

Evaluation of Mandatory Training Courses for Police Non-Commissioned Officers Towards an Enhanced Public Safety-Security Driven Training Program

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Abstract

In line with the National Security Policy (NSP) 2017-2022 of the Republic of the Philippines, the Philippine Public Safety College (PPSC) is responsible for the training and education of public safety officers of Philippine National Police (PNP), Bureau of Fire Protection (BFP) and Bureau of Jail Management and Penology (BJMP) and security leaders, analysts and practitioners. Given the emerging challenges and security threats characterized in a VUCA (volatile, uncertain, complex and ambiguous) environment (Sri *et.al.*, 2018), the PPSC training programs must be responsive and relevant. The objective of the study is to evaluate the content, methodology and challenges of the various training programs such as Public Safety Junior Leadership Course (PSJLC), Public Safety Senior Leadership Course (PSSLC) and Public Safety Officer Candidate Course (PSOCC). The total respondents (n=185) were graduates, students, instructors, regional training directors nationwide and staff, superiors and heads of the non-officer ranks in the police stations. The study utilized validated survey, key informant interview (KII) and focus group discussion (FGD) as the modes of data collection. Analysis of variance (ANOVA) and Bonferroni test were utilized to determine whether the ratings for content, methodology and challenges are significantly different. Based on the results, the rating for challenges (mean = 3.667) was statistically significant (alpha = 0.05) compared to methodology (mean = 4.454) and content (mean = 4.575). Results suggest that there is a need to address the challenges for better delivery of the training programs. Grounded on the data collected from FGD and KII, poor motivation, limited trained public safety-security practitioners, fast turn of events due to technological advancement and limited public safety professionals are the major challenges. Among the ways to improve the programs are the inclusions of scenarios on operational procedures like arrest, search and seizure, supervisory leadership behavior and workshop on local and global studies like cybersecurity, terrorism, transnational crime, radicalization, violent extremism and human trafficking. Consequently, a policy on the adoption of public safety, security driven instruction framework for PSJLC, PSSLC and PSOCC were formulated. Finally, it is recommended that PPSC maintains a comprehensive evaluation mechanism for the trainings and institutionalizes the implementation of the suggested framework as the core of education and training.

Keywords: Evaluation, training program, public safety, security, Police Non-Commissioned Officers

Introduction

It was an interesting year for public safety around the globe on a variety of fronts, from acts of international terror to political unrest and weather related disasters. Thousands of

innocent lives were once again needlessly lost through intentional and unintentional acts. (Lewis, 2017). In like manner, crime remains a significant concern in urban areas throughout the country. Theft, physical assault, and robbery were the most common crimes reported to local authorities in 2016, according to the Philippine National Police Directorate for Investigation and Detective Management. Other common criminal acts include pick pocketing, confidence schemes, and credit card fraud. The production, trafficking, and consumption of illegal drugs remain an issue and a concern. Trafficking and abuse of methamphetamine remain the foremost drug related problem followed by marijuana and, to a lesser extent, cocaine, and Methylenedioxymethamphetamine (ecstasy) while the U.S. Department assessed Manila as being a high-treat location for terrorist activity. (Philippines 2017: Crime and Safety Report). Eight in 10 children and young people in the Philippines have experienced some forms of violence that usually begin at home. This violence results to mental and physical health disorders, anxiety, depression, and health risk behaviors including smoking, alcoholism, drug abuse, and engagement to sexual activities (Crisostomo 2018).

The Philippine Overseas Employment Administration (POEA) officials investigated 108 cases, involving 245 complainants of illegal recruitment in 2016. AHRRAD separately reported investigating 214 illegal recruitment cases and the BI Travel Control reported 667 potential cases of human trafficking for further investigation and identified 601 possible victims of illegal recruitment. Also, commercial sex trade remained high; 2017 Trafficking in Persons Report <https://www.state.gov/reports/2017-trafficking-in-persons-report/>. Relatively, 10 million Filipinos work abroad, and a significant number of these migrant workers are subjected to sex and labor trafficking. Trafficking also occurs in Boracay, Angeles City, Olongapo, Puerto Galera, and Surigao. Also, UN reports armed groups operating in the Philippines, including the MILF, New People's Army, Moro, National Liberation Front, the Abu Sayyaf Group and the Bangsamoro, Islamic Freedom Fighters, continue to recruit and use children. Further there are emerging challenges and issues on terrorism, piracy, pandemics human and drug trafficking, environmental challenges, natural disasters and cybercrime. With these emerging challenges and security threats characterized in a volatile uncertain, complex and ambiguous (VUCA) environment, police officers must be trained to address these challenges, hence this study is necessary.

Objectives of the Study

1. To evaluate the content, and teaching methodology of the training programs such as Public Safety Junior Leadership Course (PSJLC), Public Safety Senior Leadership Course (PSSLC) and Public Safety Officer Candidate Course (PSOCC).
2. To identify the challenges that affect PPSC in promoting public safety-security driven instruction
3. To determine whether the ratings for content, teaching methodology and challenges are significantly different.
4. To formulate a public safety-security driven instruction framework for PSJLC, PSSLC and PSOCC.

Theoretical Framework

This study is anchored on Deep Dive Theory or theory "U" developed by Otto Sharmer which states that we live in a time of massive institutional dysfunctions and it calls for a new consciousness and a new leadership/ innovations and making things responsive to the demands of the times. It involves development of capacity in a more intentional, purposive and strategic way to create a future of greater possibilities. On that journey, it requires us to drop everything that is not essential, rediscover our purpose and harness our potential and creativity

It means letting go (of our old ways) and letting come (of our highest future possibility). With this in mind, police officers can contribute a lot by being innovative in doing their public safety-security function in order to make a difference with the support of the community.

Research Framework

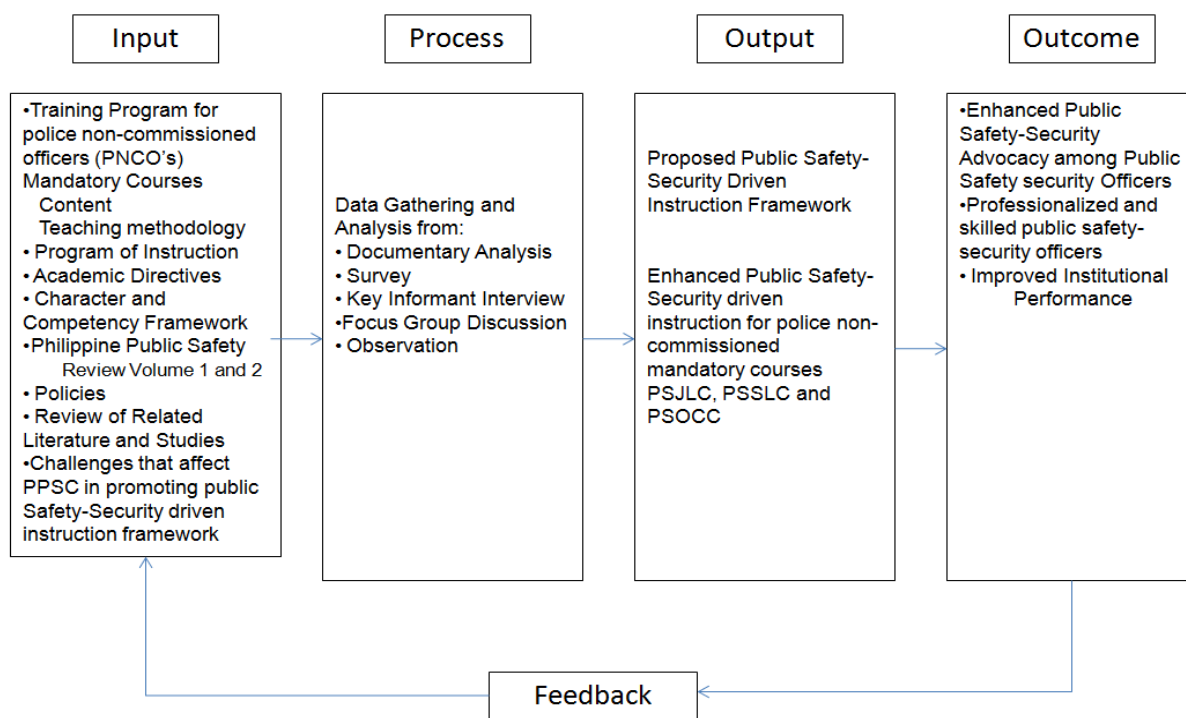


Figure 1
Research Framework

Methodology

The researchers utilized the mixed method of research involving both quantitative and qualitative research design in order to gather data that provides more complete understanding of a research problem. (Creswell, 2015) Qualitative research is an approach for exploring and understanding the meaning of individuals or groups that involves emerging questions and procedures, data typically collected in the participant’s setting, data analysis inductively building from particulars to general themes, and the researchers’ making interpretations of the data gathered. Quantitative research is an approach for testing objective theories by examining the relationship among variables in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. (Creswell, 2015). The descriptive-survey through the use of survey instrument was utilized. Aquino, (2012) defines it as an organized attempt to analyze, interpret and report the present status of the school or institution, group or area, nature and status a thing, group of person’s act or conditions or any other phenomenon which may wish to study. The survey instrument was supplemented by focus group discussion (FGD) and interview guide questions that form part of the qualitative aspect of research. Documentary analysis and observations as well as experiences of the proponent as the Chief, Curriculum and Standards Development Division of the Philippine Public Safety College were also considered. The questionnaire was pre-tested to similar group of respondents and the CRONBACH’S alpha test was conducted for reliability test. The applied statistical treatments included simple mean and Analysis of Variance (ANOVA), Pairwise analysis t-test

per areas (Bonferroni test). Three (3) instruments to evaluate the content and teaching methodology for PSJLC, PSSLC and PSOCC were prepared and personally administered to the implementors and graduates of the training program after securing permission from President, PPSC and NPTI, Director and the training directors of ITG and NCRTC. The respondents were selected based on characteristics of a population and the objectives of the study. They are the 17 Regional Training Directors nationwide who are the implementors of the training program for police non-commissioned officers mandatory courses and graduates of PSJLC, PSSLC and PSOCC at ITG and NCRTC which served as the primary sources of data. Also, PPSC Academic Directives and Program of Instructions for PNCO Mandatory Courses, the PPSC Public Safety Review, PPSC Legacy Plan, Character and Competency Framework for Policing and Public Safety Administration in the Philippines and the National Security Policy 2017-2022 (NSP 2017-2022) were considered as secondary sources of data.

Results and Discussion

Public Safety Junior Leadership Course (PSJLC)

Results revealed that the content of the training program for PSJLC is very significant. It is human rights-based, giving emphasis on the value of everyone's rights, a right that every human being needs to enjoy and protected. Former President Aquino stated in the National Security Policy (NSP) in the Philippines crafted in 2011 said that the NSP is a people centered document which aimed to provide a conducive environment for peace and security in the country. He emphasized in the NSP that the Filipino people deserve the best government as they are the "greatest resource for a progressive and prosperous Philippines which is reinforced in the 2010 United Nations Human Development Report (UNHDP) with the theme "The Real Wealth of the Nations: Pathways to Human Development". Along this premise, this should be emphasized in the training program for the students to understand that all human beings are born free and equal in dignity and rights and everyone has the right to life, liberty and security of person as stated in the universal declaration of human rights Article I and Article II respectively. Also, everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal; everyone charged with a penal offense has the right to be presumed innocent, no one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, all stipulated in the universal declaration of human rights; Article X, XI and XII respectively. Further, under the international covenant on civil and political rights, every human being has the inherent right to life. The right shall be protected by law. No one shall be arbitrarily deprived of his life; everyone has the right to liberty and security of persons. No one shall be subjected to arbitrary arrest or detention. No one shall be deprived of his liberty except on such grounds and in accordance with such procedure or are established by law; all persons deprived of their liberty shall be treated with humanity and with respect for the inherent dignity of the human persons, and no one shall be subjected to arbitrary or unlawful interference with his privacy, family, home and correspondence, nor to unlawful attacks on his honor and reputations. Relatively, the character and competency framework for policing and public safety administration in the Philippines was formulated which enshrines the core ethos, national values, and sworn responsibilities of the police, law enforcers, and other public safety officers. It is envisaged that the fundamental character and competencies of our human resource are placed at the center of public safety education and policy development. This improves the standards of the police service and edify our public safety officers in the performance of their duties to the Filipino people (De Leon, 2017).

In terms of teaching methodology, the PSJLC is very significant. It is Police Operational Procedures driven. The effectiveness of law enforcement lies to a great extent on

the efficiency of police operations. It has to do with the effective administration of police services and must be performed in strict adherence to law like when police officers has to observe the law on arrest, search and seizure as applied in police operations. Basic to law enforcers are certain principles which must be borne in mind always by police officers as they go about their daily tasks in maintaining peace and order in their areas of responsibility. Thus, the basic principles of police work with emphasis on the mechanics of arrest and searches as presented in scenarios discussed and analyzed can help them perform better towards quality service delivery. They want these police operational procedures be given the focus of their learning as all operating personnel must have a firsthand knowledge of police basic responsibilities in society like the prevention of crimes, protection of lives and property, presentation/ maintenance of peace and order, arrest of violators of the law, enforcement of laws and ordinances, investigation of crimes and police auxiliary services, Cael (2006).

Public Safety Senior Leadership Course (PSSLC)

The training program for PSSLC in terms of content is **Very Significant**. It ensures a responsible supervisory leadership qualities and styles in the conduct of police operational procedures to attain public safety-security. It implies that leadership matters. Leaders play a significant role in conducting and executing police operational procedures. Their attributes, traits and styles are indeed essential as leadership is establishing direction. It's about developing a vision of the future. This is done by communicating direction in words and deeds to all those whose cooperation is needed to influence the creation of teams that understand the vision to include strategies needed, (Kotter, 2012). So to transform people particularly those in public safety, leaders should be able to innovate and create opportunities in a more strategic way. In like manner, Enriquez (1988) as stated in the PC/JNP Journal, noted that leadership is the art by which others are caused to carry out the will or decision of the leader. The essentiality therefore of leadership is obedience. Through proper training, "leadership is the technique of getting things done in the desired manner".

Also, Pascual Jr. Star newspaper dated Aug. 27, 2017 cited that most policemen are good officers activated by their duty to serve and protect the people. The key problem of the police seems to be a bad leadership. Uniformed men are trained to follow orders almost by reflex, which should be the case on tight, fast-moving situations. An order need not always be in black and white, although this is preferred, but a mere hint of what a trusted leader wants done is done by his men. So, a leader must possess ethical values for their men to follow legal orders.

In terms of teaching methodology, PSSLC is significant. The scenarios on leadership behavior, roles, qualities and styles in dealing with law and order, good governance, peace and progress and national resilience. The study entails that leadership modelling demonstrating best practices in promoting peace and order is important. Learners need to be exposed on real scenarios depicting police actions to different situations. Prepared reading materials for students to analyze and to work on are indeed significant. Educators are foremost believers in the old cliché: Experience is the best Teacher". To experience an event means to "live through" to actually see, feel, or encounter an incident or a certain situation. With prior experience, students are able to create their own meanings, concepts and perspectives. Hence, the need for activity-centered teaching methodologies. (Salandanan, 2012).

Further, Salandanan reiterated that acquiring knowledge and skills through direct and keen observations with analysis allows the learner to create meanings through an intellectual process "reflection". To reflect simply means to deliberate, reason and null over carefully. This is very important in the conduct of police operations particularly in dealing with different

situations. Police officers need to reflect and discern so as to respond correctly without putting their organization in the bad light. Their actions will always be for the welfare of the general public.

Public Safety Officer Candidate Course (PSOCC)

The training program for PSOCC in terms of content is **Significant**. It “provides concepts for students to improve management capability”. It implies that the PSOCC graduates who are soon to be commissioned officers need to manage a small unit thus they should be trained on management as people in the middle do the “management”. Management is a set of well-known processes that help organizations produce reliable, efficient and predictable results. Good management help employees do well regardless of the complexity of any situation. Since policing faces a lot of challenges due to modern phenomenon, management for this matter requires good skill. As management process is a formal and informal systems and procedures which the organizations has adopted. It enables the organization to pursue their goals methodically and implement its strategies, programs, activities and tasks systematically. Management processes include planning, organizing, controlling, and coordinating. Each of these processes can actually be translated into a system or “way of doing things”. Organizations seek to “professionalize” themselves through the formalization of these processes. The essence of professionalization is to “prescribe” a high standard of behavior diligence, responsible and timely action, and sound, ethical decisions. Cognizant to this is the promulgation of Republic Act 6975, otherwise known as the Department of the Interior and Local Government (DILG) Act of 1990. This act of 1990 provided the policy, structural, operational and professional development framework for the public safety sector and its uniformed personnel. Also, this act brought to the fore the establishment of the Philippine Public Safety College (PPSC) as the premier educational institution for the training, human resource development and continuing education of the personnel of the PNP, BFP and BJMP. The students of PSOCC are honed on managing a small unit and prepare them to be managers and leaders in their own area of responsibilities. It is their desire to be trained on management. They believe that law enforcement entails a good knowledge on management by police executives who implement programs and monitor the effective administration of police operations, Cael (2006).

In terms of teaching methodology, the training program is **Very Significant**. It included the scenarios promoting managerial capability in dealing with law and order, good governance, peace and progress and national resilience. Their exposure to different scenarios prepared them in the real workplace. These enable them to respond to actual police situations in the local context and harness the students’ abilities for individual and team based problem solving. Relatively, would enable them to act properly when similar situations given them in the practice of their profession. Constant practice makes perfect. (Lorenzo, 2005).By educating the police non-commissioned officers, they are expected to be competent in their jobs, “the ability to perform job requirements to a specified standard and to be able to transfer the skill and knowledge to new situations”. Pointed out that field training is universally described as the most important stage in the process of becoming an independent police officer ready to face real life situations as police work is changing, approaches to police education and training need to be upgraded. They need to learn new skills in actual operations and not merely simulations or theoretical assumptions.

Problems and Challenges

The poor interest/ motivation to undergo training to learn instead treat training as compliance and requirement for promotion is a **Serious** challenge. It indicates that the training the students undergo can arouse the students’ interest or the innate motivation to go back to

school for them to learn and not just for compliance sake. They want that there is excitement. They want new things, new learnings. As cited by Shandi (2013) he noted that Blanchard, described change as “exciting, refreshing, distressing, frightening, and disorienting at times. So, changes to be introduced in the learning environment must be towards development that could create excitement. The absence of motivation or inner feeling would affect the learning process. Motivation pushes anyone to do good and contribute a lot. Action is an opportunity seeking. All guided by a vision that people buy into. With insufficient buy-in, people might believe something new is needed, but not the strategic initiatives. With this organization’s capacity to innovate and win will either stall or die. Energized individuals move quickly and with agility, thus individuals need a lot of motivation that accelerates profitable growth to keep up or get ahead.

Another serious challenge faced by PPSC is the limited trained public safety-security practitioners to handle subjects on public safety-security included in the POI. It infers that in order to promote a public safety-security driven instruction, there is a need to have a sufficient manpower who are trained and knowledgeable on public safety-security. Practitioners on public safety play a significant role in the implementation of a public safety-security driven instruction. It is observed that not all public safety officers have sufficient knowledge and understanding on the nature and scope of public safety. This is not clearly defined and not given emphasis on what is really public safety. They felt that since these courses are public safety, each of them expected an in-depth knowledge on public safety with the concept of homeland security. They wanted to have a clear distinction between national security and public safety or even homeland security. That even, the nature and scope of public safety is not reflected in the modules for the mandatory courses for police non-commissioned officers. Public safety is a critical element of good governance, law and order, peace and progress and national resilience. The modules for the training programs for police non-commissioned officers are to be aligned with these areas of public safety. Given its crucial footing in national security, public safety needs to be introduced in the mainstream of academic learning and policy making on national security. More than a social construction or an academic innovation, public safety-like national defense is a formal and institutionalized area of policy and administration, Philippine Public Safety Review, copyright 2015.

Another serious challenge is the very fast turn of events due to technological advancement that affect leadership skills of public safety officers. It affects the public safety officers in the implementation of their mandate. Technological change is in large part responsible for many secular trends in such basic parameters of the human condition as the size of the world population, life expectancy, education levels, material standards of living and the nature of work, communication, health care, war and the effects of human activities on the national environment. Other aspects of society and our individual lives also who influenced by technology in many direct and indirect ways, including governance, entertainment, human relationships, and our views on morality, mind, matter and our own human nature. Mr. Buttebutil Technological Advancements and Its Impact on Humanity.

Relatively, if the mind of the law enforcers are influenced by technological advancement, it is always possible that in political parlance that “Power corrupts and absolute power corrupts absolutely”. The gifts of Science and Technology have been deliberately abused by the powerful humanity, time and again. These are natural side-effects of these gifts, but their deliberately misuse and abuse outweigh and evils of the side-effects, which would have been modified or at least minimized to a large extent otherwise. Human greed, selfish interest, lack of planning and myopic vision has all led to the abuse of science and technology.

Deepening digitalization or computerization has induced an ongoing social transformation that may ultimately prove to be comparable to the first industrial revolution. This digital disruption is attributed to interrelated bundles of forces; First, mankind's ability to produce, store, process, and transmit digitally coded information has grown exponentially. Second, there are three important phenomenon that were virtually unknown to global masses of people like cloud mapping, mobile internet and social media. Third, the digital revolution which has so far largely lived "on screens" starting to mesh of people with our physical surroundings. Robotics is hardly as a new phenomenon, but it has recently gained better senses and much more intelligence. These interrelated bundles of forces are major global phenomenon, each has experienced huge changes which are rapidly evolving and they have social impact if they are embedded in the day-to-day lives of individuals and organization is such a way that behaviors and structures are adjusted to reflect the possibilities that have opened with technological advancement, Brynjofeson and Hitt (2000) stated that if this is the case, then leadership skills are affected as they need to adjust and cope up with all these phenomenon. The respondents of this study are worried as such, the replacement of occupations and work is a slightly misleading. Rather, it is the case that work is redistributed so that robots and other machines make the work elements in which they have a competitive advantage, and humans deal with work that is difficult for machines.

Frey and Osborne (2013) stated that "it is largely already technologically possible to automate almost any task, provided that sufficient amount of data are gathered for pattern recognition". In like manner, computerization (including robotics) has mostly influenced manual and cognitive routine task, (Autor and Dorn 2013). In years and decades to come, this influence will extend to non-routine tasks and form part of the largest frame.

The limited trained public safety professional is a serious challenge. As of this date, this is really the predicament of the training centers. Only few professionals are utilized as faculty with in depth training on public safety. Many are retirees and are already old. Relatively, the respondents felt the need to have law enforcement professionals who have highly advanced training on policing with skills that go beyond traditional police academy. This will make them more relevant and responsive to public safety and security challenges as a result of the fast changing needs of society. The inadequacy of highly trained law enforcer as well as poor teachers affect quality training.

Teaching as an educational endeavor engages students in activities that enable them to acquire knowledge, attitudes, skills, habits and values. It is an interaction between the teacher and the learner wherein most of the role of the teacher is to bring the desired change in the learner's cognitive, affective and psychomotor behaviour. Teachers share a lot of inputs, like ideas that will make the classroom battleground of agents of change on learners' behaviour. Teaching is modelling out the thirst for knowledge as it stands for pedagogy, training and nurturing. Likewise, teaching consists of organized activities aimed at inducing learning. (Salandan,2012). School life must provide real opportunities for individual learners to contribute as well as to learn, and to lead as well as to follow (Dewey 2019). Thus, teachers play a great role. As we say, education is to provide for the fullest development of an individual for him to live morally and productively in his society. Individuals develop the ability to learn, to apply, to unlearn and to relearn life concepts. Along this note, leaders' performance is the most crucial input in the field of education. If the teachers are not fully trained, learning is affected. Furthermore, public safety officers ability to respond to the needs of the community is affected as public safety is evolving. Diversity training for law enforcement must be the right program to meet the needs of their diverse communities.

Table 1 Descriptive statistics of the major areas as to content, teaching methodology and challenges

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Content	185	4.575	0.517	0.038	4.500	4.651
Methodology	185	4.454	0.551	0.040	4.375	4.534
Challenges	185	3.665	1.154	0.085	3.497	3.832

Based on the analysis, it is glaring that challenges have the lowest rating. As far as the conduct of education and training is concerned, there is still a need to address these challenges despite rated as the lowest. There is still a need to monitor the implementation of the training programs so that these identified challenges be addressed immediately. The PPSC needs to employ top caliber subject matter experts to make education and training very exciting and challenging. Learning is best when the classroom is full of champions, sufficient enough, skilled and with a heart. It is the ultimate goal of teaching. (Salandanan, 2012).

Table 2 Pairwise analysis t-test per areas

Grouping	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		
				Lower Bound	Upper Bound	
Challenges	Methodology	.1210	.0828	.4335	-.0779	.3199
	Contents	.9106*	.0828	.0000	.7117	1.1095
Methodology	Challenges	-.1210	.0828	.4335	-.3199	.0779
	Contents	.7895*	.0828	.0000	.5907	.9884
Contents	Challenges	-.9106	.0828	.0000	-1.1095	-.7117
	Methodology	-.7895	.0828	.0000	-.9884	-.5907

*. The mean difference is significant at the 0.05 level.

To determine the pairwise difference, Bonferroni test was conducted. As shown in the table above, content is significantly different from challenges and methodology. Since content has the highest rating, data support that participants viewed that content as a best feature of the training program. However, there is no significant difference between methodology and challenges. This is attributed to limited exposure of faculty on public safety concerns that affect the effectiveness of their teaching performance along methodology, and insufficient instructional materials, which can't adopt to the present demands of the times, and also complacency anyway as their jobs aren't affected unlike educating students in the universities, their eagerness and willingness to learn as their future depends on their degrees.

Conclusions

From the salient findings of the study, the following conclusions are drawn:

1. That the training program for police non-commissioned officers can promote public safety-security driven instruction with the four areas of public safety namely law and order, good governance, peace and progress and national resilience and scenarios and

workshops on operational procedures on arrest, supervisory and emotionally intelligent leadership behaviour, local and global studies relative to cybersecurity, terrorism, transnational crime, radicalization, violent extremism and human trafficking all affecting public safety-security.

2. That poor interest/motivation; limited trained public safety-security practitioners; fast turn of events due to technological advancement and limited public safety professionals affect the PPSC in promoting a public safety-security driven instruction.
3. That the content is the best feature of the training program for police non-commissioned officers.
4. That the public safety-security instruction framework and an enhanced public safety-security driven instruction through the training programs for police non-commissioned officers in general are tool orders in promoting a public safety-security advocacy among police non-commissioned officers.

Recommendations

1. Maintains a comprehensive evaluation mechanism for the trainings of police non-commissioned officers.
2. Conducts periodic review, and monitoring of training programs implementation.
3. Ensures continuous revision and enhancement of training programs.
4. Institutionalizes the implementation of the proposed Public Safety–Security Driven instruction framework as the core of education and training for Police Non-Commissioned Officers Mandatory Training Course

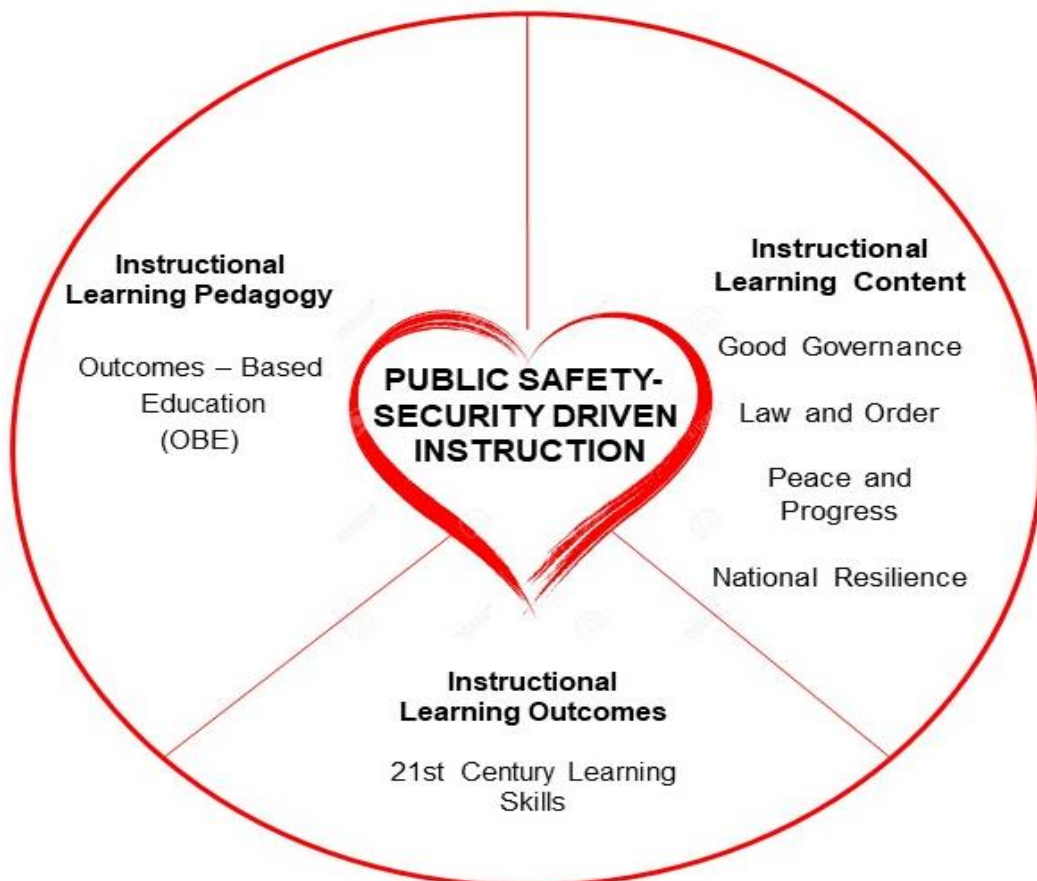


Figure 1: *Public Safety- Security Driven Instruction Framework*

As shown, the core that serves as the ultimate result of education and training direction of the Philippine Public Safety College is a public safety- security driven instruction symbolically represented by the heart. This is in response to the fast changing needs and demands of the times that bring about a volatile, uncertain, complex and ambiguous (VUCA) environment. Because of this kind of environment, as far as instruction is concerned, the Training Programs of the PPSC in educating the students, is governed by the wisdom of Aristotle like “Educating the mind without educating the heart is no education at all”. The learners should be educated and be trained with an open heart, ready to accept new things to educate both the hearts and minds towards their holistic education and training. Education for the students nourishes the heart and the intellect (Tagore, 1906).

The heart once nourished with goodness and kindness as God created all men to be good, the learner would be able to bridge social divide across gender, race, ethnicity, tribe, case and religion (Mukherjee, 2014). If this happens, everyone strives for academic excellence, unity, and deep concern with one another. This relieves the learner from a lot of pressure and get the prize if he works hard enough. With this, learners don’t compete with others instead, they compete with themselves (Sister Valentine). They expand “social radius of acceptance” through socially inclusive democratic education (Ghosh et. al) as education is a relational process between the students, teachers, peers and the environment. The teacher’s role is central to the pedagogic process in nurturing creativity, sensitivity, humility and critical thinking.

Learning is focused on preferential love of the poor, and marginalized is lived out both in attitudes and structure. In cherishing the most deprived people, so as to enable them to take their place with dignity among others, there should be a deep concern for the poor and marginalized population and rising inequality, exclusion, stigma and discrimination. An educated heart learns to accept and the power of human empathy can override difference based on race, nationality and social class location (Hogan, 2003). A heart full of love, *malasakit*, *pakikipagkapwa tao*, and a heart which is *maka-diyos*, *maka-tao*, *makakalikasan*, at *makabansa* can make a individual an agent of peace. Also, it promotes an understanding of human beings that are shaped by interacting social locations and identities (race, indignity, sexuality, gender expression, migration status, age, ability, religion). These interactions occur “within the context of connected systems and structures of power” (Hankvsky et. al 2014). These interactions bring across the continuum of care that brings critical self-awareness, role awareness, interrogation of power and privileges assumptions of truth (Clark, 2012). This is very important as today’s learners are facing a difficult, uncertain and complex future. Accordingly, the education sector must work to equip learners with the skills they need to confront new challenges (McLoughin and Lee 2007).

The first segment of the framework is Instructional Learning Content (ILC) composed of the four (4) areas of Public Safety namely: Good Governance, Law and Order, Peace and Progress and National Resilience. These 4 components complement each other for PPSC’s institutional role in the competency building of public safety in general with the concept of homeland security. This is not limited/ delimited only to PPSC as a learning institution but it could expand and be the champion for other uniformed institutions like the Philippine Coast Guard (PCG), Philippine Navy (PN), Philippine Marines, etc.

The second segment of the framework is Instructional Learning Pedagogy (ILP) which is outcomes-based education (OBE). It is a comprehensive approach to organizing and operating an education system that is focused on the successful demonstration of learning at the end of learning experiences, and actions as well as performances. It addresses what the learners need to demonstrate what they know and be able to do in varying and complex situations students/or workplace-skills focused as a result of their education, Spady (1994).

The third segment of the framework is Instructional Learning Outcomes (ILO), which are geared towards the development of the 21st century Learning skills of every student. Outcomes are broad goals that describe what the learners are supposed to know, be able to do, or value. These 21st century learning skills include critical thinking, communication, collaboration and creativity. Project and problem-based learning are ideal instructional models for meeting the objectives of twenty-first century education. In summary, the framework covers three important areas like coverage, pedagogy and the outcomes of instructional process. These are represented by three important keywords like Instructional Learning Content (ILC), Instructional Learning Pedagogy (ILP) and Instructional Learning Outcomes (ILO). Through the power of the heart, these 3 important areas complement each other with strong leadership towards safety-security and economic sustainability.

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