapproval of that particular course;
- k. Considering the sensitive situation of police especially under the present security conditions new courses or modifications in the existing courses will be introduced with great care and responsibility;
- l. TDU will be entirely responsible for the course review and will be held responsible for any flaw or major mistake in the curriculum;
- m. It will be the prime responsibility of TDU to keep watch for any kind of discriminatory material, fundamentalist ideas and misinformation in the curriculum;
- n. TDU will make efforts to keep the curriculum up to date and at par with international standards and therefore must engage experts for curriculum development, specialized subjects and gender;

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## **Section 8: Trainers for police training institutes**

1. Trainers in order to be eligible for certification by the TMB need to fulfil the criteria mentioned in Annex IV.
2. Trainers are obliged to participate in regular refresher courses on training and communication skills and are expected to keep their knowledge about the subjects they teach up to date. The training institutes are responsible for supporting these efforts by temporarily relieving trainers from their teaching duties if necessary and by financial support including course fees, boarding and lodging, travel etc. if training has to be conducted away from duty station. Therefore each training institute must include a small budget for such additional activities.
3. Trainers are encouraged to seek internships (through their principal or commandant) in the field units of police relevant to their teaching at regular intervals. These field attachments will enable the trainers to link theory with practice making their trainings close to reality (objective 2 of the training policy). Training institutes are supposed to support such internships by temporarily relieving their staff from teaching duties and providing budget for travel, accommodation etc.
4. TMB will work out a proposal (in future) for approval by the PPO/IGP Khyber Pakhtunkhwa with regard to introducing a career path model for teaching staff (e.g. introducing ranks like police trainer/master police trainer/subject expert etc.) and/or making periods of teaching count for promotion in the existing system. It will further explore the legal and administrative possibilities of paying performance based incentives or giving fringe benefits to trainers to make postings at training institutes more attractive.
5. TMB will work out a code of conduct for trainers that will among others address the problems of taking favours for violating examination procedures and of sexual harassment. This code of conduct will provide for adequate sanctions, including the revocation of a trainer's certification.
6. TMB will also prepare a proposal for direct induction of trainers (who are subject experts) in police training institutes through Public Service Commission exams; (Legal experts are being hired on contract basis and same could be done for other subjects)
7. External trainers who are experts in their fields relevant to police work will be invited as visiting faculty. However, it will be mandatory for them to give an outline for their session, a presentation or a training module and handouts for trainees. Every trainer internal or external will be evaluated by the trainees anonymously.
8. Each training institute must prepare a list of available external trainers who could be invited for delivering lectures on different topics ensuring that they adhere to adult teaching methodology.
9. All police trainers must be computer literate or should gain computer skills with mandatory training on power point presentations

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### **Section 9: Creating a conducive learning environment**

1. Training is an essential element of Human Resources Development which in turn is a determining factor for a service providing institution like the police force. It is therefore an obligation for each police officer to participate with full commitment in training measures offered to him/her, at the same time provision of adequate training is a right of every officer to be exercised in pursuance of professional and personal development.
2. Khyber Pakhtunkhwa Police acknowledge the pre-eminent role that training plays in achieving organisational excellence and therefore commits itself not only to improve the training situation, but also to ensure that tendency of using the trainees for non-training purposes like their deployment during law and order situations, security of the police training institutes, Moharram, elections, Eid duties is discouraged. For security of the training institutes, instead of using the trainers and trainees, an additional strength of police officers should be sanctioned.
3. Career progression, capacity building and welfare of the teaching staff must be ensured so that they are not distracted from their primary duties.
4. Khyber Pakhtunkhwa Police commits itself to ensure that officers trained in a certain field are used in that capacity. and trainees, an additional strength of police officers should be sanctioned.



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### **Section 10: International trainings for professional development**

1. Police officers should be offered only those trainings abroad that are relevant to their jobs;
2. A course meant for junior officers will not be offered to senior officers and vice versa;
3. No one should be permitted to attend more than two short courses in a year of which one should not be more than 2 weeks;
4. Courses should be linked with professional development and career enhancement;
5. Equal opportunities should be given to all officers (both men and women) on merit basis for trainings abroad;
6. Every officer should submit a detailed report of his/her training upon return clearly mentioning relevance of that training with policing in Pakistan and how he/she will use the newly acquired knowledge;
7. There should be a set procedure so that officers attending international trainings should be able to share their experiences with the trainees at police training institutes;
8. Training institutes could be linked with prestigious national universities and in due course of time with Police training institutes abroad for certified advanced courses. On line certified international courses may be introduced to save time and money.
9. Police officers going on trainings abroad must be encouraged to take a presentation on policing in Pakistan with emphasis on their own police organization for sharing with the participants of the course.

**Annex I** \_\_\_\_\_

Terms of reference of the training management board

**Annex II** \_\_\_\_\_

Training Development Unit (TDU)

**Annex III** \_\_\_\_\_

Criteria for the eligibility of a police training school/ college

**Annex III a**

Infrastructure requirements

**Annex IV** \_\_\_\_\_

Standard qualification criteria for a trainer

**Annex IV a**

Categories of instructors

**Annex IV b**

Selection and transfer of instructors

**Annex V** \_\_\_\_\_

Minimum guidelines for a curriculum handbook (to be prepared later)

**Annex VI** \_\_\_\_\_

Standards of gender learning in police trainings

**Annex VII** \_\_\_\_\_

Course requirements

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## **Annex I**

### **Terms of reference of the training management board**

#### **Mission**

To provide guidance to the process of elaborating and implementing the Khyber Pakhtunkhwa Police Training Policy thereby providing minimum standards to the individual training institute to improve the quality of its training system. By its nature the Training Management Board (TMB) will be a decision making body that will keep the IGP Khyber Pakhtunkhwa informed about all decisions and seek his approval only for important pronouncement.

#### **Immediate objective**

To finalize a standardized Khyber Pakhtunkhwa Police Training Policy and submit for approval to the IGP Khyber Pakhtunkhwa and assist in preparing the implementation strategy put on track by January 2014.

#### **Major tasks**

- To develop a strategy for implementation of the training policy and ensure that relevant decision makers of Khyber Pakhtunkhwa Police are adequately briefed on the new policy.
- To formulate a system of coordination and cooperation between the Police Training Institutes of Khyber Pakhtunkhwa for successful policy implementation.
- To jointly monitor the impact of the Training Policy on the working of Khyber Pakhtunkhwa Police.
- To help resolve amiably differences between the various actors.
- To exercise oversight over the keeping of rules and commitments in the process.
- To ensure that the IGP Khyber Pakhtunkhwa is informed about the main outcomes of the meetings and is well aware of any major decision regarding police trainings
- To improve mutual co-operation and collaboration among all police training institutes for sharing experiences and using their expertise for various courses
- To give recommendations for improvements and modifications whenever required.
- To support proper implementation of the standardized Khyber Pakhtunkhwa Police Training Policy for at least five (5) years before it is reviewed and revised for further enhancement.
- TMB will meet on need basis for reviews but will be vigilant to keep track of modern policing needs.

#### **Modes of working:**

- The TMB will meet on a quarterly basis and when need arises to ensure

proper implementation of the policy.

- The Additional IG//DIG/AIG Training Khyber Pakhtunkhwa will be the chairperson of the TMB.
- All members will commit themselves to arrange for an organized briefing of their successor when being transferred to another post.

### **Criteria for membership**

- Member of the TMB must be from the police training division and include Commandants and Principals of police training institutes
- Member must keep themselves abreast of the latest trends in trainings and should be well informed about the training requirements of police officers
- Members must ensure their participation in the meetings
- TMB will invite 1 - 2 members of TDU to present the recommendations of the committee on course modifications or inclusion of new courses
- Record of all TMB meetings must be maintained by the office of DIG Training that could be handed over to his/her successor
- TDU will regularly send minutes of the meetings to DIG Training to help them make informed decisions
- TMB will always consult TDU before finalizing any course

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## **Annex II**

### **Training Development Unit (TDU)**

Although it has been mentioned in the policy to include CLIs and senior instructor of the training institute in the TDU but they must fulfil the following criteria:

- a. Qualification not below Masters or BA/LLB
- b. Expertise in the specific curricular area or in integrating the field in question into a larger context
- c. Personal teaching experience of at least 5 years
- d. The TDU must include at least one designated expert on human rights and gender issues (to be involved before a course is finalized)
- e. Balanced representation of men and women
- f. Members of the TDU must be enlightened and committed to the job.
- g. Final recommendations will be determined by consensus of the committee members and it shall be ensured that the curricula do not include contents which are in clash with the internationally accepted standards of policing and human rights.
- h. Subject experts will be part of the TDU and will be involved on need basis;
- i. TDU will continue to meet through the review/needs assessment,

development, implementation and monitoring phases.

- j. The senior most member will chair the proceedings of each meeting
- k. The DIG Training will chair the concluding meeting when the members are ready to present their final recommendations

### **Tasks of TDU**

- Existing curriculum will be reviewed by the TDU on the basis of Training Need Assessment.
- The TDU will also review the curriculum/books annually preferably in January through the Training Directorate.
- The TDU will also be responsible for the development of Lesson Plans for each subject.
- The handouts will also be developed for each lesson plan for trainees (wherever it is necessary).
- Drill/weapon Manual will also be developed by the Training Branch and circulated to all police training institutes to ensure uniformity. Assistance of a committee comprising CLI's from all the Police Training institutes will be taken in developing/updating the Drill/Weapon Manual.

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## **Annex III**

### **Criteria for the eligibility of a police training school/ college**

1. There should be Minimum Quality Standards for Training Institutes including:
  - a. Training facilities in terms of infrastructure i.e. spacious classrooms to accommodate max 35 – 40 students, laboratory for forensic studies, sport facilities, grounds and shooting ranges etc.);
  - b. Comfortable furniture in the classrooms (standards will be specified by TMB and TDU);
  - c. Classrooms should be roomy and airy and their size should be according to the number of students;
  - d. All necessary equipment for trainings should be available depending upon the type of training/course (multimedia, flip chart boards, white boards, pin boards, computer etc.);
  - e. Classrooms should be comfortable according to the weather conditions of that area;
  - f. Adequate auxiliary facilities like dormitories (persons in each room should be according to the size of the room) and leisure facilities;
  - g. Appropriate service and quality of food and refreshments during training shall be ensured (cost of food must be included in the budget);
  - h. Staff room for trainers;

- i. Residential arrangements for trainers;
- j. Computer facility for trainers and students to prepare lectures and presentations respectively;
- k. Library equipped with latest information on policing practices, Law, Medical Jurisprudence etc. Including some books on fiction, poetry etc. for recreation purposes should be made available;
- l. Separate hostel arrangements for men and women officers under training;
- m. Separate washrooms for men and women officers close to their classrooms;
- n. Overall environment of the training institute should be conducive for learning and respectful for both men and women trainees;
- o. Proper security arrangements for the trainers and trainees;

## Annex III a

### Infrastructure requirements

Following infrastructure is required for any standard training institute

Main Building	Day care room for women police	parameters.
Administrative block	Auditorium/multipurpose Hall	Electricity system
Class rooms	Sufficient wash rooms	Stand by Electricity system
Grounds	M.T workshop	Water supply system (Tank)
Parade ground	Kot For weapon	
Play ground	Quarter Guard	
Obstacle ground	Cobbler shop	
Separate Hostel for men and women	Tailor shop	
Mosque	Barber shop	
Mess	Parking Area	
Canteen	Band staff room	
Regimental store	Main Gate with Boundary wall with iron fence according to security parameter	
Firing Range	Transport (All kinds)	
Library	Communication system (Intercom & Wireless System)	
Forensic Laboratory	All basic security	
Computer Lab		
Dispensary		
Recreation hall		
Staff Room for different categories		
Visitor room		

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## Annex IV

### Standard qualification criteria for a trainer

Police officers of the rank of DSP, Inspector/ Inspector Legal, Sub Inspector and Assistant Sub Inspector will constitute the academic staff. They shall have the following qualification:

- a. Training should be an equal opportunity job for both men and women ensuring 20% women trainers during the next 3 years;
- b. Trainer must be a volunteer with interest in training and should not be forced to work in the police training institute; Position holders of different course can also be selected on voluntary basis;
- c. Law Instructors taken from the executive staff should be at least graduates.
- d. Should be fluent in Urdu and preferably have good understanding of English;
- e. Must have undergone a certified training of trainers (ToT) course;
- f. Should have proven his/her personal skills as a trainer in practice sessions;
- g. Must have relevant qualification and experience in the respective field for the kind of course they want to be certified for as trainers;
- h. Must have attended refresher courses in case of modifications in the subject he/she teaches;
- i. Should have learned to develop lesson plans and training modules;
- j. Should have excellent training skills which are at par with modern teaching standards;
- k. Must have good interpersonal and communication skills;
- l. For existing training staff those who do not fulfil required criteria there should be a mandatory ToT course to equip them with modern training techniques and skills. They must complete ToT course within six months of notification of this policy;
- m. No instructor will be selected for any course, except promotional courses like Upper, Intermediate and Lower courses, by the district police without the prior approval of the TMB;
- n. Personal conduct is of utmost importance for all trainers and anybody found guilty of misconduct will be suspended with immediate effect and will never be considered for any training job in future;
- o. All trainers both men and women will enjoy equal respect and credibility without any discrimination;
- p. No one should be transferred to a training institute as punishment. An officer male or female with bad reputation will not be posted to a training institute;

- q. No instructor will be selected for any course, except promotion courses i.e. Upper, Intermediate and Lower courses, (without the prior approval of the TMB) by the district police;
- r. Trainers will strictly follow the code of conduct to be role models for their trainees;

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### **Annex IV a**

To regulate selection, posting, incentives, placement and replacement of instructional staff for training instructions of the Khyber Pakhtunkhwa Police, following guidelines should be adhered to:

#### **Categories of instructors**

Instructional staff at training institutes is broadly divided into the following 3 categories:

1. There will be staff posted in training institute from executive police on deputation.
2. From field there should be experts of police practical work. (Guest Speakers who will be paid honorarium to be included in annual budget)
3. Highly qualified external subject specialist. (Guest Speakers who will be paid honorarium to be included in annual budget)

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### **Annex IV b**

#### **Selection and transfer of instructors**

- Selection / transfer of an instructor should be made after consultation with TMB
- No instructor will be transferred to or from a training institute at individual level.
- TMB under the chairmanship of Addl IGP/DIG/AIG Training will be responsible for selection / transfer in / transfer out of all kind of staff of Police training school /college
- TMB will hold meeting during the first week of January every year for the selection transfers / postings of the staff of PTIs.
- No transfer / Posting orders will be issued after the decision of TMB during the current year.
- A letter will be issued from Training Branch to all commandant / Principals for requirements of Law/ Drill/ Weapons/ Admin/etc staff in the month of December every year.
- The commandants/principals will give their willingness for instructors if they want them to continue during the next year. If an instructor has completed his duration of 5 years the head of the institute must give a fair justification for his continuation of service as a trainer.



- The commandant/ Principals will prepare a list of instructors / staff reluctant to serve in PTI and instructors who did not perform well in the previous year and submit to TMB for further action.
- Any instructor posted in PTI will be transferred out immediately on the recommendation of commandant/principal on disciplinary or ethical grounds and TMB will be informed of the decision;
- Attachment order with any training institute for pay purpose on the approved strength of the instructor will not be issued in any case.
- Selection of instructors of all categories for the Elite Police School will be made by a selection board comprising of Commandant Elite Police Training School as Chairman and two SPs to be nominated by the Additional IGP Training Khyber Pakhtunkhwa.

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## Annex V

Minimum guidelines for a curriculum handbook (to be prepared later)

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## Annex VI

Police Training: Standards of Gender Learning

- In training domain, it is important to know why and how the training programs shall include aspects of gender sensitivity

### Purpose

- Standards are guidelines to facilitate training providers in designing, delivering and evaluating the police training programs keeping in view the gender learning benchmarks
- Standards of gender learning aims at establishing relevancy of gender dimension in police training
- Gender standards strengthen the training system and mechanisms by encouraging systematic application of gender sensitive principles

A gender perspective to be integrated into the entire concept of the training program: values, services, content/knowledge and skills

Learning Dimensions	Gender Responsive Standards
<p><b>Training Values</b></p>	<p>Core Values of the police training to include: Commitment to the Value of equality of opportunity and non-discrimination in the police training sphere.</p> <p>It means respecting the right of equal participation of all police officers in training</p>

	<p>without any prejudice of sex, class, religion, caste, ethnicity, disability, status etc.</p>
<p><b>Training services scope &amp; conditions of training</b></p>	<p>Training <b>Services</b> to uphold the principle of diversity by acknowledging the differences between people and ensuring that the difference in needs of men &amp; women are adequately addressed.</p> <p>It means valuing the difference as an asset not using it to the disadvantage of the individuals.</p> <ul style="list-style-type: none"> <li>o Training facilities to cater to different needs of men &amp; women police officers from accommodation to the classroom environment and from training arrangement to the learning support</li> <li>o Analyze the gender gaps in training opportunities and plan for systematic inclusion and participation of all police personnel</li> <li>o Prepare sex-disaggregated training progress reports/factsheets</li> <li>o Conduct specialized policing skills courses for women police for both women &amp; men police officers</li> <li>o Organize personal development courses for women police focusing on improving their interpersonal communication, assertiveness, decision making, influencing &amp; negotiation and leadership skills</li> <li>o Institutionalize gender perspective in the training services and management with emphasis on mainstreaming across the police training programs</li> <li>o Make gender aspect part of the assessment process for successful completion of different training programs (inclusion of gender focused questions in exams)</li> <li>o Develop, disseminate and implement gender sensitive code of conduct for</li> </ul>

	<p>the staff of the training institute, trainers and the learners</p>
<p><b>Training content</b></p>	<p>Police training content to give due consideration to the gender issues with reference to policing at two levels:</p> <ul style="list-style-type: none"> <li>o Gender sensitivity of the mainstream police training curriculum</li> <li>o Focus on specific gender awareness for promoting sensitive conduct and gender responsive policing services and practice</li> </ul> <p><b>Gender Sensitivity of Mainstream police Training Curriculum</b></p> <ul style="list-style-type: none"> <li>o Training content to reflect the social realities of men &amp; women with objectives to create understanding of the situation, ability to analyze power imbalance and commitment for equitable policing services</li> <li>o Course books to make provision for inclusion of gender context – describing &amp; analyzing gender inequalities and highlighting significance of gender responsive policing</li> <li>o Ensure gender sensitivity of the training content to promote protection of citizens' rights irrespective of sex, class, faith etc distinctions. Refer to women's rights as guaranteed in the constitutional provisions and national &amp; international covenants</li> <li>o Include all legal provisions concerning women's protection in course curriculum</li> <li>o Focus on analysis and current debates on legal provisions for women to enhance understanding of gaps and need for improvement &amp; sensitive application at the operational level</li> <li>o Provide additional training resources on regional and international best</li> </ul>

practices concerning legal rights and provisions for women and girls to broaden trainees' perspective

- o Remove stereotypical description from the training content reinforcing inequalities and negative portrayal of women and girls. Make a distinction between Islamic and cultural explanation of women's rights and status
- o Align the description and examples related to women's role & status with authentic explanation and interpretation of Islamic teachings
- o Provide positive examples of women's engagement in public sphere especially from the field of policing

#### **Focus on Gender Awareness**

- o Introduce gender awareness and sensitization as part of the mandatory training courses for all police ranks to improve police officers' gender orientation and personal conduct at work
- o Develop the module with focus on creating understanding of gender approach, gender inequalities, gender as power relations and importance of gender sensitive attitude and interaction as individuals and service providers
- o Arrange for orientation on police code of conduct on sexual harassment either as part of the gender sensitization or as a separate training topic
- o Adapt the gender training contents as per the seniority and comprehension levels
- o For gender sensitive policing practices at the operational level, include in the syllabus the following topics:

- Social Justice: Status of Women & Gender Relations in Islam to enlighten the learners on spirit of

Islamic teachings and clarify the myths with regard to women's rights and gender based violence

- National & International Gender Commitments in the Context of Rights and Policing to educate the learners about the obligations of the state to overcome gender based discrimination and promote gender equality through its various state institutions including the police

- Gender based Violence and Role of Police to make the learners aware of its various forms, implications for individuals & the institutions and the need for the police to act responsibly and sensitively

- o Mainstream gender dimension in specialized policing skills to enhance gender sensitive policing by:

- Identifying specific course components requiring gender perspective

- Developing relevant gender content for specific components of the specialized courses involving subject experts

- For example Investigation Courses, to include topic of investigating crimes against women

- o Make SOPs on dealing with women and investigating crimes of violence against women an integral part of the mandatory training courses tailored to the job requirements of different police ranks

Training Skills to demonstrate gender sensitive Training Skills to demonstrate gender sensitive orientation. Training courses to be structured and imparted in a gender aware manner.

Training skills refer to the pedagogy (training methodology) and the trainers' outlook & capacity. It seeks gender sensitivity and awareness from all trainers not only from the gender trainers.

<p><b>Training skills</b> (trainer's capacity &amp; training methodology)</p>	<ul style="list-style-type: none"> <li>o Gender sensitivity and awareness to be made a part of the criteria of trainers selection &amp; appointment</li> <li>o Internal and external trainers to practice gender sensitive facilitation, moderation and communication to ensure inclusive learning and participation</li> <li>o Trainers to communicate in a respectful manner and interact with learners in a way that does not discriminate but promote equality</li> <li>o Trainers to use gender inclusive language not a gendered language (avoid gender specific nouns - Mankind - &amp; gendered pronouns - his, him- when refer to something that relates to both sexes)</li> <li>o Make gender sensitivity a part of the training norms to ensure respectful interaction between men &amp; women learners</li> <li>o Trainers to possess basic gender knowledge and skills to establish links &amp; connect gender with their respective training subjects</li> <li>o Learning objectives of all police training courses/subjects to reflect gender orientation</li> <li>o Trainers to adequately plan and prepare for the gender input related to their subject/topics - allocate sufficient time, organize teaching material, tools and activities</li> <li>o Teaching material, examples/quotes, and experience sharing to diverge from gender stereotypes and inculcate positive image of women &amp; girls with an objective to promote equality between men &amp; women</li> <li>o Class participation and group work to encourage discussion on gender issues concerning the training topic to help learners understand the relevance of gender to the concerned topic</li> </ul>
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- o Apply different training techniques to encourage participation of women in learning, reflection, discussions and presentations
- o Develop criteria for engagement of gender trainers – gender trainers to have deeper understanding of gender issues, able to deal with resistance, connect gender to different aspects of policing, apply gender analysis and enable trainees to reflect, learn, influence and act individually and collectively

**Outcome indicators**

Standards of gender learning for the police training seeks to achieve the following outcomes for the police service;

- o Enhanced gender orientation of training courses & learning environment
- o Increased awareness of gender inequalities & gender based violence
- o Gender sensitive individual behavior and practice
- o Improved understanding of distinct security needs of women and men
- o Recognition of women's right to seek police assistance against violence
- o Provision of gender responsive policing services

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## **Annex VII**

### **Course requirements**

Each course in a curriculum will have a clear syllabus with at least the following requirements:

- a. Classification of the course (mandatory induction courses/specialized skill development courses etc.)
- b. Title of the course (for e.g. Interrogation, Investigation etc.)
- c. Required trainer certification (for e.g. forensic expert for forensic evidence collection etc.)
- d. Duration of the course
- e. Course content in the form of proper modules
- f. Content should not discriminate against any member of the society (discriminator remarks against any member of the society specially women and minorities must be removed)
- g. Summary course description
- h. Prerequisites for participation/required entrance skills of participants
- i. The number of participants that can be reasonably accepted for each course
- j. Learning objectives of the entire course and for each subject or topic separately
- k. Required learning materials (for textbooks the level of difficulty should be specified)
- l. Required assignments outside regular class work
- m. Methods of instruction (lecture, discussion, seminar, field trips, laboratory work etc.)
- n. Required equipment and infrastructure for training
- o. Methods/criteria of assessment of trainers/trainees/course content and training methodology