

Analysis of JIBC Foreign Police Training Model and Its Implications to

China

Na Han

School of Criminal Investigation and Counter Terrorism, People's Public University of China,
Beijing, China

Abstract: Foreign police training is an important component of Chinese foreign aid training. In recent years, with the great progress achieved for Chinese foreign police training, its scale has been continuously expanded and the quality of training has also been continuously improved. We analyze the background and characteristics of JIBC foreign police training China program, from which we can have some implications to our Chinese foreign police training. We propose that we should enhance our future program through strengthening the instructor teaching capability and their training construction, digitalizing the courses education and training resources demonstration, establishing an assessment system and forming a programed-oriented management operation pattern.

Keywords: foreign police training, JIBC China program, Canadian police training.

1. INTRODUCTION

Chinese president Xi Jinping proposed that in the next five years, the Chinese government will increase support for the Interpol's law enforcement capacity, support the establishment of a global training system, and train 5000 law enforcement officers from the developing countries in the 86th Interpol Assembly. In 2017, the Chinese government proposed the Belt and Road Initiative (BRI), which is a development strategy that focuses on connectivity and cooperation between Eurasian countries. Definitely, the initiative will bring significant opportunities for the countries alongside, meanwhile, it will also increase the mutual communication between the two law enforcement departments in the area of law enforcement normality, data sharing, cyber governance and so on. Foreign police training programs is designed to enhance mutual law enforcement communication and provide a wide range of advanced training courses to the international law enforcement agencies, which will greatly improve Sino-foreign law enforcement interaction and strengthen Chinese police capability.

Foreign police training is an important component of Chinese foreign aid training. In recent years, with the great progress achieved for Chinese foreign police training, the training scale has been continuously expanded and the quality of training has also been continuously improved. Especially with Chairman Xi's proposal to train 5000 foreign police, the foreign

police training in China will grow rapidly according to the actual needs of international law enforcement cooperation among countries, and the number of countries and personnel participated.

Between March and June 2018, a group of 51 police recruits and four professors from the People's Public Security University of China (PPSUC) completed the new International Law Enforcement Studies (ILES) program at Justice Institute of British Columbia (JIBC) in Canada. Each of the participants in the group gained an in-depth education in a range of law enforcement subjects such as the criminal justice system in Canada, leadership, law enforcement communications, public order safety and control, criminal investigations, international police cooperation and counter-terrorism. As the leading public safety educator with a mission to develop dynamic justice and public safety professionals through its exceptional applied education, training and research, JIBC set a good example for the Chinese police universities on the foreign police training. In this paper, after analysis of the characteristics of JIBC China program, we will focus on the exploration the effective management of foreign police training program in China.

2. CHARACTERISTICS OF JIBC CHINA PROGRAM

2.1 The Training Concept is Deeply Rooted in the Teaching Methodology

JIBC training began in the 1990s and is an important part of Canadian national security strategy. The Canadian government attaches great importance to this work and uses it to safeguard national security, advance diplomatic strategies, strengthen international policing cooperation, and promote the development of its policing. In the training, the concept of policing is divided into two aspects: the national strategy and the tactical policing. In terms of national strategies, trainers use the Canadian national security strategy as a macro background to cultivate students' national security and national strategic awareness. After the situational teaching and experience sharing by the trainers, students' recognition of national interests can be imperceptibly rooted to their later policing work. Meanwhile, the trainer also interacts with the students in teaching to get more understanding of the policing work in China which will promote law enforcement cooperation and exchanges between countries. In terms of tactics, the community policing concept "police are the public, the public are the police" is transferred to students in class teaching. The police no longer simply play the role of the social protection god but to provide services to the public. The public no longer passively accept the "protection" of the police. Instead, the public present dual role as both the "customer" and the partner of the police. With the concept, the police can make use of various social resources and commit themselves to community, including listening to suggestions from the community, improving the environment of the community, rescuing victims, helping young people who violate the law, mediating neighborhood disputes, creating a harmonious community.

2.2 The Training is Program Managed under the Framework of Three-Way Interaction

The foreign police training management model is a typical, stable management activity structure framework and operating procedures established with exemplifying effect under the

guidance of the concept of training management to achieve certain management objectives. [1]The management should focus on the trainees need to improve the training quality of the foreign police. By mobilizing and inspiring the enthusiasm and initiative of the trainees, the training of foreign policemen should be conducted in a positive interaction and scientific development.

Management models are generally divided into two types, open management models and closed management models. Open management refers to the transition from a traditional college-led management system to a socially-oriented management system. Training institutions only manage education within eight hours, and all activities beyond eight hours are entirely managed by participants themselves and society. This open training management model is the common practice in most countries worldwide. It enables foreign trainees to experience and understand the political, economic, and social foundations of the local people more directly, and recognizes the local policing culture and values. However, with less contact, it is not easy for teachers to grasp foreign police's ideological dynamics. At the same time, due to the special identity of police students, accidents may damage the national image of the training country. Another model is closed management model, in which the training institutions, by formulating a series of strict rules and regulations, restricting the students' activities in life within the prescribed scope. [2]Closed management can enable trainees to remain within the management and control of the management staff, thereby reducing the probability of accidents and social risks of management. However, it is not conducive to the achievement of diversified student learning goals. The goal of the foreign police's study is not only to learn new knowledge and acquire new skills, but more importantly, it is necessary to learn the management experience of the local policing work and police culture.

Based on the needs of the training foreign police officers, the JIBC China project establishes a comprehensive set of reasonable rules and regulations and standardized management procedures. The specific management regulation divides the management functions of training, teaching, and security into different categories. Within the scope of the framework, it ultimately achieves the purpose of clear responsibilities, orderly coordination, and reasonable assessment. Specifically, the regulatory framework of JIBC can be divided into the following items: law enforcement learning framework, emergency management and volunteer service framework, logistical support and leisure framework. During the management of the program, the tripartite interactions among JIBC, trainees, management teacher staffs will be formulated. Therefore, this management framework can be not only beneficial for the trainees to achieve student autonomy but also enhance their ability to adapt themselves fully to the studying environment.

2.3 Advanced Education Methods and Concepts are Adopted

Concerning of the teaching form, small class interactive teaching is adopted to ensure the teaching effect. a. During the interactive teaching, teachers control the scale of training into 30 students to ensure the effectiveness of training. In western countries, the police education and training are mainly based on "small classes". The instructor gives the information and then asks

questions to inspire the participants to discuss and think. Good answers and amazing discussions will be achieved through the two-way communication between the instructor and the students. Practically speaking, this kind of training method that shows personality, training ability, and creativity is very suitable for police training. (2) A large number of practical simulation teaching and situational teaching methods are used. Canadian teachers attach great importance to the practicality of training. Each police training project has a very clear and specific goal which will flexibly change the corresponding training content as needed. During the class, different police forces and different projects have different actual combat simulation scenarios. Students are required to set up physical drills in accordance with actual combat requirements, observe each other, discuss with each other. The entire teaching activities are intuitive, vivid, and close to actual combat. (3) Teaching equipment are fully and reasonably applied during teaching. The Canada police education and training institutions attach great importance to the promotion and application of modern teaching methods. Advanced training facilities such as training halls, gymnasiums, and libraries are installed. At the same time, we also paid full attention to the maximization and optimization of the efficiency of existing training equipment and equipment. Network technology and actual combat equipment are used to improve education and training technology.

2.4 Instructors with Practice Experience Consist of the Trainer Team

The instructors of various Canadian police academies are police officers with rich practical experience from various police tactical positions, who are recruited through self-recommendation and recommendation. After a series of strict assessment, only the excellent ones will be selected to be the instructor of the foreign police. The JIBC China program employs instructors from front line combat units, mostly retired police officers, who have at least 20 years of experience as instructor. After 2-3 years teaching, the appointed instructors must return to the original unit to participate in policing work, ensuring the close integration of teaching and actual combat. For instructors they can also improve their overall quality and achieve personal development planning through teaching. The concept of police education and training in developed countries such as the United States and Canada is “practical”. Education and training are closely linked with practice, with characteristic of emphasizing practice, goal and operational features. The training of police officers in both countries reflects the concept of “professional and practical”. This concept is reflected in the training of thinking modes, the design of teaching modes and curriculum systems, the assessment of capabilities and the equipment for training. The teaching content focuses on the research of practical problems and the training of practical skills. The classes provided by JIBC China program include the leadership, the Canadian Justice System, Communication, Public Order Safety and Control, Investigation Skills and Procedures.

3. IMPLICATIONS OF JIBC CHINA PROGRAM TO CHINESE FOREIGN POLICE TRAINING

China's foreign police training management model has evolved along with the development of foreign police training. According to changes in the management environment, objects, and tasks, it should constantly absorb and create advanced management ideas, management theories, management systems, and training methods, exploring and summarizing. Many successful experiences and practices can be summarized to maintain our young foreign police training strong vitality and attraction.

3.1 We should Highlight the Instructor Teaching Capability and Strengthen Their Training Construction

Foremost, instructors can be sent to front line or overseas institute for further academic and law enforcement ability. Meanwhile, employing domestic and foreign outstanding policing law enforcement personnel to engage in short-term training is essential to realize the orientation and improve the effectiveness of the training. Second, we should strengthen the construction of teaching materials. The construction of teaching materials is the basis for good foreign police training which embodies teaching content and teaching methods that will show the characteristics and provide students materials to acquire knowledge. In terms of content, we can draw lessons from the practices of countries with excellent foreign police training experience, such as the British Brimhall Police Academy Strategic Commanding Course (SCC) and the Australian Severe Crimes Management Course (MOSC), the United States FBI Special Administrative College Information Course (IC) and so on, which are called the three classic courses for western police training. [3]With the Ministry of Public Security Training Office as the leading unit, police schools and police departments can jointly participate in the development of teaching materials and form a systematic teaching material for China's foreign police training. Third, optimize the course schedule. Course arrangement is a prerequisite for good foreign police training. The curriculum arrangements for foreign police training should be based on the actual needs of the policing work of student countries which requires the training school to communicate with the student countries in a timely manner to clarify the requirements of the student country and arrange them correctly according to their requirements. The corresponding course can be divided into three categories: the policing knowledge, the Chinese culture and the law enforcement introduction of China, which will be beneficial to enhance the mutual cross-culture communication and future international law enforcement exchanges.

3.2 The Training should be Program-Managed and Assessment System should be Established

Judging from the ultimate goal pursued by foreign police training, foreign police training aims to cultivate international friendly forces, enhance the law enforcement ability of participating training personnel, and achieve mutual benefit and win-win results from international cooperation. Careful setting of the schedule has become a measure of the effectiveness of the project, and the development of the curriculum has become an important measure of quality.

The formulation of curriculum objectives should serve the tasks of foreign police training and the task should be managed as the program. In the program, we could hire a manager and some working staff to take full responsibility in handling the project, including the budgets, the foreign affairs, the accommodation, the communication with trainee countries and instructors, to make the whole procedure more effective and efficient. We should set up assessment system. The formulation of curriculum objectives should serve the tasks of foreign police training. Through the construction of the training system, training units can obtain evaluations of training from trainees and the outside world to assess the training results. The training unit may, after completion of each period of training of the foreign police, score the trainees by filling in forms, and finally comprehensively improve the training of the foreign police.

3.3 Courses Education and Training Resources Demonstration should be Digitalized

Online Education Resources or OER is a digital technology, which helps you in personalizing the overall learning experience. In addition, it also helps students to learn according to their own pace and to have quick access to all the latest information. [4] This particular digital technology is important for many reasons. It provides you with a chance to improve education by shifting away from costly, proprietary resources such as textbooks, to more open, updated and shareable ones. The future direction of foreign police training must be education informatization. The boom in the development of large-scale public online courses (MOOCs) in the United States is a typical case of the full integration of education and modern technology. The traditional training mode is easily limited by conditions such as time and space. Digital training can make fragmented training resources, such as teachers, teaching materials, information, and financial resources, reach the most extensive configuration, thereby enhancing the sharing of training resources to promote cross-regional and cross-country cooperation and exchanges. [5] Moreover, information-based training can be truly based on the trainees and meet the individual needs of each student, even the needs of the native language. In the course of network training, trainees can solve the video by repeatedly watching the problem, and they can even seek the help of the instructor online.

4. CONCLUSION

China's police diploma education is in a major reform, the transition from academic education to training and education has become a major trend. Our current main task is to study several Western countries extensively. Large-scale advanced police recruitment, training and promotion mechanisms, especially. It is an in-depth exploration of the scientific management model of Western police training institutions. And the accurate grasp of training objectives, which will make our country as soon as possible to Establish a police training system that is in line with national conditions and is conducive to the country's wealth and public security.

To combat the increasingly rampant international crime, international police cooperation has become the national attention to cooperation projects. Although the Police Training in China started late, but rapid development, has formed a Police Training system with Chinese characteristics. Of course, foreign police training still has many shortcomings. Police Training

in China's current need for reform and improvement in many aspects, including the establishment of abundant resources and teachers shared libraries, optimized materials and curriculum, increase publicity investment, strict management system and so on. Meanwhile, the Police Training parties also need to actively cooperate with the Internet + strategy, traditional education and advanced information technology, in order to break the shackles of time and space, to create a more convenient and efficient training mode. In short, the development of training foreign police road I still long, there are still many details need to be adjusted in practice, continuous improvement in the development process, the only way to gradually develop into a Police Training mode with Chinese characteristics.

ACKNOWLEDGEMENT

This paper is sponsored by National Social Science Foundation of China (Grant No. 17CXW014) and Provincial Social Science Foundation of Beijing(Grant No.16SRC030)

REFERENCES

- [1] Mathur S.P., "Police Vision 2020 Policing for Global Fund of Happiness", *The Indian Police Journal* [online], 2009, Vol. 4, pp.8-25; Available from [http:// bprd.nic. in/ writereaddata/linkimages/5493026775-oct-dec.pdf](http://bprd.nic.in/writereaddata/linkimages/5493026775-oct-dec.pdf).
- [2] Galanou, E., & Priporas, C., "A model for evaluating the effectiveness of middle managers' training courses: evidence from a major banking organization in Greece", *International Journal of Training & Development*, 2009, Vol. 13(4), pp.221-246.
- [3] Roger Hartley, Andrew Ravenscroft and R J Williams, "CACTU:Command and Control Training Using Knowledge-based Simulations", *British Journal of Educational Technology*, 2008, Vol 39(2), pp. 390-400.
- [4] Sanjib Raj, Ajanta B.Rajkonwar, "A Study on the Various Issues of Training of Assam Police Personnel", *International Journal of Research in Commerce and Management*, 2017, VOL8, pp.5-10.
- [5] Stoughton, S., "Law enforcement's "Warrior" problem", *Harvard Law Review*,2015, Vol 128(6), pp. 225-234.