



**From Training Need to Learning Approach:
A Training Strategy for the Bangladesh Police**



From Training Need to Learning Approach: A Training Strategy for the Bangladesh Police



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Appropriate training is essential to develop professional skill and to make a police organization effective and responsive to community needs. 'Traditionally, a great deal of emphasis has been laid on the inculcation of knowledge and professional skill as the twin objectives of training. While these two are important they do not make training complete and there is a third that needs to be recognized. This is the objective of developing in the trainees appropriate attitudes of mind towards their work and the people they come into contact with, in the discharge of their duties. This third objective requires that training should relate not only to the cognitive and the conative abilities of an individual but also to his affective responses. Training should aim at developing a trainee's total personality for the effective performance of his task' (Report of the Committee on Police Training, Government of India, 1971 page-11, para-4). Police will face the increasing pressure of population growth and complexities of new problems arising out of rapid social changes. It is therefore necessary to draw up a good training program so as to develop both physical and mental qualities, instill ideologies and philosophies with regard to discipline, punctuality, integrity, service to people and allegiance to the state.

Training must be viewed as a continuous process. Training imparted to new recruits at different levels should include a well planned inservice training program in the form of refresher, orientation and specialized courses for all ranks of the police force. It should also be considered as part of career development planning. To make it more useful it must look to the future career of police personnel. Individuals with better qualities and aptitude should be selected and given opportunities through training to improve their abilities so that they can contribute most to the organization and to the community.

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1.0 Introduction

1.1 Background

The transfer of knowledge is the key to development partnerships as established under the auspices of the United Nations Development Program in Bangladesh. In this vein, the Bangladesh Police Reform Program relies heavily on training and education interventions to build professional knowledge, develop specialist skills, and confirm attitudes of service, empathy and ethical conduct. Training is however just one instrument of police reform and unless the other variables of organizational structure, strategy, legitimation and support are taken into proper account it is unlikely to produce results of any lasting value.

Training is an intervention upon which reform and capacity development can only be firmly established if the training itself is recent, rigorous and relevant. Work-based, problem-orientated, and on-the-job training utilizing adult learning techniques is increasingly seen as more appropriate, economical, efficient and effective than long periods of classroom-based, residential, teacher-centered training. As importantly, students and practitioners quickly deskill after training if their new knowledge and behavior is not encouraged, modeled and reiterated in the workplace. Supervisors and managers therefore have an important role to play in reinforcing training. Similarly, managers and the executive must resource their workforce to allow them to apply lessons learnt in training. Treating victims of crime, for example, with empathy and professionalism is difficult, if not impossible, if police thana do not have appropriate reception and interview areas and police do not have the equipment, say, to collect, label and secure physical evidence.

Training is a core component and a cross cutting intervention of the Bangladesh Police Reform Program. As such it is the responsibility, at some time or the other, of all national and international specialists, and all component leaders involved in the program. This planning document is designed to articulate the program training philosophy and need, to assist individuals in preparing training interventions and materials, and to sequence and otherwise prioritise the training effort. The plan is prepared under the guidelines of the Government of the People's Republic of Bangladesh and the United Nations Development Program (2004) *National Execution Manual* published by the Economic Relations Division of the Ministry of Finance. It draws on the *Program Document: Strengthening Bangladesh Police* (ProDoc (2005)) and the *Police Reform Program Work-Plan* (2007). Where appropriate program document activities and budget line numbers are included as references.

1.2 Planning cycle

This is also the first in a series of documents designed to stimulate critical discussion and strategic thinking on training in Bangladesh Police. The

document is designed, and will be developed as a basis for the overarching police training strategy, and as an example of a training plan. It therefore goes beyond the content of a simple program implementation plan, to incorporate agency-wide training ‘...based on current and emerging needs rather than historical practice’ (A3.2.2).

Following on from this introduction is a brief background on the Bangladesh Police, the training institutions of the organization and the process and practices of police reform. The paper then addresses the Police Reform Program components before synthesizing the various training needs of Bangladesh Police, as expressed in multiple reports dating back to 1994, and providing detailed guidance on the approach and priorities of the program training effort.

Submissions on training and related matters are encouraged from all readers of this document. Notification of errors of fact would be particularly appreciated by the author.

2.0 Bangladesh Police

2.1 Vision and mission

The history of policing in the Bengal region is as long as the history of local community and social life. However, organised public policing, in the form we would recognize today, commenced in the 1750s. Established under British colonial rule, and eventually based on the ideas of police legitimacy, structure and function adopted by the Irish Constabulary, the current police organization emerged, along with the new state, in 1971. The first officers of the Bangladesh Police were Bengali members of the recently disbanded East Pakistan Police. Today the organization, headed by an Inspector General of Police, under the general supervision of the Home Minister, has nearly 120,000 staff members.

The current vision of the Bangladesh Police is ‘to provide service to all citizens and make Bangladesh a better and safer place to live and work’. This is to be achieved through a five point mission:

- to uphold the rule of law,
- to ensure safety and security of citizens,
- to prevent and detect crime,
- to bring offenders to justice, and
- to maintain peace and public order.

The ProDoc (2005) calls for Bangladesh Police to revisit their vision, mission, and core functions (A4.1.1), and proposes the introduction of a strategic planning and policy unit in Police Headquarters (A4.7.1). It is anticipated that any new strategic direction will shift the focus from law enforcement, static guarding and reactive policing, across to community policing and problem-oriented crime prevention. There are a number of justifications

available for such a move, with economy and poverty reduction being the most decisive. Community policing is not just one mode of policing among others. It is a more economical, effective and efficient system of policing that can deliver human security, contribute directly to the quality of life of community members, and improve police legitimacy.

2.2 Structure

In order to achieve its objectives, the agency, under Police Headquarters, has the following structure:

- Range Police (Barisal, Chittagong, Dhaka, Khulna, Rajshahi, Sylhet);
- Metropolitan Police (Barisal, Chittagong, Dhaka, Khulna, Rajshahi, Sylhet);
- Criminal Investigation Department;
- Special Branch;
- Highway Police;
- River Police;
- Armed Police Battalion;
- Range Reserve Force;
- Rapid Action Battalion; and
- Training establishments.

Changes to establishment numbers and police structure have recently been proposed, with an additional 25,000 police to be recruited and deployed, and a number of new divisions established in the coming years. It is anticipated that some of these recruits will redress the alarmingly low numbers of women police officers.

The relationship between organizational size and performance is well researched, and could support an argument that Bangladesh Police has exceeded critical mass sufficiently to be now enjoying diseconomies of scale. The organization may well serve the citizens and visitors of the country more appropriately if it was broken up into, say, six divisional police jurisdictions and two or three national and specialist police organizations. Any serious engagement with community policing will certainly add weight to such arguments. Highly centralized, functionally grouped organizations with a broad span of control and a quasi-military extended chain of command do not easily provide tailored, community-based, problem-oriented policing services. Any other decisions on police strategy will similarly have structural implications.

Bangladesh Police is one of a very few services worldwide to utilize three entry points – constable, assistant sub-inspector, assistant superintendent – to the organization during recruitment and selection. Personnel of the agency are also grouped into three career classes as shown in the table below.

Category	Rank	Establishment	Female
Class 1	Inspector General of Police (IGP)	1	
	Additional IG	10	
	Deputy IG (DIG)	22	
	Additional DIG	21	1 female
	Superintendent of Police (SP)	160	4 females
	Additional SP	164	
	Senior Assistant SP	144	2 females
	Assistant SP	693	33 females
	Class 2	Inspector	1,956
Class 3	Sub-Inspector (SI) (UB &AB)	10,011	156 females
	Sergeant	1,193	
	Town Sub-Inspector (TSI)	106	
	Assistant Sub-Inspector (ASI)	5,187	193 females
	Head Constable or Habildar (UB & AB)	6,698	
	Naik	5,619	
	Constable	84,977	667 females
Total	as at June 2005	116,963	

Table 1 Class, Rank and Establishment of the Bangladesh Police

Migration between classes is not common in the agency particularly into Class 1. Class 1 (Bangladesh Civil Service) officers are mostly recruited externally and they are more concerned with range and metropolitan administration and governance, than with general or even special duties policing. Class 2 members are often employed as the officer in charge of a *thana* or station under the direction of district level SPs. Between district and station levels, a circle under the direction of an Assistant SP is established. Class 3 personnel form the huge majority of the membership of the agency, and there is some agreement that these personnel remain under utilized. Officers at this level often perform static guarding duties or standby for public order operations and, given their numbers but restricted discretion, make only a limited contribution to the achievement of the police vision and mission. Coupled with a culture whereby long hours are equated with hard work, this can make policing at the constable level a frustrating experience.

There are arguments for and against multiple entry points into a police organization, but, very few professions maintain the practice. Paradigm professions like medicine and the law have only one entry point. On the other hand, most military forces have two but the divide here is historically class based and maintained for war fighting reasons. Police organizations often held out to be engaging in good practice, good ethically and technically, usually have one or two entry points only. Those that have two, at the most, have a much larger cohort migrating upwards between

classes and all applicants can realistically aspire to the chief executive's job. The ProDoc (2005) includes the requirement to review human resources practice including recruitment, selection, and promotion (see A3.5.1 and 3.5.2). Any changes to these will have obvious training implications.

2.3 Other policing agencies

Policing Bangladesh is also carried out by the forces of the *Ansars*, the *Battalion Ansars*, and the *Village Defence Parties*. Numbering nearly 5 million, these personnel are under control of the Ministry of Home Affairs, and their role is one of support to the police, army, and border guards (Bangladesh Rifles) in maintaining law and order; and contributing to the safety and security of the people of Bangladesh. *Chowkidars* and the higher ranking *Dafadars*, on the other hand, are village police employed by the chairperson of the 42,000 separate *union parishad*.

Private policing, particularly security and traffic control is a growth industry in Bangladesh. Numerous international and national firms vie for business across the country, and building owners and managers often employ their own residential security crews. Exact numbers are not available but Dhaka telephone directory alone has over 100 security firms listed.

3.0 Schools and Centers

3.1 General

Police training and education facilities are scattered throughout Bangladesh, with most small specialist schools housed within the Dhaka metropolitan area, and most general police training centers based in the outlying divisions. There is some agreement that training can be further decentralized, and there is an effort underway to reduce the amount of classroom-based training in favor of more-work based, problem-orientated and on-the-job learning. Long periods of time spent rote learning, in academies and schools, and away from pressing police duties, are increasingly viewed as an expensive and even ineffective learning experience. There is an international trend towards a mixed mode delivery of training. Combinations of distance education, group project work, and action learning, with limited face-to-face training, can provide richer more relevant learning experiences. They also serve to better fix suitable dispositions, such as ethical and professional conduct, and empathy for victims of crime, than long, didactic, classroom sessions.

The colleges, schools and centers of the Bangladesh Police are shown below and details are contained at Annexes A to O respectively:

- Staff College, Mirpur, Dhaka;
- Police Academy, Sardah (Chargat), Rajshahi;
- Police Training Center (PTC), Tangail;

- PTC, Rangpur;
- PTC, Khulna;
- PTC, Nokahali;
- Detective Training School (DTS), Rajarbag, Dhaka;
- Police Peacekeepers' Training School, Rajarbag, Dhaka;
- Special Branch Training School (SBTS), Malibag, Dhaka;
- Police Special Training School (PSTS), Betbunia, Rangamati;
- Traffic Training School (TTS), Mill Barrack, Dhaka;
- Motor Driver Training School (MDTS), Jamalpur;
- Telecommunications Training Center, Rajarbagh, Dhaka;
- Dhaka Metropolitan Police Training Academy, Rajarbag, Dhaka;
and
- Rapid Action Battalion Forces Training School, Gazipur, Dhaka.

3.2 Courses conducted

The oldest educational institution in the Bangladesh Police is the Police Academy, Sardah, established by the British military in 1912 at Chargat, Rajshahi. The involvement of the military in aspects of training, administration, and review of the police marked both the colonial and Pakistan eras. It is continued today in the joint military and police composition of the Rapid Action Battalion and in the operations of the *Ansars* and Village Defence Parties.

The principal of the Police Academy, Sardah is responsible for a raft of basic, refresher and specialist training including:

- ASP (probationary) Course,
- Cadet SI Course,
- Sergeant's Course,
- Constable's Course,
- Junior Staff Course, and
- Section Leader's Course.

The four PTCs, referred to as zonal police training schools until 1992, are responsible for a narrower spectrum of training and typically concentrate on training recruits. They are capable of conducting other courses though, and most have experience with training members of the Armed Police Battalion and *Laskar* personnel. The remaining schools and centers of the agency, such as TTS and MDTS, are relatively specialized. The exception to this rule is the Detective Training School, which houses the Police Peacekeepers' Training School, and offers:

- Investigation Supervision Course,
- Aid to Investigation Course,
- Post Blast Investigation Course,
- Prevention of Repression on Women and Civil Behaviors Course,
- Special Training on Human Rights,
- Higher Training on Investigations Course,

- Prosecution Course, and
- Junior Investigation Course.

The duration of some of the courses, currently offered by the various training schools and centers, appear to be long by international standards. While long courses can be justified (although not on the argument that a long course is a good or even a rigorous course), they are seen by many as an expensive luxury, and may be more a result of historical accident rather than contemporary training need. Courses have been known to 'grow' over time as 'pet themes' and 'hot topics' are appended. A mixed mode of delivery involving some residential, and some distance education, for example, can reduce costs, and may result in better learning outcomes and work place application of lessons learnt. Other reforms to training, such as the utilization of mobile training teams that conduct workplace training and refresher programs, are proposed as part of the Police Reform Program.

A number of training courses evaluated during the drafting of this plan were relatively disjointed, address numerous topics at a very superficial level, and avoided specific learning outcome statements, rigorous assessment and critical evaluation. A two week long collection of disparate 45 minute sessions, delivered by multiple, mostly senior serving and retired instructors, for example, is not seen as the best use of training time. Courses that range across firearms use and safety, constitutional rights, and finger print theory, for example, are also difficult to justify. Instead, courses should be themed, they should hold together, and they should explore the body of knowledge, in a functional or organizational specialty, at an appropriate level and at a suitable depth.

3.3 Areas of practice

One of the techniques for giving direction or theme to a training course is to identify the general competencies to be addressed. Some competencies will be included in the selection criteria for course attendance while others will be designed into the syllabus. The question is what should students know and how should they behave after completing the course. This is to be contrasted with what do instructors want to teach or tell their students?

Broad areas of competency, or domains of practice, appropriate to professional policing, are:

- exercising ethical judgment,
- knowing and understanding cases,
- identifying and solving problems,
- communicating with influence,
- making authoritative interventions,
- using systems and equipment, and
- understanding personal and professional development.

The complexity of work in each of these domains varies according to individual functional and hierarchical specialty, and training courses should reflect this. A course for new sub-inspectors, for example, might devote more time to the knowledge, skills and attitude associated with exercising ethical judgment than to using systems and equipment. It might also target attitudinal change, rather than knowledge and skill, although knowledge, will and emotion should all be addressed, at least in part, in almost every course. Emphasis will also be varied in accordance with organizational priorities. A movement towards problem-oriented policing would see training effort directed at communications, problem-solving and ethics for example. On the other hand, a major emphasis on reform might dictate a different set of priorities. Of course, variations like this will also dictate variations in teaching and training methods, as not everyone has the same learning style, and not every topic lends itself to the same teaching method.

At the managerial and executive level the competencies listed above may not be sufficient. As officers move away from policing itself and begin to concentrate more on management, the following competency areas may be more relevant:

- leading and controlling,
- planning and organizing,
- communication and negotiation,
- personal accountability and development,
- reasoning and decision making,
- specialist skills and knowledge, and
- community and citizen focus.

Short courses that attempt to address all competencies or domains, or all 'hot topics', will suffer from a lack of clarity and direction. Such courses encourage 'surface' rather than 'deep' learning and often serve no medium and longer term learning purpose. Under the competency 'communication and negotiation', for example, a five day course on active listening, public speaking, persuasive writing, and critical reading is both conceivable and reasonable. The themes of the course reinforce each other and otherwise 'hang' together. Supervisors could legitimately expect behavioral change as a result of such a course. But, a 45 minute session on the topic, buried in a week of disparate and similarly fleeting topics, is not going to achieve a learning objective, even though it may achieve a managerial one.

3.4 Training capacity analysis

Research work on the analysis of the capacity of Bangladesh Police to design, develop, and deliver its own quality police generalist and specialist training was carried out during the preparation of this document. At this stage, and given research and analysis to date, it is intended that the primary emphasis of police reform program training,

other than limited specialist operator training, will be on train the trainer programs and instructor development courses.

4.0 Police Reform

4.1 Ongoing reform

Police reform, if it is taken seriously, is not a two or three year long activity conducted every 10 years or so. Nor is it an activity successfully imposed from outside the organization or undertaken only after a scandal, conflict or crisis. Police reform is an ongoing process in any innovative, service-orientated and progressive police agency. Policing a complex society is itself a complex task. Value pluralism, the basis of a secular, multicultural, democratic order, guarantees that policing ends – proximate, intermediate and ultimate – are contested, and means may be as well. In the clash of freedom of assembly and freedom of movement, for example, how far do police go in using coercive force and which freedom should prevail?

In order to gain the legitimacy and the authority of policing by consent, practitioners must constantly work to tailor the police response to suit the particular circumstances. This is essentially reform based innovation and in even the very best of police services, in a country with a vibrant democracy and a strong economy, there is ample opportunity to practice it. Unfortunately, almost everywhere policing needs serious improvement, particularly in relation to service to minorities and other disadvantaged groups, rather than innovative fine tuning. Policing as know in most, if not all jurisdictions needs improvement and it can be improved. The task is therefore pressing and possible. Policing can be more democratic, more humane, more appropriate, and more effective; and the means to achieve this are available. In almost any situation it is possible to conceive of ways to make policing better. When police practitioners accept that reform is open ended, that it requires an ongoing commitment, and that democratic policing is essentially a matter of engaging with reform and innovation, then constant service improvement becomes part of their duty.

Policing in Bangladesh can be improved in both senses of the term. First, most observers and practitioners would agree that there is room for improvement - things can be better for police officers, citizens, and visitors. Second, it is possible to conceive of appropriate ways and means to carry out improvements. More female officers, for example, would make police more representative of society, more in touch and empathetic with the special needs of woman and girls as victims of crime, and less likely to unquestioningly support paternalistic practices of the past. Similarly, better scene of crime practice and physical evidence handling would lead to better investigative results, and eventually to

more appropriate prosecution outcomes and less reliance on confessional evidence.

4.2 Police Reform Program

The Police Reform Program (PRP) is an initiative of the Government of Bangladesh (GoB), in cooperation with the United Nations Development Program (UNDP) and the Department for International Development (DFID), with the European Community recently joining the initiative. In agreeing to the various aspects of the program, GoB has recognized the incontrovertible link between development and human security. 'Human security ranks, alongside food and shelter, as one of humankind's most basic needs. All people crave personal security, as it enables them to live their lives in peace and build their future without fear. But for many people in Bangladesh today, particularly the poor and vulnerable, human security is an elusive goal... Clear laws, enforced justly, transparently and efficiently, are necessary to create an enabling, predictable and secure living and working environment' (UNDP 2002:i).

Human security is a necessary, although not sufficient, precondition to the production of surplus value in a community and it relies substantially on the rule of law. This is the gold standard for the criminal justice sector, so much so that public order, law enforcement, and crime control are functions that can best be judged in light of their contribution to it. For example, public order established through illegal means offends the rule of law. Similarly, crime control through the over-policing of disadvantaged' or minority groups' also detracts from the rule of law.

An accountable, transparent and efficient police service in Bangladesh is essential for the safety and well being of all citizens and visitors, and particularly for the creation of the consumer and investor confidence so vital to development. PRP is designed and developed to contribute to the democratic governance of Bangladesh, through enhancing the police contribution to improved human security and the realization of human rights. Overarching themes within the program include mainstreaming gender, encouraging community policing and citizen-police interactions. Women, the poor, disadvantaged and vulnerable groups are also recognized as key beneficiaries (ProDoc 2005:9). In order to achieve all of this, the program is organized into six main components and one program management component as shown below:

- Component 1 crime prevention;
- Component 2 investigations, operations and prosecutions;
- Component 3 human resource management and training;
- Component 4 police strategy and oversight;
- Component 5 program management;
- Component 6 communication; and

- Component 7 trafficking in human beings (THB).

Components 1 to 5 are elaborated on in the ProDoc (2005), Component 6 consolidates all IT and communication activities across the program, and Component 7 has been recently added under an agreement with the European Commission (2006).

The Pro Doc (2005) represents a legally binding agreement between the GoB and the UNDP, follows the logical framework analysis or 'logframe' pattern, and details the program's:

- overall program development objective;
- immediate objective;
- outputs;
- activities;
- inputs;
- budget; and
- outcomes and indicators.

Because of its nature and reach, training as an activity appears in all component areas. While fully one third of the more than 100 program activities are training related, it is primarily grouped into Component 3. In addition to specific activities, cutting across each of the components are the enduring and pressing themes of:

- officer safety,
- gender and youth,
- HIV/AIDS,
- human rights,
- ethical conduct and corruption prevention,
- environmental issues and concerns,
- disaster management,
- contemporary management, supervision and leadership practices (A3.6.2), and
- collaboration with local government (ProDoc 2005:22-28).

Where at all possible, these themes are to be incorporated into specific training programs and materials, and the topics should be addressed within the context of the broader training issue. For example, much needed training in public order policing would necessarily include officer safety and human rights sessions or topics. Corruption is also included above as a cross cutting theme and elements could be addressed in nearly all topic areas. In addition, it is specifically addressed in the ProDoc (2005) as a stand alone activity (see A4.4.1), where the requirement is to 'develop, widely publish and aggressively pursue an anti-corruption strategy for Bangladesh Police. Similarly, human rights training is both a cross cutting and a stand alone activity (see A1.3.3).

The ProDoc (2005) legitimates the PRP, sets its strategies and activities into place, and formally structures the team of national office holders and

national and international consultants into a working group. Bangladesh Police are the implementing agency for the program, and police officers are component leaders in Components 1, 2, 3, 4, and 6.

5.0 Component 3

5.1 Training purpose

The Police Reform Program as an intervention is based on data gathered from extensive consultation with key stakeholders, review of the relevant legislation and documentation, and analysis of problems associated with maintenance of law and order, public safety and security in Bangladesh. Underpinning the entire program is a widespread concern about law and order, access to justice, and public safety at all levels of society. Indeed, one earlier report notes that research, based on primary and secondary sources, has revealed facts and examples of human insecurity in Bangladesh that are deeply disturbing (UNDP 2002).

Personnel are the most important resources available to Bangladesh Police in achieving their critical role of maintaining law and order, investigating and preventing crime, and ensuring public safety. 'The primary aim of Component 3 is to ensure ethical, capable, and well trained people lead and staff the Bangladesh Police, and the human resource management (HRM) and human resource development (HRD) processes result in efficiency, transparency, accountability, and equity' (ProDoc 2005:17).

The component looks at all aspects of HRM and HRD but particularly focuses on better recruitment, selection, training and development, deployment and leadership. Key training driven outcomes for the Component include:

- development and institutionalization of training development, delivery, and evaluation capacity;
- more flexible and cost effective training delivery options including work based learning; and
- improved leadership and management training at all levels (ProDoc 2005:18).

Because of the ambit of the reform program, a number of questions on organizational design and strategic planning remain open at this stage. This will serve to delay parts of the training intervention, as training design can only be completed after strategy, design and job analysis questions are more or less answered. For this reason, and because of the shortage of trained and experienced trainers and facilitators in the service, the establishment of a training design, development, delivery, assessment and evaluation capacity is of the highest priority in this training plan.

5.2 Shared responsibility

Because training is an intervention across all components, training activities, such as specialist training in crime prevention from Component 1, forensic sciences in Component 2, and policy and planning in Component 4, are included in this plan. Specialist practitioners and consultants will be largely responsible for the content of this training. Where possible, delivery will be by Bangladesh Police trainers who have completed a train the trainer program and have received specialist training, at or above the level being taught. Delivery by other agencies and international and national experts is also envisaged. The aim though is not just to train officers in a specific subject or area, it is to both do that, and to also develop, and institutionalize, training capacity. In allocating resources to a training activity the Program Management Team will weigh its contribution to:

- individual development,
- collective capacity.
- police practice in the short and medium term, and
- police professionalism in the longer term.

Accordingly, training that targets an individual who is unlikely to both utilize and pass on the training is unlikely to be supported.

The ProDoc (2005) directs that training be modular, competency-based and supported by training packages. This is reasonable but, of course, not all training is suitable for modularization. Where suitable, training should also be decentralized, workplace-based, and accredited. To reflect good practice in training delivery, training packages should consist of a student workbook, an instructor's manual and suitable training aids such as overhead transparencies or power point presentation. Packages will be edited, translated, printed and bound all at a suitable, sustainable standard. Advisors and instructors are encouraged to use case studies, problem-based learning methods, and adult education techniques. Students should be discouraged from passively absorbing information. Instead, they should be actively involved in their own learning and in validating what is being learnt. Testing should be competency based where possible and based on scenarios, assessment center methods, action learning, and even on the job assessment.

5.3 Training budget

Of more than US\$2,000,000.00 allocated to training across the program, US\$700,000.00 is earmarked for other than in-service training, including overseas training, and US\$400,000.00 of that is specifically for thematic study tours and training. Fellowships, study tours and training abroad are administered under the terms of the *Nation Execution (NEX) Manual* (2004) and the ProDoc (2005:55). Fellowships are not envisaged in the ProDoc (2005) however a cost assumption contained in the Project Results and Resources Framework (ProDoc 2005 Annex B Cost Assumptions:B3)

allocates US\$400,000.00 to a proposed 'international study tour for selected personnel (6) involved in national and local crime prevention strategy development. [Where] the objective is to support understanding and awareness of crime prevention and community safety concepts for implementation in Bangladesh (14 days).' Study tours, are administered by the Program Steering Committee and approved by the Program Implementation Specialist (ProDoc 2005:55).

Allocation of funds for training, training equipment and training resources are extracted from the ProDoc (2005) and shown below.

030 Training	Net total	Notes
032 Other training		
032.01 Thematic study tours and training	US\$400,000.00	UNOPS implementation
032.02 Commercial and emerging crime	US\$300,000.00	UNOPS implementation
032.99 Line total		
039.99 Line total	US\$700,000	
033 In-service training		
033.01 Thematic training/workshops	US\$350,000	
033.02 Conference, meetings and/or symposium	US\$145,200	
033.03 In-service training (police)	US\$700,000	
033.04 In-service training (Ansar and Village Defence Parties (VDP))	US\$200,500	
033.99 Line total	US\$1,395,700	
039 Training total	US\$2,095,700	
040 Equipment		
045.11 Training equipment	US\$125,000	
050 Miscellaneous		
052.02 Library books and journals	US\$50,000	
052.07 Investigation training material production and distribution	US\$60,000.00	
THB		
032.03 Thematic study tour	US\$105,000	
033.05 In-service training	US\$142,000	
033.06 Awareness training	US\$520,000	
033.07 Workshops	US\$210,000	
033.07 ICPO conference	US\$31,000	

Table 2 Training Budget Allocation

In the main, funding is not tied to particular training interventions. Funding preference will however be given to training interventions that have the broadest reach and the greatest relevance, and utilize the most effective methods to achieve the desired learning outcomes or dispositions. Staff salaries are not factored into the table and recently allocated European Commission funding is added at the foot of the table.

6.0 Training Needs Analysis

6.1 Training aim

A great deal of work has been done on identifying the training needs of the Bangladesh Police. Since 1994 these needs have been formally articulated by both outside observers and inside commentators. In a collection of 10 documents of significance, the training shortfall, both qualitative and quantitative, spans the gamut of police specialist and general training. Collated in the *Needs Assessment Report (2003)*, which informs the ProDoc (2005), the training need covers the following topics:

- crime prevention,
- community policing,
- human rights,
- investigations,
- investigations management,
- forensic sciences,
- crime analysis,
- prosecutions,
- public order policing,
- policing youth and women,
- traffic management,
- management and supervision,
- contemporary issues,
- public and media relations,
- professional standards, and
- strategic planning and policy research.

As mentioned above, additional contemporary issues and special training topics are picked up as cross cutting issues in the ProDoc (2005).

The analysis leading to this collection of training topics is based on performance appraisal (empirical and anecdotal), survey, workshop and interview techniques using good practice policing and stakeholder expectations as benchmarks. While there is specific allowance within the ProDoc (2005) for a national training needs analysis (BL017.14 and A3.2.1), in light of the work already done, particularly as addressed in the UNDP's *Human Security in Bangladesh (2002)* report, the *Needs Assessment*

Report (2003), and the ProDoc (2005), further analysis of general need seems redundant. Instead, what is required is a Training Capacity Analysis (TCA) whereby the training being conducted by the Bangladesh Police is examined critically in a summative sense. The extent of fit between the training need relating specifically to a prescribed function or role, the training being conducted, and the organizational review and job analysis/design exercise (see A3.5.1 to 3.5.3) will then dictate future training design and development.

This can only usefully be done on a case by case basis and the exercise is different for remedial and initial training. For example, current police prosecutor performance can be critically evaluated and then considered against prosecutor training, as conducted by DTS, and prosecutor selection criteria. The information generated can then be considered against any revised and prescribed duties, before the prosecutor training course is redeveloped. Specialist training like prosecutions and investigations are not problematic under this method, as criteria for the job design and performance appraisal of, say, an investigator are largely functionally based and not likely to be contested. This is not the case for role or position based courses, such as supervisory and staff courses and the three entry point courses at the ranks of constable, SI and ASP.

6.2 Training cycle

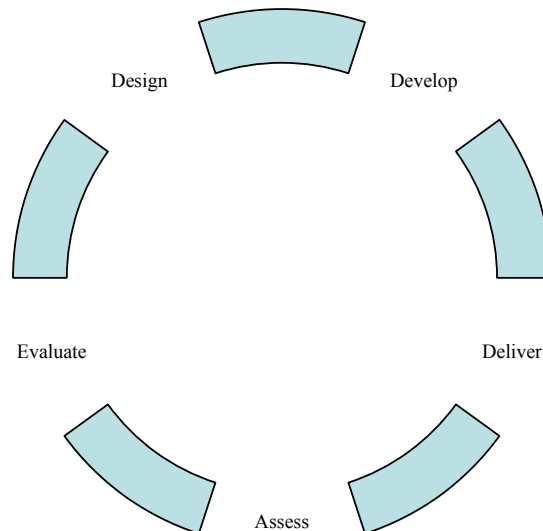


Diagram 1 Basic Training Cycle

The typical five step training cycle – design, develop, deliver, assess and evaluate training – does not compass the complexities of a police organization undergoing reform, nor does the standard training needs

analysis. During reform the strategy of the police organization is under critical review and this will have structural implications and job design consequences. Job competencies are themselves open to review particularly for general, role and post based positions, as opposed to functional/specialist ones. The redesign of the constable, SI and ASP generalist courses is therefore slowed by the call within the ProDoc (2005 A4.1.1) for the PRP to 'identify and publish the vision, mission and core functions of Bangladesh Police (value system)'. Similarly, the *Needs Assessment Report* (2003:7) calls for '...consensus at the highest levels on what type of police service Bangladesh wants. This is a pre-requisite for successful and sustainable reform. A clear vision, mission and strategic direction for Bangladesh Police can then be articulated based on the needs and expectations of the government and the community'.

From the starting point of a clear description of what good policing is, and a sound prescription of what police service best suits Bangladesh, it is possible to design and develop relevant and rigorous training. The diagram below depicts a logic of training design (following Frankena 1970).

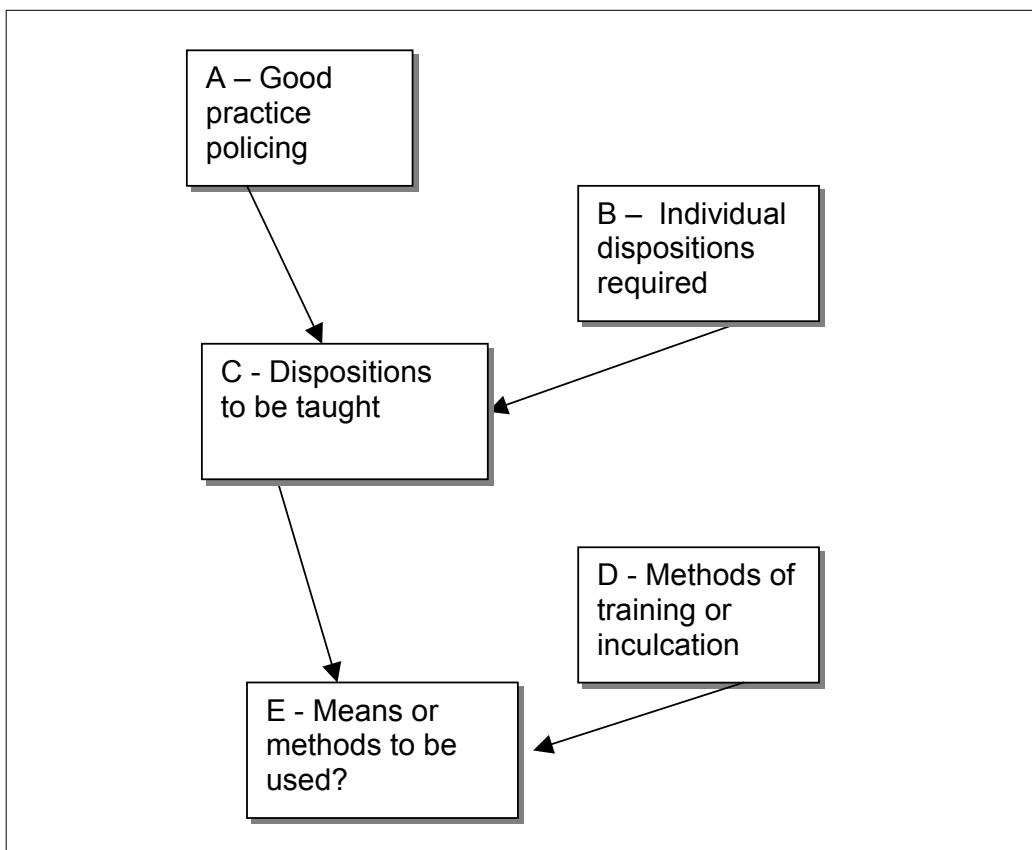


Diagram 2 The Logic of Training Design

The starting point, shown at A, is a fully fledged description of good policing and an analysis of the functions, roles, and responsibilities that make that possible. From this normative ideal it is possible to identify individual roles and the knowledge, skills and attitudes, the cognitive, conative and affective dispositions in other words, that equip an individual to carry out that role. Within a good practice police service, with a focus on crime prevention and community policing, a competent detective, for example, would require the personal qualities of fairness, thoroughness and discretion, the skills to actively listen, effectively communicate and critically analyse, and a good knowledge of crime scene management, evidence collection, interview techniques, and brief preparation. These would be shown at B. Other functional and hierarchical roles can also be critically examined, mapped and similarly depicted.

The dispositions that can be usefully, economically and effectively taught are then shown at C and these form the basis of the training course syllabus. Interviewing and crime scene searching, for example, are skills that can be relatively easily taught, and are not usually available in any general population from which police detectives may be recruited. On the other hand, dispositions like the tendency to be thorough, and the propensity to be fair, are not easily taught and may better be identified during recruitment and selection. Assessment center methods may be particularly suitable here.

Physical fitness provides a good if simple example of selection v training decision making. It is possible to train an unfit person to be fit, but the opportunity cost of doing so is high and the problem of maintenance of the level of fitness required, given the student's history of being unfit, emerges. Selecting a fit recruit and facilitating their maintaining that level of fitness is eminently more practical as opportunity costs are reduced, and past behavior is a good indicator of future behavior. Individuals who have built and maintained a suitable level of fitness, in their own time and at their own cost, are unlikely to abandon that personal ideal when it also becomes a professional one. This is particularly the case when the employer provides some concessions, such as sports equipment or training time.

Once the dispositions to be taught are identified, the methods that can be used to inculcate the particular knowledge, skill or attitude are then identified. These are shown at D. The tendency in Bangladesh Police is for any shortfall in knowledge, skills or attitude to be treated by police-provided, face-to-face, classroom-based training. However, there are numerous other education, training and development options and methods that deserve consideration. Additionally, positive reinforcement whereby appropriate behavior is rewarded, and zero tolerance approaches may produce suitable results. For example, very few police

need to be trained not to mistreat prisoners, although they can be sensitized to the plight of the prisoner, and can be encouraged to empathise with the prisoner's lot. What is required to stop prisoner abuse, are proper processes of accountability whereby practitioners learn on the job through the logical consequences of their own behavior. If police know that they are responsible for prisoners in their care, and that the systems are in place to hold them accountable, they will learn not to mistreat prisoners.

In moving from the dispositions to be taught, shown at C, and the various methods available to inculcate them, shown at D, what results are the specific methods that should be used to formally teach the knowledge, skills and attitudes required, shown at E. Methods like the case study, formal lecture, workshop and simulation are all available and all have various advantages and disadvantages. Normative and analytic decisions throughout the logic of training design, at A, B, C, D, and E, must hold together in the form of a standard argument such that, if A and B, therefore C, also, if C and D, therefore E. For example:

If A) – The police service Bangladesh wants does not rely solely or even mainly on confessional and other testimonial evidence in investigations, because of the obvious risks including collusion, fabrication, vindictiveness, mistake and even torture.

And B) – An investigator should be expert at identifying, collecting, securing and presenting physical evidence that might support or falsify any investigative hypothesis.

Therefore C) – Investigators should be taught how to identify, seize, and document exhibits; to ensure the chain of custody and the security of all physical evidence; and to comply with the legislative and administrative procedures regarding the handling, recording, storing and disposal of all *alamat*.

If C) – Investigators should be taught how to identify, seize, and document exhibits; to ensure the chain of custody and the security of physical evidence; and to comply with the legislative and administrative procedures regarding the handling, recording, storing and disposal of all *alamat*.

And D) – Methods best used to teach the identification, collection, security and presentation of evidence include: face to face lecture for the legislative and administrative procedures; case study for the identification and presentation; and simulation, exercise and work based training for collection, custody and disposal. Other methods to inculcate the desire and ability to collect and properly handle physical evidence include positive and negative reinforcement on the job, modeling, and resourcing.

Therefore E) – Multiple complementary methods should be used over a period of time to assist the student to know, comprehend and apply (Bloom 1956) the rules and procedures in relation to the proper collection and handling of physical evidence.

The chain of logic A – B – C – D – E is fully made out above and it holds together as a valid, true and sound argument. Note that it wouldn't do so if, say, E did not follow from C and D, or if C did not follow A and B. Take an example from almost any Bangladesh Police investigations syllabus whereby a complex subject, like the collection of tool mark and foot, finger and tyre print evidence, is treated in one 50 minute session. At the most, the indecent haste with which such a body of knowledge is treated can only result in a student becoming aware that they don't know enough about the subject. Some instructors have falsely justified this as sensitization. Unfortunately, achieving an affective learning outcome in an area requiring a high order cognitive one is highly unsatisfactory. Any training development must therefore explore the topics to be taught and the levels to which they should be learnt. In the example above, the investigator in a good practice police organisation must be expert at identifying, collecting, securing and presenting physical evidence that might support or falsify any investigative hypothesis. The minimum requirement therefore is that the investigator can apply the appropriate procedures and practices. This is well beyond sensitization, and it is beyond simply having knowledge of the procedures. This is clearly shown in the classification of ascending levels of learning (Bloom 1956):

- Level 1 – knowledge (recall);
- Level 2 – comprehension (understand);
- Level 3 – application (use);
- Level 4 – analysis (compare)
- Level 5 – synthesis (substitute); and
- Level 6 – evaluation (assess).

Decisions to teach a practitioner an operational skill are resource intensive. Skimping on resourcing is tantamount to denying the skill.

6.3 Training strategy

The *Needs Assessment Report (2003)* points to a lack of a training strategy in the Bangladesh Police, and criticizes the training as opposed to learning philosophy. Training, it is argued, is seen as the province of the training institutions not workplace supervisors and managers. Yet the training establishments lack capacity and coordination, are poorly resourced, operate using largely outdated programs and materials, their staff require development as trainers, and relationships with outside experts and institutions of higher education are all but non-existent.

The training need within Bangladesh Police is substantial, well researched and documented, and consistently identified across a number of

documents and a number of years. What is not as well captured is the actual content and effectiveness of training being delivered by the agency at this time. However, given the above, there is much room for improvement in both capacity and quality. For these reasons, and in the interests of sustainability, the training effort directed through this plan is primarily aimed at building the capacity of the Bangladesh Police to design, develop, deliver, assess and evaluate flexible and cost effective training. Training that targets individuals in a position to formally pass on the knowledge, skills and attitudes learnt is therefore preferred. In most instances these individuals will be the staff of the various specialist and general police training establishments.

7.0 Education, Training and Development

7.1 Knowledge

For the purposes of the PRP, training is taken in its widest sense to include education and development, and it is not limited to simple skill transfer. Contemporary police officers must know what to do in circumstances that are often complex and sometimes dangerous, they must know how to do whatever is to be done, but more importantly they must know and be able to explain why what they are doing is appropriate, economical, effective and efficient. This is the basis of professional practice and it is foundational to ethical conduct. Knowing why an action, policy or procedure is fitting is also the key to reform and innovation.

Expanding training to include development also has the advantage of a slight shift in the onus of performance improvement, from the police agency, to the individual. Police the world over are quick to blame a lack of training for poor performance, and police managers often propose training as a cure all. But, training can be long and wrong, or short and soon forgotten. Regardless, professional practitioners take an active role in their own development. They study, read, and research in order to join their chosen field and continue to do so throughout their working lives. Learning is not a front end activity, it is not confined to formal training programs, and it is not a passive experience.

7.2 Work based and workplace training

Work-based and workplace training are specifically endorsed in the ProDoc (2005). The former relates to training content, curriculum and orientation, while the latter relates to the actual location of training. Most police would agree that learning through experience is a very effective method and most educators would concur. The closer training gets to actual work experience, and the examination of actual work-based problems, the more relevant it can be. In order to conduct workplace training and model flexible, work-based training delivery, the concept of

mobile training teams has been proposed in the ProDoc (2005). In the first instance, these teams, and any specialist national or international consultants, will provide training at the 11 model *thanas* listed below:

- Bhaluka Thana, Mymensingh;
- Chandpur Sadar Thana, Chandpur;
- Comilla Sadar Thana, Comilla;
- Dhanmondi Thana, DMP, Dhaka;
- Feni Sadar Thana, Feni;
- Kotwali Thana, Jessore;
- Narayanganj Sadar Thana, Narayanganj;
- Narsingdi Sadar Thana, Narsingdi;
- Panchlaish Thana, CMP, Chittagong;
- Patenga Thana, CMP, Chittagong; and
- Uttara Thana, DMP, Dhaka.

Advanced specialist training, such as policy research and development, forensic investigation, and train the trainer programs are not required at the thana level. Instead, these would best be conducted in the relevant workplace, or in a suitable police or commercial training venue. Regardless of venue though, training that is problem-oriented and work related equips police better for the demands of their vocation. Propositional, universal or generalisable knowledge is not often used by police practitioners and methods best suited to its inculcation, including lecture and listen techniques, are not useful in teaching what is required to be known. Knowledge in policing, while not being relative, is often contextual or situational and that type of knowledge is best learnt in a practical setting.

8.0 Training Topics and Delivery

8.1 General

Transferring knowledge is difficult and can be expensive. In the main, preference in this plan is therefore given to training that is work-based, and directed at appropriate numbers of Bangladesh Police trainers, who will in turn pass the new knowledge and skills on to other members of the agency. Advanced specialist training, directed at small groups of practitioners who are in a position to utilize the skills gained, is an exception to this rule. Also excluded is general, workplace training to officers serving in the model *thanas* and other selected locations.

All specific training related activities drawn from the ProDoc (2005) are shown in the table below with their activity number. Activities that require training to be designed, developed and delivered (D3) are annotated D3. Other activities, such as A1.3.3 are annotated crosscutting (CC) or are treated as shown. Some activities are aggregated to overcome the confusion in the ProDoc (2005) relating to variations between training

prescriptions based on the learner's rank or function, the training topic and method, and the intended learnt behavior or disposition. Training activities from the THB component are shown in Table 5.

Activity number	Activity	Other
A1.1.3	Design and deliver training in selected areas to increase the awareness amongst all police of the concepts and methods of crime prevention	D3
A1.2.7	Provide sensitization and training to police with regard to crime and its impact	D3
A1.3.3	Integrate human rights training in a contextually relevant form in all police training curricula	CC
A1.4.4	Develop and deliver workplace based [victim support] training and sensitization for police	D3 – incorporate in A1.2.7
A1.5.5	Enhance and formalize support for the One Stop Crisis Centers in new locations around Bangladesh including the provision of dedicated and trained police personnel	Include on A1.2.7 and A3.4.5 course panels
A2.1.1	Develop basic forensic awareness training, including crime scene preservation, using modular competency based packages that can be delivered to police and the magistracy	D3 given A2.1.2, 2.1.3 and 2.1.4
A2.1.2	Establish, resource and support specialist scene of crime officers (SOCO) in major centers	D3
A2.1.3	Develop procedures and provide equipment and training to facilitate offender finger prints being taken in selected police stations	D3
A2.1.4	Develop procedures and provide equipment and training to facilitate offender photographs being taken in selected police stations	D3
A2.1.5	Enhance the capacity of the Dhaka Chemical Laboratories, including upgraded procedures, training and equipment	Include on A2.1.1 course panel
A2.2.5	Appoint, train and resource dedicated investigators at selected police stations	Include on A2.2.7 course panel
A2.2.7	Develop a modular competency based basic investigations training packages for delivery in the workplace	Design and develop (D2) – D3 given A2.2.5
A2.2.8	Develop a training package for the management of investigations by supervisors	D2
A2.3.2	Select and deploy selected personnel to criminal intelligence cells and train them in intelligence analysis techniques	D3

A2.3.3	Provide training and equipment to support basic crime mapping and plotting in police stations	D3 – include on A2.3.2 course panel
A2.4.1	Review and redevelop the police prosecutions course and explore possible linkages with tertiary institutions	D2
A2.4.2	Support/resource refresher training for court inspectors based on the new course	Address in A2.4.1
A3.2.4	Redevelop the constable, sub-inspector and ASP courses	Support, but see A3.6.1 and 3.6.2
A3.2.5	Redevelop the detective training course	Support
A3.2.6	Develop and introduce train the trainer programs for police trainers	D3
A3.2.8	Develop training programs for Ansar and VDP	D2
A3.3.4	Design and deliver a pilot program of flexible on-site training to improve the effectiveness of <i>chowkidars</i> and <i>dafadars</i> and to strengthen the coordination of their activities with those of the <i>thana</i> police	D3
A3.4.5	Develop and introduce a modular, competency based domestic violence, sexual assault, victim management and interviewing techniques training for all female and selected male officers by phases	D3
A3.6.1	Design and develop supervisor and leadership training, using modular, competency based packages that can be delivered to police in the work place as well as formal training institutions	D3 given A3.6.2
A3.6.2	Ensure contemporary management, supervision and leadership practices are inculcated into the new training curricula at appropriate levels	See A3.6.1
A3.6.3	Support and resource the police staff college to refine its curricula, training materials and learning methodologies	Support
A3.6.4	Design and implement a series of critical issues seminars on contemporary issues in police management in a Bangladesh context	D2 and see A4.7.2
A3.6.5	Support the establishment of UN CivPol pre-selection training capacity for Bangladesh Police including language (English and French) training course	Support and broker
A4.4.2	Develop, publish and provide training on a police code of ethics and post it in every police station and building	D3

A4.4.4	Provide further resources and training to create a Professional Standards Branch from the existing Security Cell	D3
A4.5.2	Provide media training to all officers in charge of police stations, and district, divisional and metropolitan police senior officers	Broker
A4.7.1	Establish, resource and train selected personnel to support a policy, planning and research unit in Police Headquarters	D3
A4.7.2	Strengthen capacity to undertake environmental scanning and applied research	Incorporate in A4.7.1

Table 4 ProDoc (2005) Training Deliverables

A7.4	Develop [training] modules in collaboration with NGOs to clarify and heighten public awareness of the roles of various stakeholders [in relation to THB]	D2
A7.8	Develop THB investigation training curricula	D2
A7.9	Appoint dedicated and trained THB investigators including female investigators	See A7.10
A7.10	Train THB appointed investigators using THB investigation training curricula	D3
A7.12	Develop a [training] module on sexual exploitation against women and children, victim management, interviewing technique, etc	D2

Table 5 THB Training Deliverables

8.2 Key PRP subjects/topic groupings

By grouping the various ProDoc (2005) and European Commission (2006) activities against the relevant training needs established in the Needs Assessment Report (2003), it is possible, and useful, to generate a set of Police Reform Program training themes. These themes remain valid to Bangladesh Police regardless of any changes in the ProDoc (2005) or even the completion of the Police Reform Program. The themes aggregate like or similar subjects that will always be of importance to police. They also provide the scope for curriculum design and development by the various national and international specialists and consultants.

All themes are developed below as course outlines and are pitched at a basic, intermediate and advanced level. The basic course is intended for the model thana/familiarization level of training. The intermediate level is pitched at a level of knowledge, skill and attitude appropriate to a supervisor. Advanced training, where applicable, is directed at the specialist and developing expert level.

Each theme is allocated to a national and/or international specialist who, under the direction of their component leader will have overall responsibility for the design and development of the various courses. Delivery is usually to be done by Bangladesh Police trainers. In the absence of suitable police trainers delivery by specialist staff and outside providers is contemplated. Each course should be modularized, where that is appropriate, and will be competency based and supported by a complete training package (A3.3.3). As critical aspects of the curriculum are evaluated, packages can be shared between training institutions. The following themes are addressed below in detail:

- crime prevention and awareness;
- forensic science;
- investigations and investigations management;
- criminal intelligence;
- police prosecutions;
- train the trainer;
- domestic violence and sexual assault;
- leadership, management and supervision;
- critical issues;
- internal affairs;
- media;
- strategic planning, research and policy development; and
- trafficking in human beings.

8.2.1 Crime prevention and awareness

Scope: Training in selected areas to increase the awareness amongst all police of the costs and consequences of crime, the concepts and methods of crime prevention, and the importance of victim support. Links with witness assistance, victim management and problem-oriented and 'proactive' policing will be made. The emphasis, as envisaged by Sir Robert Peel when he established the London Metropolitan Police in 1829, is placed on the concept of crime prevention as the primary role of police. The individual, social and economic cost of crime is something Bangladesh can ill afford. Good reactive policing is essential in all societies, however, problem-oriented or 'proactive' policing is aimed at preventing the crime and avoiding the direct and opportunity costs associated.

Advisor	Crime prevention specialist (BL011.03) Victim support specialist (BL017.09)
A1.1.3	Crime prevention
A1.2.7	Crime and its impact
A1.4.4	Victim support
A1.5.5	One Stop Crisis Center

Table 6 Crime Prevention

Basic: Two day basic familiarization courses to be developed. Practical orientation with lecture, exercise, case study and discussion methods to be used. This training will be developed into a training package for provision to appropriate training institutions and schools.

Intermediate: Five day intermediate/supervisory course to be developed. One Stop Crisis Center staff should also attend this course. Expert victim support assistance required. Role players and training thana required.

Advanced: Overseas training opportunities to be explored. Training based on a formal curriculum is preferred to study tours due to better learning outcomes, more content control and formal assessment and qualification.

Timeline: Basic commenced. Intermediate and advanced on appointment of specialist staff.

8.2.2 Forensic science

Scope: The contribution of forensic science to the investigation and prevention of crime starts from the collection of physical evidence from the crime scene, and continues through the chain of custody, until the forensic report is ready to be presented by an investigator in front of a court. In Bangladesh the evidentiary value of physical evidence is underappreciated and its collection, examination and custody are poorly done. This is a resource and a training issue.

Advisor	Forensic science specialist (BL011.05)
A2.1.1	Basic forensic awareness
A2.1.2	SOCO support
A2.1.3	Fingerprint training
A2.1.4	Photography training
A2.1.5	Dhaka Chemical Laboratories training

Table 7 Forensic Science

Basic: First responsible officer at the crime scene one day basic familiarization workshop designed, developed, delivered and evaluated. Practical orientation with lecture, exercise, case study and discussion methods used. Roll out to continue at model thana level.

Intermediate: Five day CID investigators basic forensic awareness course designed and ready for delivery. This course is equipment and training aid dependant.

Advanced: Six week crime scene course for inspectors and sub-inspectors of the model thanas and the SOCOs of the new crime scene unit designed and developed. Overseas training to be explored for:

- fingerprint examiners,
- document and forged note examiners,
- trace evidence examiners, and
- chemical examiners.

Timeline: Basic developed and being delivered. Intermediate and advanced designed and in preparation for delivery. Specialist equipment being procured. 2007 continue delivery. Overseas training being researched.

8.2.3 Investigations and investigations management

Scope: SIs as the primary investigators of the Bangladesh Police, are currently required to attend training courses at DTS that consist mainly of lectures with little emphasis on skills development. The practical emphasis in Bangladesh is on crime investigation rather than prevention, and prosecution is usually based more on confession and other testimony than on physical evidence. Reform to the investigations process will require extensive law reform, however, training can improve investigation outcomes.

Advisor	Investigations and operations specialist (BL011.04)
A2.2.5	Train investigators at selected police stations
A2.2.7	Modular competency based investigations training package
A2.2.8	Management of investigations
A3.2.5	Redevelop detective training course

Table 8 Investigations

Basic: Not required.

Intermediate: Two week investigators course to be designed and developed with the cooperation of trained trainers from DTS. The course will replace existing investigations training and it will address the basic investigators competencies.

Advanced: Twenty day detective qualification and investigations management course. Overseas training opportunities to be explored. Training based on a formal curriculum is preferred to study tours due to better learning outcomes and more content control and formal assessment and qualification.

Timeline: Intermediate and advanced in development. 2007 delivery.

8.2.4 Criminal intelligence

Scope: A shift in emphasis to a crime prevention strategy, rather than investigation and prosecution, requires the use of criminal intelligence. The collection, analysis and dissemination of crime intelligence allows a problem-oriented approach to policing that ties in with a community policing philosophy. Bangladesh Police need to expand their tactical and

strategic use of intelligence based on the four components of crime addressed under the problem analysis triangle of problem-oriented policing. The ProDoc (2005) makes allocation for a crime analysis capability, including hardware and software, and specialist training will be required for operators and supervisors.

Advisor	Investigations and operations specialist (BL011.04)
A2.3.2	Intelligence analysis
A2.3.3	Crime mapping

Table 9 Intelligence

Basic: Two day crime mapping course developed. Outsourcing to local mapping software provider to be investigated.

Intermediate: Not required.

Advanced: Overseas training opportunities being explored. Training based on a formal curriculum matched to crime analysis software is required.

Timeline: Basic developed. Advanced in development. 2007 delivery.

8.2.5 Police prosecutions

Scope: Redevelop existing police prosecutions course into a practical, competency based, fully supported training package to equip new prosecutors with the knowledge and skills to bring successful prosecutions before the courts. Draw from the revised course the sessions applicable to refresh practicing prosecutors. Tertiary providers of LLB or similar qualifications are to be consulted and articulation to be explored.

Advisor	Prosecution course design specialist (BL017.05)
A2.4.1	Redevelop prosecutions course and explore tertiary education linkages
A2.4.2	Refresher training for court police

Table 10 Prosecutions

Basic: Two day prosecutors/court police refresher course to be developed and based on the intermediate course.

Intermediate: Ten day police prosecutors course to be developed. One day investigators familiarization training to be incorporated. Court visits, defence counsel briefings, mock trials and open panel discussion with justices/judges to be included.

Advanced: Articulation into tertiary education at certificate and degree level to be explored. Local private and public tertiary education providers will be approached for development of learning and qualification pathways.

Timeline: Intermediate in development. 2007 delivery.

8.2.6 Train the trainer

Scope: Bangladesh Police lacks training capacity, and in particular it lacks experienced and professionally qualified trainers and learning facilitators. Sustainability of the program outputs, and therefore outcomes, depends to a large degree on the ability of police to train a wide audience in the specialist skills addressed in the courses in this training plan. International consultants and specialists can not easily or economically reach this audience. In addition to the problem of reach, training needs change and training content must be updated. Training trainers in the art-science of training is therefore a priority effort for the program.

Current practice across most sectors in Bangladesh is for trainers to be trained in the delivery of content (ToT). The courses here however are intended to develop generic training capacity (TTT). Students will learn how to conduct job analysis, training needs analysis, training design and development, training delivery, assessment and evaluation. The approach will be competency based, it will focus on learning facilitation and courses will be practically assessed.

Advisor	Training and Executive Development Specialist (BL011.07)
A3.2.6	Develop and introduce train the trainer programs

Table 11 Training

Basic: Not required in this plan. Two day method of instructional technique courses are widely available in Bangladesh from private and public providers. These courses are only adequate for staff who occasional teach or train or for previously qualified staff wishing to reskill.

Intermediate: Five day train the trainer course to be conducted in the first instance by a private provider. Subsequent courses to be delivered in partnership.

Advanced: Training development officer's course to be designed, developed and delivered in conjunction with private/public tertiary education providers. Training based on a formal teacher/trainer curriculum is required. Students will be training development officers drawn from the training institutions of Bangladesh Police.

Timeline: Intermediate and advanced in development. 2007 delivery.

8.2.7 Domestic violence and sexual assault

Scope: Domestic violence and sexual assault extract a terrible cost from victims, their families and their communities. Women are overwhelmingly the victims of these types of offence (estimates are as high as 98%) and as a class, characterized by sex, gender, and victimization, they deserve specialist treatment. The courses here will be developed with victim support and women's refuge agencies. Police need to approach victims

of sexual assault and domestic violence with empathy and professionalism. Professional attention given to victims can reduce re-victimisation and prevent further crime. Supportive and invitational interviewing can also assist victims and prosecutors.

Advisor	Domestic violence and sexual assault specialist (BL017.07)
A3.4.5	Develop and introduce a modular, competency based domestic violence, sexual assault, victim management and interviewing techniques training for all female and selected male officers by phases

Table 12 DV Training

Basic: One day basic familiarization courses to be developed. Practical orientation with lecture, exercise, case study and discussion methods to be used. This course will be developed as a training package and placed with appropriate training institutions for use on all training programs.

Intermediate: Five day intermediate/supervisory course to be developed. One Stop Crisis Center staff should also attend this course. Outside expert victim support assistance required. Role players and training thana required.

Advanced: Not required.

Timeline: Specialist appointed. Private providers and NGOs being canvassed. Delivery 2007.

8.2.8 Leadership, management and supervision

Scope: Reform in policing can be triggered by a number of interventions including alterations to organisational legitimacy, structure and strategy, direct resourcing and training. In all cases though, and to ensure sustainable reform, strong ethical leadership is required.

Leadership, management and supervisor training will be developed and incorporated into appropriate Bangladesh Police promotion and preparation courses such as the SI, ASP (A3.2.4) and staff course. Stand alone leadership training is not envisaged at this time, although as part of the review of Staff College activities leadership seminars and development programs will be considered.

Advisor	Training and Executive Development Specialist (BL011.07)
A3.6.1	Design and develop supervisor and leadership training, using modular, competency based packages that can be delivered to police in the work place as well as formal training institutions
A3.6.2	Ensure contemporary management, supervision and leadership practices are inculcated into the new training curricula at appropriate levels
A3.6.3	Support and resource the police staff college to refine its curricula, training materials and learning methodologies

Table 13 Command

Timeline: Review 2007. Deliver 2008.

8.2.9 Critical issues

Scope: Critical issues seminars, chaired and facilitated by respective subject experts, provide an efficient and effective method of disseminating information and encouraging discussion on emerging and significant matters relating to contemporary policing practice. Formats and durations will vary however a two day seminar, with break-out sessions and group work, will allow both adequate consideration and some early analysis of issues. Seminars will be held quarterly and topics to be explored include:

- ethics, professional practice and anti-corruption;
- crime prevention and problem-oriented policing;
- community policing and its alternatives;
- transnational crime;
- identity theft and identity manufacturing; and
- selected post-critical incident, national and international policing debriefings.

Advisor	Training and Executive Development Specialist (BL011.07) in cooperation with subject matter experts
A3.6.4	Design and implement a series of critical issues seminars on contemporary issues in police management in a Bangladesh context
A4.7.2	Strengthen capacity to undertake environmental scanning and applied research

Table 14 Critical Issues

Timeline: Work has already commenced on the first seminar on the general topic of anti-corruption policy and procedures. Further topics will be agreed, allocated and developed throughout the life of the program. Partnerships with higher education providers and particularly criminology and sociology faculties will be explored.

8.2.10 Internal affairs

Scope: It is widely agreed that an unethical person cannot be taught to be ethical. However, police officers struggling with sometimes vexed ethical issues, genuine ethical dilemmas, and the clash of ethical opinions can be assisted by being taught ethical reasoning based around a code of conduct. The process of deliberation can be practiced and the code can assist. Even the struggle to articulate the code is instructive and overcomes the gaps left in implied codes. Coupled with general training in ethics, Bangladesh Police require training in the conduct of specialist internal affairs investigations and disciplinary proceedings.

Advisor	Police Internal Investigation Specialist (BL011.10)
A4.4.2	Develop, publish and provide training on a police code of ethics [or conduct] and post it in every police station and building
A4.4.4	Provide further resources and training to create a Professional Standards Branch from the existing Security Cell

Table 15 Internal Affairs

Basic: A one day course with the objective of giving members of the Bangladesh Police a sound understanding of the code of conduct. This course will be mandatory for all service members.

Intermediate: A two day course for supervisors and managers to inculcate a sound understanding of the code of conduct with a supervisory and disciplinary perspective.

Advanced: A five day course for investigators of the internal affairs unit to include investigative rules and techniques under the code of conduct, and surveillance operations. Further to this advanced international training opportunities will be explored.

Timeline: The code of conduct is developed for consultation. It will be circulated and a final code will be agreed before training commences.

8.2.11 Media

Scope: Professional police use the media to pass and collect information, to demonstrate their competency and resolve, to communicate and appeal to their community, and to enhance the image of police in the jurisdiction. Police officers should be prepared to assist and utilize the media as appropriate. Media training by a private, industry based provider with access to studio and recording facilities will be offered. Courses will be developed by a private provider under the advice of the responsible national specialist after selection against criteria developed in consultation with Bangladesh Police.

Advisor	National Media Specialist (BL017.06)
A4.5.2	Provide media training to all officers in charge of police stations, and district, divisional and metropolitan police senior officers

Table 16 Media

Timeline: Joint design and development 2007. Commence delivery 2007.

8.2.12 Strategic planning, research and policy development

Scope: The ability to strategically plan and the process of such planning mark the mature police organization and the logic of the process and the

reliance on evidence point to better policing outcomes. Police using strategic planning are less open to the whims of popularism the press, or politicians. Evidence based deliberation, logical argument, and rational process assist police make their case and carve out the appropriate autonomy. Police services locked into operational issues and tactical response cannot take their rightful place in the public policy process.

Advisor	Organisational Development Specialist (BL011.06)
A4.7.1	Establish, resource and train selected personnel to support a policy, planning and research unit in Police Headquarters
A4.7.2	Strengthen capacity to undertake environmental scanning and applied research

Table 17 Strategic Planning

Timeline: Advanced overseas training is being researched at this time. Personnel selected for the policy, planning and research unit will attend. TBA.

8.2.13 Trafficking in human beings

Scope: To improve the police capacity to prevent, investigate and prosecute trafficking in human beings, tailored training delivered to police and to other key stakeholders will be designed and delivered. Police attending this training will already have completed general investigations training. Selected sessions for THB training can be drawn from other training areas including victim management and support, crime prevention, human rights, crime scene management, forensic science and criminal intelligence.

Advisor	THB Specialist
A7.4	Develop [training] modules in collaboration with NGOs to clarify and heighten public awareness of the roles of various stakeholders
A7.8	Develop THB investigation training curricula
A7.9	Appoint dedicated and trained THB investigators including female investigators
A7.10	Train THB appointed investigators using THB investigation training curricula
A7.12	Develop a [training] module on sexual exploitation against women and children, victim management, interviewing technique, etc

Table 18 THB Training Deliverables

Basic: One day basic familiarization courses to be developed for police and other stakeholders. Practical orientation with lecture, exercise, case study and discussion methods to be used. This training will be developed

into a training package for provision to appropriate training institutions and schools.

Intermediate: Five day intermediate prevention, detection and investigation of THB offences course to be developed. Students should attend investigations training before attending this course.

Advanced: International training avenues to be investigated. Students will be selected on merit after attending the intermediate course.

Timeline: Specialist appointed. Research and D2 in 2007

8.3 Key Bangladesh Police programs/courses

Curriculum review and training need and training capacity analysis will be conducted on a number of significant police courses detailed in the ProDoc (2005). In particular, the training programs offered at the three entry or recruitment points of constable, assistant sub-inspector/sergeant, and ASP will be critically reviewed based on extensive job analysis and job design research. These courses will be redesigned and redeveloped across the life of the program. Work will primarily be completed by police trainers and training development officers, who have completed the training development officers' course, posted to the responsible training institution. Support will be provided by specialist program staff. Leadership, management and supervisory training modules will be incorporated into the assistant sub-inspector, ASP and staff courses.

8.3.1 ASP, SI and constable

Intent: Develop competency based training programs following extensive analysis based on a descriptive job analysis (worker and task based) and prescriptive job design. The analysis will be dependant on the new Bangladesh Police strategic plan, new code of conduct, extensive stakeholder analysis, international comparative analysis, good practice evaluation, and any changes to organizational structure. TCA also to be conducted to identify good practice and capacity shortfalls in the responsible training institutions. Rank/position competency profiles to be developed.

This work will require active Bangladesh participation. At this stage the TCA is underway and the constable course review is progressing.

Institution	PTCs Tangail, Rangpur, Khulna and Nokahali, and Police Academy, Sardah
A3.2.4	Redevelop the constable, SI and ASP courses

Table 19 Entry point Courses

8.3.2 Detective training

Intent: See 8.2.3 above. Detective training is not currently carried out in Bangladesh. International standards put courses at 12 months or more

and most have a large element of on-the-job training, practice based assessment and probation. Reflective work diaries are also a feature of some training courses. A complete detective course should be designed and developed. This work depends in part on the review of the Police Act (1861) and the redesign of the SI course. Short investigations courses are addressed above.

Institution	DTS, Rajarbag, Dhaka
A3.2.5	Redevelop the detective training course

Table 20 DTS

8.3.3 Ansar and VDP

Intent: *Ansar* and VDP training to be subjected to critical, summative evaluation in 2007. Further details TBA.

Institution	Shafipur Ansar Academy, Gazipur, Dhaka
A3.2.8	Develop training programs for Ansar and VDP

Table 21 Ansar VDP

8.3.4 Chowkidar and Dafadar

Intent: Chowkidar and Dafadar training to be subjected to critical, summative evaluation in 2007. Further details TBA.

Institution	Pilot thana site yet to be selected
A3.3.4	Design and deliver a pilot program of flexible on-site training to improve the effectiveness of <i>chowkidars</i> and <i>dafadars</i> and to strengthen the coordination of their activities with those of the <i>thana</i> police

Table 22 Chowkidar and Dafadar

8.3.5 Staff course

Intent: Staff College currently offers a number of courses on various and somewhat diverse topics to Class 1 officers of the Bangladesh Police. These officers have all completed the year long ASP course at PTA Sardah, and the 16 week Foundation Training Course offered by the Bangladesh Public Administration Training Centre, Savar, for all new entrants to the Bangladesh Civil Service. They have also completed their two year probation period.

At this stage it appears that Staff College may well benefit from a strategic planning intervention that could clarify its mission and purpose. From this base, refinement of curricula and teaching methods could be conducted. Liaison with the college staff will continue in 2007 and avenues of assistance will be explored.

Institution	Police Staff College, Mirpur, Dhaka
A3.6.3	Support and resource the police staff college to refine its curricula, training materials and learning methodologies

Table 23 Staff College

8.3.6 UN CivPol

Intent: TCA required before this activity can be planned. The school will be revisited in early 2007 for evaluation.

Institution	Police Peacekeepers' Training School, Rajarbag, Dhaka
A3.6.5	Support the establishment of UN CivPol pre-selection training capacity for Bangladesh Police including language (English and French) training course

Table 24 UN Training

8.4 Crosscutting topics

Crosscutting topics are listed here to reiterate their importance. Course designers should include these topics where ever practical and appropriate:

- officer safety,
- gender and youth,
- HIV/AIDS,
- human rights,
- ethical conduct and corruption prevention,
- environmental issues and concerns,
- disaster management,
- contemporary management, supervision and leadership practices (A3.6.2), and
- collaboration with local government.

8.5 Mobile training subjects/topics

Mobile training is proposed in the ProDoc (2005 Output 3.3) as a workplace based training intervention, delivered by Bangladesh Police trainers operating out of PRP supplied and equipped vehicles. Topics proposed are:

- sensitisation and awareness training in relation to crime, its prevention, and its impact;
- policing for the poor and other vulnerable groups, including women and children;
- supervision of police personnel;
- public order management;
- crime scene preservation;
- investigation techniques;

- basic criminal science; and
- familiarisation of computer use.

This concept has not been operationalised. However, PRP staff have delivered and will continue to deliver some basic training courses at the model *thana* level. In 2007 the concept, topics, and delivery methods will be revisited.

9.0 Training Proposal Guidelines

9.1 General

Within the ambit of this plan, specialists and consultants are required to submit training proposals clearly articulating the design, development, delivery and evaluation stages of their training intervention. Adherence to the guidance contained in the ProDoc (2005), particularly on the use of competency based training packages that can be shared across training institutions, is expected. Modularised training, that can be disaggregated, is also preferred. In all proposals special attention is to be paid to:

- cross cutting issues,
- competency based assessment,
- assessment validation,
- course evaluation,
- course aims and objectives,
- instructor competency,
- developing repeat training capacity and not just delivering individual training, and
- learning as opposed to training.

A fully rounded training proposal describes and justifies answers to four substantive questions:

- who teaches?
- who learns?
- what teaching methods are to be used?
- what dispositions should be inculcated?

This final question, the matter of what knowledge, skills and attitudes are to be set as course objectives is the most important stage in course design. Unfortunately, most courses examined in the preparation of this document do not specify learning objectives or course aims. Without such information, assessment and evaluation tasks are all but impossible.

Information of an administrative nature including costs, venues, administrative and logistical support is also required in each course proposal.

9.2 Kirkpatrick's model

In many police training institutions assessment and evaluation are poorly handled. Assessment is often based on a test of rote learning ability and evaluation is, more often than not, based on students' expressions of satisfaction with a course or program.

Encouraging rote learning, often linked with surface learning, is not considered appropriate for a police service undergoing reform and moving towards a more problem-oriented, preventative, and community-based approach to policing. Similarly, a student's expressed satisfaction with a course may have little relevance to the value of a program of instruction. A modified version of Kirkpatrick's (1967) hierarchy of evaluation, shown below, can assist course designer's efforts at evaluation and valid assessment.

Levels	Evaluation	Assessment
4 – Results	Improved community outcomes and increased police output	Peer review, 360 degree feedback, public opinion, and critical reflection
3 – Behavior	Behavioral change, new knowledge and skills used at work	Longitudinal assessment of knowledge and skill use in the workplace
2 – Learning	Demonstrated acquisition of skills and knowledge	Student success in problem-based assessment, assessment center, in-tray exercises, and case studies
1 – Reaction	Student satisfaction survey	Standard assessment and test

Table 25 Evaluation and Assessment

10.0 Conclusion

10.1 Reforming learning

The focus of this plan is on learning and not training. Learning needs to be encouraged and maximized under the terms of the Police Reform Program. Specialists, practitioners and consultants should work to both develop police training capacity, and deliver individual specialist training. Training must be made sustainable and all training should contribute to the broader aim of a safer and more secure Bangladesh. The primary reform effort is aimed at shifting Bangladesh police from an operationally reactive, command and control focused, law enforcement and public order agency to a consultative, community oriented, professional police service with an emphasis on crime prevention. The shift requires new knowledge and skills, and attitudinal change. Learning is the means towards such dramatic change.

10.2 Training trainers

An emphasis on learning, based on a rigorous logic of training design, within a training cycle of design, development, delivery, assessment and evaluation places the primary emphasis squarely on the training staff of Bangladesh Police. These men and women are the first priority in education, training and development under this plan. Developing these individuals makes a marked contribution to the training capacity and sustainability of reform in the Bangladesh Police. As capacity is increased, training devolution and decentralization will be explored and work-based and workplace training can be employed to further reinforce the learning culture.

10.3 Future directions

This document serves as a training implementation plan for the Police Reform Program, as a consolidated training needs analysis, and as a model for a Bangladesh Police strategic training plan. It is also intended as a basis for critical discussion on training and related issues. Contributions, criticism and comments are encouraged.

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Annexes

Annex A. Staff College, Mirpur, Dhaka

Annex B. Police Academy, Sardah (Chargat), Rajshahi

Annex C. Police Training Center (PTC), Tangail

Annex D. PTC, Rangpur

Annex E. PTC, Kulna

Annex F. PTC, Nokahali

Annex G. Detective Training School (DTS), Rajarbag, Dhaka

Annex H. Police Peacekeepers' Training School, Rajarbag, Dhaka

Annex I. Special Branch Training School (SBTS), Malibag, Dhaka

Annex J. Police Special Training School (PSTS), Betbunia, Rangamati

Annex K. Traffic Training School (TTS), Milbarak, Dhaka

Annex L. Motor Driver Training School (MDTS), Jamalpur

Annex M. Telecommunications Training Center, Rajarbagh, Dhaka

Annex N. Dhaka Metropolitan Police Training Academy, Rajarbag, Dhaka

Annex O. Rapid Action Battalion Forces Training School, Gazipur, Dhaka

Annex-A

Police Staff College, Mirpur, Dhaka

Background

Police Staff College was established in 2000 and occupies a modern three storey building in Mirpur in north west Dhaka. The College has a large hall and two well equipped classrooms as well as a library and a 20 seat computer laboratory. Kitchen and dining facilities and office space occupy most of the ground floor.

The College has a 13 member board of governors chaired by the Minister of Home Affairs and with members from higher education, the defence forces and the bureaucracy.

Staffing

Rector	1
Director	2
Addl SP	3
ASP	2
Constable	

Ministerial

UD Assistant	1
Accountant	1
LD Assistant	2
Messenger	1
MLSS	3

Courses Offered

Course name	Duration
Instructor Development	
Law Enforcement Planning and Management	
Transnational and Economic Crime	
Crisis Management and Counter Terrorism	2 weeks
Police Command and Management	3 weeks
RAB Investigation and Supervision	3 weeks
Human Rights and Law Enforcement	2 weeks
Training Managers Development	
Prison Service Management	

Annex-B

Police Academy, Sardah (Chargat), Rajshahi

Background

Police Academy, Sardah is a hundred year old, prestigious police training institute, which was established in 1912 at a place named Sardah at Charghat police station in Rajshahi district. The river Padma, dividing East and West Bengal, flows beside it.

In the beginning of the nineteenth century there was a police training school at Mill Barrack in Dhaka. In 1902 the police commission recommended the establishment of a provincial police training college for Assam and Bengal. Under the direction of the commission, the existing school was upgraded to a college but soon the number of trainees increased beyond the physical and training capacity of the institution. Against this backdrop, the concerned authorities began looking for an alternative site for the college.

Major H. Chamney, who was appointed founding principal of the proposed College, was soon looking for a suitable site. During that time while on a steamer voyage from Dhaka to Kolkata, his steamer happened to stop at Charghat steamer station. The sheer beauty of the spot enthralled Chamney and on his recommendation the site, with an area of 142.66 acres, was purchased from Medinipur Zamindari Estate by the government at a cost of Tk 25,000.

Sardah Police Training Center was opened in July, 1912. The existing buildings and hutments of the indigo planters, once headquarters of 152 Nilkutis of Rajshahi region, solved the immediate accommodation problem. But the area was full of dense jungles with ferocious animals like tigers and leopards constantly harassing the villagers. Movement at nights were particularly hazardous.

After August 1947 the institution became the only training institution for all the Police Service of Pakistan officers and for all the police officers and other ranks of its Eastern Wing. In 1964 the institution was re-named Police Academy, Sardah.

Courses Offered

Basic courses	Duration
ASP (probationary)	12 months
Outside Cadet Sub Inspector	12 months
Departmental Cadet Sub Inspector	06 months
Sergeants	06 months
Recruit Constables	06 months
Regular Constables	06 months
Rider (Constables)	06 months
Drummers (Constables)	06 months

Refresher Courses	Duration
Junior Staff Course (Departmental ASP)	04 weeks
Preliminary Staff Course (Inspector UB)	06 weeks
Preliminary Staff Course (Inspector AB)	06 weeks
SI (UB)	08 weeks
SI (AB)	08 weeks
Sergeant / TSI	08 weeks
ASI	08 weeks
Head Constable (UB)	08 weeks
Head Constable (AB)	08 weeks

Specialist Courses	Duration
Training of Trainers' Course	24 days
Section Leaders' Course (Head Constable – AB)	04 months
Course on reproductive health and gender issues	15 days
NSI & Railway Security Course	06 months

Annex-C

Police Training Center (PTC), Tangail

General

Police Training Centers (PTC) were initially established in 1972 as Zonal Police Training Schools (ZPTS) to train recruit constables. Over the course of time, and with the need to recruit and train large numbers of constables and other officers and staff, the schools were found insufficient. It then became necessary to upgrade the schools and improve their facilities and staffing. In 1992 the schools were further upgraded and redesignated as PTCs. The centers now provide training for a wide variety of police and support personnel including: Armed Police Battalion staff, the security personnel of Forest Division, boatmen, gardeners, laskars, head constables, and recruit constables.

From inception until 1992 the institutions were commanded by the SP of the district where they were located. Now an Addl DIG of Police is appointed commandant. The four PTCs are located at: Tangail, Rangpur, Noakhali, and Khulna.

PTC Staffing

Commandant (Addl DIG)	1
Deputy Commandant (Addl SP)	1
ASP	1
Inspector (UB)	1
Inspector (AB)	3
SI (UB)	12
SI (AB)	7
ASI	1
Head Constables (AB)	54
Constables (UB)	32
Constables (Driver)	3

Background

To provide basic training for recruit constables PTC Tangail was established in 1972, on the property of the then Zaminders at the village Moherha, under the jurisdiction of Mirzapur Police Station in the district of Tangail. The institution is situated on 28.07 acres of land.

Courses Offered

Course name	Duration
Sub Inspectors (departmental/internal)	6 months
Recruit Constables	6 months

Annex-D

PTC Rangpur

Background

ZPTS, Rangpur was opened in 1972 at Rangpur police lines. As the numbers of trainees increased space became a problem and it was decided to settle the school at a nearby location. Consequently, 20 acres of land were acquired on 1 July 1990. The ZPTS was upgraded and redesignated in the early 1990s, and the center now has a law and drill section providing training.

Courses Offered

Course name	Duration
a. Refresher course to ASI	8 months
b. Recruit Constables	6 months

Annex-E

PTC, Boyra, Khulna

Background

PTC Khulna is situated in Mirer Danga Mousa at Khan Jahan Ali Upa-zilla in Khulna district. In 1972 the then ZPTS was established at Khalishpur town in Khulna district. It is also reported that a branch of the school used to conduct training at Jessore. The ZPTS was established on 17 acres of land. In 1992 the standard of the institution was upgraded and it was renamed PTC, Khulna.

Course Offered

Course name	Duration
Recruit Constables	6 months

Other training is conducted depending on training needs and institutional capacity.

Annex-F

PTC, Nokahali

Background

PTC Noakhali opened as a ZPTS on 7 October 1972 and was redesignated on the 1st of July 1990. Before the Independence of Bangladesh, it had been used as Noakhali District police lines. The center is established on 50.28 acres of land. Out of this land 29 acres of land in the 98th mouza of Maizdee is known as the Old Police lines. The remaining 21.28 acres of land in the 101th mouza of Lakhi Narayanpur is known as the Old Jail (abandoned).

Courses Offered

Course Name	Duration
Recruit Constables	6 months
Armed Police Battalion	
Head Constables (AB)	
Head Constables (UB)	
Staff & security personnel of Forest Division	
Gardeners	
Laskers	

Annex-G

Detective Training School (DTS), Rajarbag, Dhaka

Background

The detective training school was established on 25 July 1962 on .727 acres of land at Rajarbag in Dhaka. Since inception this institute has produced a significant number of highly professional investigating and detective officers. It imparts training under the administrative control of the Criminal Investigation Department. The school has three good sized classrooms, a computer lab and limited student accommodation all located in a five storey building. Development of further facilities is proposed.

Staffing

Addl DIG	1
Assistant SP	4
Inspector	8
SI	4
Head Constable	1
Constable	10

Ministerial Staff

Administrative Officer	1
Head Assistant	1
Upper Division Assistant	1
Lower Division Assistant	5
Computer Operator	1
MLSS	4
Sweeper	1
Cook	2
Stenographer	1

Courses Offered

Course name	Duration
Aid to investigation	4 weeks
Supervision of investigation into cases	3 weeks
Prevention of repression on woman & civil behaviors	2 weeks
Human rights	6 days
Higher training on investigation	5 weeks
Prosecution Course	2 weeks
Junior Investigation Course	4 weeks

Annex-H

Police Peacekeepers' Training School (PPKTS), Rajarbag, Dhaka

Background

Established on the 1st of September 2003, and housed in DTS at Rajarbag, the school runs the UN Police Officers Mission Training Course (UNPOMTC) for groups of up to 50 students at a time. The aim of the course is to assist students in their completion of the selection assessment conducted by the Selection Assistance Team. Topics cover include peacekeeping duties, human rights, stress, and ethics. Course costs are met by the students themselves.

Selection for participation in a UN mission depends on successful completion of the selection test based on:

- reading comprehension test,
- listening comprehension test,
- report writing test,
- oral English test,
- driving assessment test, and
- weapon handling and shooting test.

Staffing

SP	1
Inspectors	2
Visiting lecturers	As required
Driving instructor	As required
English instructor	As required

Course Offered

Course name	Duration
UNPOMTC	

Annex-I

Special Branch Training School (SBTS), Malibag, Dhaka

Background

First established at Uttera on the 20th September 1992, SBTS moved to its current location on the 20th June 2002. SBTS has limited facilities and only two classrooms

Staffing

Commandant	1
ASP	2
Inspector	8
SI	2
Constable	9

Ministerial

HA	1
UDA	1
LDA	2
PA	1
Daftary	1
Sweeper	1

Courses Offered

Course Name	Duration
Basic Intelligence Course	
Basic Investigations Course	
Basic Surveillance Course	
Short Intelligence Course	
Cipher Course	
VVIP CPP	
Preliminary Investigations Course	

Annex-J

Police Special Training School (PSTS), Betbunia, Rangamati

Background

Established on the 3rd of January 1984 in the Chittagong Hills Tracts, SBTS provides an ideal venue for operational training. Betbunia satellite earth station is nearby.

Staffing

Commandant (SP)	1
ASP	1
Inspector	2
ASI	5
Head Constable	8
Head Constable (clerk)	3
Naik	1
Constable	30

Ministerial

Sweeper	2
Water Carrier	2

Courses Offered

Course Name	Duration
Jungle Warfare Orientation Course	
Basic Jungle Warfare Course	
Special Jungle Warfare Course	

Annex-K

Traffic Training School (TTS), Mill Barrack, Dhaka

Background

TTS mainly deals with traffic management training for the members of the traffic division. The school opened in March 1965 under the supervision of a police inspector of Dhaka district police. In 1976 the school passed to the newly formed Dhaka Metropolitan Police. In the past years this institution has got bigger and now boasts a staff of 38 officers of different ranks with an Addl SP as chief since 22 August 1990.

Staffing

Addl SP	1
Sr ASP	1
Traffic Inspector	3
Sub Inspector (UB)	6
Sergeant	4
ASI	2
Head Constable (UB)	5
Head Constable (AB)	1
Constable (Ordinary Reserve)	6
Driver Constable	2

Ministerial Staff

Head Assistant	1
UD Assistant	1
Steno Typist	1
Cook	2
Sweeper	1

Annex-L

Motor Driver Training School (MDTS), Jamalpur

Background

This school is established on an as required basis and does not have an official structure or charter.

Annex-M

Telecommunications Training Center, Rajarbagh, Dhaka

Background

The Telecommunications Training Center, Rajarbagh was established in 1982 after being approved by the government (see Report of the Martial Law Committee on Organisational Set up Phase 11, Vol IV, Chap 1- C (Police Telecommunication)). Training facilities at the center include three classrooms, a small radio workshop and a 100 seat hall. The five storey building, alongside Rajarbagh Police Line, also houses radio rooms for all six range and six metro police nets.

Staffing

Addl SP	1
Inspector	1
SI	5
ASI	1
Head Constable	0
Constable	1

Ministerial

MLSS	1
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Courses Offered

Course Name	Duration
Basic Computer Course	
Basic Radio Training Course	
Radio Mechanic Course	

Annex-N

Dhaka Metropolitan Police Training Academy, Rajarbag, Dhaka

Background

The DMP Training Academy is located at Rajarbag police line, Dhaka and opened in March 1990. The institution provides training to members of DMP and has two 45 student classrooms where constables, naiks, ASIs, sergeants and SIs receive basic skills and refresher training.

Staffing

AC	1
Inspector	6
SI (UB and AB)	3
Sergeant	1
ASI	1
Sergeant	7
Constable	7

Ministerial

Office assistant	1
MLSS	1
Cleaner	1

Courses Offered

Course Name	Duration
Prosecutions	
Basic police skills	
Mobilisation contingent	
Election orientation	

Annex-O

Rapid Action Battalion Forces Training School, Gazipur, Dhaka

Background

The RAB Forces Training School was established in July 2005 at Gazipur in the Dhaka division. The school has 10 classrooms housed in two instructional blocks, and four accommodation buildings. RAB also use other training venues to conduct specialist training such as the Ansar Academy, Mirpur Dog Squad facilities, SBTS and DTS.

Staffing

Major	1
Captain	1
Deputy Assistant Director	15
SI	13
ASI	31
Constable/Sepoy	75
Mali/Gardner	1
NCE	4
Mess waiter	1
Cook	5

Courses Offered

Course Name	Duration
RAB Basic Course	
Basic Intelligence Course	
Special Intelligence Course	
RAB Basic Intelligence Course	
Investigation and Supervision Course	
Advanced Investigation Course	
Computer Course	
Bomb Disposal Course	
Driving Course	
Dog Handlers Course	
Criminology and Crime Prevention Through Environmental Design (CPTED) and Total Quality People(TQP)	