**Strategy for the Development of the Teaching Staff**

**at the People’s Police Academy of Vietnam**

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1. **Overview of the People’s Police Academy of Vietnam**

The People’s Police Academy of Vietnam (PPA) was established in 1968 under the Ministry of Public Security. The Academy is operated under the national tertiary education system. It is now being the largest police training institution of the Vietnamese Police Force. The main tasks of the Academy are providing the undergraduate, graduate courses for police officers; organizing specialized courses for high-ranking police officers; and carrying out the international cooperation in police training.

Undergraduate courses are provided for the police cadets in a 4-year training program. At the graduation, the cadets are granted the Bachelor Degree and ranked police second lieutenant. There are 7 majors for the cadets to choose at the entrance examination, they are reconnaissance investigation, criminal investigation, state management on security and order, forensic science, correction and prison management, advisory and leadership, and foreign language.

Graduate courses are provided for the police officers and other law enforcement officers with the Master degree and Doctoral degree. There are two specialties namely state management on security and order and criminology - criminal investigation. Candidates for Master and Doctoral degree programs could earn their diplomas in 2 years and 4 year respectively.

Specialized courses including title-based courses for provincial police departments, police division chief and professional-based courses such as drug control, human trafficking, money laundering courses… These training courses are organized on the annual basis basing on the demand of the departments.

For the international police training cooperation, the Academy provides undergraduate and graduate training for police force of Lao PDR and the Kingdom of Cambodia. Specialized training courses are also provided under the bilateral cooperation plan with the two above mentioned counterparts as well as others such as Thai Royal Police Cadet Academy, Korea National Police University. The Academy is currently running a join educations cooperation program with the University of Maryland, USA.

1. **Strategy for Teaching Staff Development of the Academy**

Teaching staff is considered as an important group and highly contributed to the Academy’s development and for the building of the national police force. To be the fore-front police educators and trainers, they are directly involving in the process of developing a capable future police officer. At the same time, they are the influential persons for the police cadets during their training period. Therefore, when we have knowledgeable and experienced police teachers, we can produce good police officers.

Following the tertiary police training model, the role of teaching staff in PPA is reflected in two manners, providing knowledge to fulfil a university degree and transferring professional skills to fulfil requirements of police career. At the same time, police teachers guiding their cadets on how to acquiring knowledge, utilizing skills, practicing practical tactics through site visits internship activities. The special role of the police teachers are also reflected in as the mirror for the police cadets during the time of learning and training in the Academy. Consequently, ensuring the model role of the teachers is always considered very important during the academy’s plan of development.

Therefore, PPA highly recognizes the development of the teaching staff by defining strategic plan on building and strengthening teaching, training capacity for the police teachers. This is one of the priorities in the Academy’s development. This strategic plan can be briefly described in the followings.

* 1. ***Recruitment of Teaching Staff***

Teaching staff recruitment is considered as an important role in the PPA’s development strategy. PPA is currently based on three sources of recruitment. The first source is its graduated police students. The students who have high study results would be invited to become police teacher at the academy. They will be provided with further training including teaching skills and strengthening their knowledge gradually. The second source is the experts from civil sector, which involving in the police career such as law, informatics, technology, etc. After being recruited, they will be provided further training on policing and professional skills needed for the police officers. The third source is staff of the public security sector. They recruitment would be law enforcement officers who are capable and willing to work for the police force as a teacher. They would be also provided with further training so as to help them in fulfilling the requirements for the professional police teachers. The diversity in the recruitment sources has facilitated PPA in developing strong group of teaching staff on its development process.

In order to ensure the quality of recruitment, all the rules set out by the Ministry of Public Security and by PPA are strictly applied during the recruitment process. In order to become a police teacher, the applicants have to be assessed by the Board of Recruitment comprised experience experts. Besides reviewing the necessary knowledge for the police teacher, they would consider various criterions such as inter-personal skills, appearances, etc.

* 1. ***Training of the Teaching Staff***

In order to build up the strong group of teaching staff, PPA provide different kind of training to provided necessary knowledge skills for the newly recruited and strengthen training for along the police teachers’ career. These training can be both domestic and abroad trainings courses.

For the domestic training, PPA develops annual teacher training plan with clear objective of building the capacity for young teacher and supplementary training for other teachers. Besides specialized training courses provided in the in-service type, graduate training is one of the ways for the improvement of teaching staff. Every year, there are a number of teachers registered for master and doctoral courses. The Academy always put priority for the teachers, especially young one for further academic study. As results, the Academy has currently around 90 doctors and 400 masters. According to plan, up to 2020, PPA will have 40% of the teaching staffs hold doctoral degrees and 55% of them hold master degrees.

For the international training, PPA put into its strategy a strong requirement of international cooperation for capacity building in police education and training. Every year, there are great deal of teachers have been sent to participate in different kind of trainings abroad. With the view to enhance knowledge and sharing experience on police education and training, PPA’s teachers have been participating in various kinds of international cooperation activities, such as seminars, workshops, and other kind of training courses. These include graduate training in other training institution abroad also. The international training is considered to help the academy’s teaching staff to be knowledgeable of the international policing and at the same time, help them to build capacity, catch up with the international police training level.

At present, the academy’ teachers have been sent to various countries for graduate study, especially in develop countries such as United Kingdoms, United States, France, Russia and the like. The academy has also set up a collaboration educational program on master degree training in justice leadership with the University of Maryland of the US. This kind of training has proved that PPA’s teaching staff is now reaching to the international policing education and training level. The academy has developed a group of police teachers who are capable of both professional skills and foreign language skills for join in the international training programs

* 1. ***Integration of academic teaching and practical training.***

In order to integrate the academic teaching and practical training for the police cadets, the academy requires that all the teachers have to spend a practical working at the local level police departments during their police career. The actual practical work could be range from 3 months to 2 years’ time. This duration could be decided by the academic board of the academy. This requirement is applied for all the police teachers with the detail explanations so that all the teachers could take their chances for strengthening their practical skills.

For better facilitating the exchanging of police teachers with the local departments, the academy cooperate closely with significant police department both at the local and central levels through signing Memorandum of Understandings with them. These MOUs will help both sides to enhance the cooperation and support each other in training the police officer and policing research apply to practical work.

* 1. ***Promote Policing Researching***

Being the national leading police educating institution, PPA is assigned with two roles, provide police training and carry out police researching. The academy has two research centers namely Research Center for Criminology and Research Center for Traffic Safety.

To help in enhancing capacity for the teaching staff, the academy puts into its plan one of the important issue that is promote the teachers in doing scientific research on various policing matters. Every year, many teachers from the academy involve with the scientific research at the ministerial level and national level. The participating in the researching programs helps the teaching staff at the academy to build up the relationship between academic teaching and police researching. At the same time, provide more opportunities for the teachers to enhance their researching skills, further involving in police teaching and police policy maker.

* 1. ***Develop the mechanism of teacher’s appraisal***

Along with providing opportunity of perfecting the police teachers, PPA develops the mechanism of teachers’ appraisal for assessing and evaluating the quality of teaching and the performance of the teachers. This mechanism would help the academy in adjusting the strategy for developing teaching staff in the right track.

According the requirements, the teachers’ performance is evaluated every academic year and semesters. There are different way for assessing the teaching, training and science researching activities of the staff. It could be self-reports or evaluation sheet or results of academic supervisory board. The results of appraisal would be followed by awarding prizes or penalties for the achievements and shortcomings respectively. The strict mechanism of appraisal would help in bring in the momentum to the teaching staff in self-development for better performance. At the same time, it would help to alert the behind one for more efforts in their career.

Besides, the academy also organizes frequent competitions and contest for excellent police teachers or outstanding police teaching lessons. These contests and competitions provide the floors for the teachers to expose their talents and capacity on police teaching and scientific researching. The academy will then take into consideration these results for planning further developing the leading teachers and researchers for its development.

1. **Challenges ahead and the future way for development**
   1. ***Challenges:***

Two main challenges are identified; the first one is the unpredictable changes of the security situation in the region and in the world at large and the demand for building a police force with capable of solving both national and international issues. This situation requires the national police training institution should be adapted in producing the capable police officers. PPA is not the exception. In the context of the Asian region, the crime situation is changing complicatedly with the emerging of non-traditional issues such as cybercrime, terrorist, environment crime; the academy is in the position of proving appropriate police trading for the country to prepare for the international integration.

The second challenges come from the demand of building the regional standard for police training in the context of ASEAN community formulation in the near future. The police force is one of the objects that need to be changed for regional development purposes and objective of maintaining the regional security and safety. PPA, one of the national focal point for police training should be prepared for integrating to the regional and international police training community.

* 1. ***Future direction***

In accordance with the national direction on education and training of the Vietnamese Government as well as of the Ministry of Public Security, PPA would be invested to be the national significant tertiary education institution of the nation. This status would make the academy more capable of development through the direct support from the Government. The national significant tertiary education institution of the nation would be achieved in 2020. For the immediate objective, the Ministry of Public Security would grant the status of the significant police tertiary education institution for the national police force.

To overcome challenges and achieve the above objectives, the academy has developed the comprehensive plan of development, in which, building the group of teaching staff is its important part. The main objectives of teaching staff development are set with the following contents:

* Enhance the academic level of the teaching staff by providing favorable conditions for teachers in learning and researching to raise their academic level. Raise the percentage of doctoral degree holders to 40% and master degree holders to 55% among the total number of teaching staff.
* Develop the teaching staff by enhancing academic and strengthening practical skills. This would be done by sending police teachers to work temporarily at local police station and exchange the local officers to work for the academy as trainers or collaborators.
* Strengthening the professional knowledge for the teaching staff. At the same time, enrich related skills such as researching skills, foreign language, and IT application... into training so as to make the teachers to be more adaptive to the future international training standards. One of the method would be actively involving in the international cooperation, especially cooperate with other police training institutions in the region.

1. **Conclusion**

In the context of changing security situation in the region with the emerging of new types of crime and to be prepared to the regional and international integration of the country, the police force of should enhance the cooperation in order to cope with the regional problems. The changing international situation makes the police force of countries to be changed to be adapted with the new situation. Consequently, the police training process has to be changed to be fit the new context.

Despite of following different model of police training (police job training and police tertiary education), building the strong teaching staff is one of the important issues in each police training institution. In order to build the strong teaching staff, police training institutions have to develop appropriate scheme and learning from each other experience is very helpful for coming up with a best solution.

Not only Vietnam but also other countries are now in need of cooperating with each other for better performance to ensure the regional security. INTERPA provides important forum for members to develop their police training institutions into international standard. Making the police force of the countries is capable of solving international problems. INTERPA is believed to be an active and helpful channel for the member to develop their institutions into international standard.