

TALENT DEVELOPMENT IN CHINA-ASEAN POLICE EDUCATION COLLABORATION

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Abstract: This paper examines the challenges associated with talent cultivation within the context of China-ASEAN police education cooperation. Through a comprehensive analysis of the existing issues in the direction of talent development in cooperative education—such as ambiguous goal positioning, inadequacies in the curriculum framework, insufficient practical components, and a scarcity of international faculty—the study draws upon the successes of Sino-foreign cooperative education in the engineering sector. It integrates the unique characteristics of crime dynamics in the ASEAN region with the requisite police skills and professional attributes to propose optimization strategies. These strategies include the precise delineation of training objectives, the restructuring of the curriculum framework, the enhancement of the practical teaching system, and the establishment of an international faculty team. The overarching goal is to elevate the quality of cooperative education in China-ASEAN police training, to cultivate high-caliber law enforcement professionals who meet the actual demands of regional policing, to foster deeper collaboration in law enforcement between the involved parties, and to contribute to the maintenance of regional security and stability.

Keywords: China - ASEAN; Police education cooperation; Talent cultivation; Collaborative education; Regional policing

1 INTRODUCTION

Transnational criminal activities have exhibited new characteristics, including heightened organization, sophistication, and concealment, thereby presenting significant threats to regional security and stability [1]. The geographical proximity and cultural ties between China and the Association of Southeast Asian Nations (ASEAN) region have facilitated increasingly frequent economic exchanges and personnel interactions [2]. Concurrently, issues related to transnational crime have become more pronounced, encompassing areas such as transnational drug trafficking, cybercrime, and human trafficking. In light of these challenges, it is imperative for China and ASEAN to enhance cooperation in police vocational education to develop high-quality law enforcement personnel [3]. This collaborative effort is essential for both parties to effectively address the challenges posed by transnational crime and to maintain regional security.

The collaboration in police education between China and the Association of Southeast Asian Nations (ASEAN) has experienced significant evolution over the past two decades, transitioning from a model of unilateral assistance to a framework of multilateral cooperation. The "China-ASEAN Law Enforcement Training Course" (CALET) project, initiated in 2004, initially concentrated on providing training in criminal investigation technologies to countries such as Cambodia and Laos, thereby establishing a foundation for capacity-building cooperation [4]. By 2016, the inaugural Police College Presidents Forum introduced the concept of "promoting the establishment of a China-ASEAN Law Enforcement Academy," marking a substantial advancement in cooperation by shifting the focus from skills training to degree-level education [5]. The subsequent forum in 2017 established the guiding principle of "joint consultation, joint construction, and shared benefits," which facilitated the development of a three-tier cooperation framework. This framework encompasses short-term training addressing 14 specialized topics, including drug control and counter-terrorism, resulting in the training of 264 law enforcement personnel from 26 countries; degree education offering an all-English master's program in law enforcement, aimed at enrolling key law enforcement officials from ASEAN nations; and platform development that utilizes the college presidents' forum to coordinate course recognition and faculty exchanges. This evolution signifies a profound transformation in the rationale for cooperation, transitioning from a China-centric capacity output model to one characterized by multilateral collaborative innovation, and from a focus on traditional security issues to a comprehensive approach to the governance of non-traditional security challenges.

The expansion of the "Belt and Road" initiative has generated new developmental opportunities for collaboration in police vocational education between China and the ASEAN [6]. By enhancing cooperation in the field of police education, it is feasible to develop a substantial number of high-quality law enforcement personnel who possess a thorough understanding of the legal systems, law enforcement processes, and cultural contexts pertinent to both parties [7]. This advancement is anticipated to significantly deepen law enforcement collaboration between China and the member states of ASEAN. However, existing challenges related to the direction of talent cultivation within cooperative educational practices considerably impede the effectiveness of such initiatives and the quality of training for law enforcement personnel. Therefore, conducting comprehensive research on the issues surrounding talent cultivation in the context of China-ASEAN police education cooperation, as well as exploring practical optimization strategies, holds considerable theoretical and practical significance.

2 ANALYSIS OF CURRENT ISSUES

2.1 Ambiguity in the Positioning of Talent Targets

A significant challenge in the ongoing collaboration between China and the Association of Southeast Asian Nations (ASEAN) in the realm of police vocational education is the inadequate precision and depth in comprehending the regional law enforcement requirements. This deficiency has resulted in a notable disconnect between the objectives of talent training and the actual demands of the field. The underlying cause of this issue is the absence of comprehensive, detailed, and in-depth research regarding the current law enforcement conditions in both China and ASEAN member states when establishing talent training goals. Furthermore, there has been a lack of systematic organization and analysis of the specific needs across various domains, including border management, transnational crime prevention, and cybersecurity maintenance.

In the context of combating transnational crime, the phenomenon has become increasingly diverse and complex due to the intensification of economic globalization. This complexity encompasses various forms of transnational crime, including drug trafficking, human trafficking, and telecommunications fraud. Countries adopt distinct strategies and methodologies to address these issues, influenced by variations in legal systems, law enforcement environments, and cultural contexts. However, current objectives for talent training often inadequately account for these differences, lacking the necessary specificity and personalization. Furthermore, there is a notable deficiency in the understanding of the evolving trends in regional law enforcement cooperation. The "Belt and Road" initiative has facilitated deeper collaboration between China and ASEAN countries, leading to the emergence of new areas and projects that continuously reshape the demand for law enforcement personnel. If these changes are not monitored and comprehended in a timely manner, it becomes challenging to establish talent training objectives that align with contemporary needs. This lack of clarity in target positioning results in law enforcement personnel being inadequately prepared to meet the actual demands of their roles, particularly in terms of knowledge structure and capabilities. Consequently, they may feel overwhelmed when confronted with complex and dynamic law enforcement tasks, hindering their ability to perform effectively. This situation significantly undermines the quality and efficacy of vocational education cooperation in law enforcement between China and ASEAN countries.

2.2 Deficiencies in the Curriculum System

Currently, the curriculum design in the cooperative training process does not adequately consider the characteristics of the ASEAN region and the emerging trends in international law enforcement development. This oversight represents a significant issue within the curriculum framework of China-ASEAN police vocational education cooperation. In terms of course content selection, there is limited coverage of the unique legal systems, cultural traditions, social customs, and law enforcement models of ASEAN countries. As a result, students often possess an insufficient and incomplete understanding of the ASEAN region. For instance, the legal systems of ASEAN countries incorporate various elements, including civil law, common law, and local traditional legal customs, which contribute to their diversity. There are notable differences in specific legal provisions, judicial procedures, and law enforcement methods among these countries. However, the existing curriculum may only offer a superficial introduction to general legal knowledge without thoroughly analyzing the distinctive features of the legal systems in ASEAN countries. This lack of depth makes it challenging for students to fully comprehend the legal knowledge necessary for effective law enforcement work in the ASEAN region. Reason: The revised text improves clarity, enhances vocabulary, and corrects grammatical errors while maintaining the original meaning.

Moreover, with the rapid advancement of technology and the continuous evolution of the international landscape, the field of international law enforcement is also undergoing significant development and transformation. This includes the widespread application of big data and artificial intelligence in law enforcement operations, as well as the emergence of new criminal issues such as cybersecurity and terrorism. However, the curriculum system has not kept pace with these changes, lacking the integration of cutting-edge knowledge and technology relevant to international law enforcement. Emerging technologies and concepts, such as crime prediction analysis and intelligent security systems, are insufficiently represented in the curriculum, leading to a disconnect between the knowledge students acquire and the actual demands of law enforcement work. Furthermore, there is a notable absence of specialized courses focused on transnational law enforcement cooperation, including topics such as collaborative transnational crime investigations and international law enforcement negotiations. The lack of these courses means that students do not possess the necessary knowledge and skills to effectively participate in transnational law enforcement efforts.

2.3 Weaknesses in Practical Components

The shortcomings of practical teaching components represent a pressing issue that must be addressed in the cooperation between China and ASEAN regarding police vocational education. The number of practical teaching bases is inadequate, and their quality is inconsistent, which hampers the ability to meet students' practical training needs. Notably, there is a significant shortage of overseas practical teaching bases that are aligned with the China-ASEAN police vocational education collaboration, leading to a lack of opportunities for students to engage in practical training within authentic ASEAN law enforcement environments.

In the current practical teaching facilities, some equipment is outdated and unable to effectively simulate the complex and evolving scenarios encountered in modern law enforcement. In practical training involving simulated crime scene investigations, the overly simplistic scenarios fail to accurately represent the intricacies of real-life situations, hindering students' ability to receive adequate training. Furthermore, the collaboration between practical teaching facilities and educational institutions is insufficient, lacking effective communication and coordination mechanisms. The facilities have not fully engaged in the planning and guidance of the school's practical training, resulting in a disconnect between the practical teaching content and the school's educational objectives and requirements. Students have limited opportunities for hands-on experience during their studies, with practical content often restricted to basic foundational tasks, such as document organization and community patrols, which do not adequately prepare them for core law enforcement duties. In the context of combating transnational crime, students encounter difficulties in participating in

critical aspects such as case investigations, inquiries, and collaboration with law enforcement agencies from other countries, which impedes their ability to significantly enhance their practical skills.

Due to the inadequate integration of theory and practice, students often take a considerable amount of time to adjust to real-world law enforcement work after graduation. When confronted with complex issues, their lack of practical experience and problem-solving skills hinders their ability to perform tasks efficiently and effectively, significantly affecting the overall quality and efficiency of law enforcement operations.

2.4 Shortage of Internationally Diverse Faculty

In terms of faculty, the limited level of internationalization significantly restricts the development of cooperation in police vocational education between China and ASEAN. Most educators lack experience in studying, working, or engaging in exchanges abroad, resulting in a limited understanding of the latest advancements, innovative concepts, and technologies in international law enforcement. Consequently, they struggle to impart cutting-edge knowledge and skills to students during instruction. When discussing cases of international law enforcement cooperation, teachers often rely solely on theoretical knowledge from textbooks due to their lack of practical experience, which hinders their ability to vividly and concretely convey the details and key aspects of practical operations to students.

Additionally, the number of teachers proficient in using foreign languages for professional instruction is limited, which hinders the ability to meet the demands of bilingual education. In certain specialized courses, language barriers impede students' comprehension of the material presented by instructors, adversely affecting learning outcomes. The shortage of teachers with experience in transnational law enforcement results in a lack of authenticity and vividness in the explanations of transnational law enforcement practices. Consequently, educators are unable to integrate their personal experiences and real-life cases from transnational law enforcement into their teaching, making it challenging for students to develop a deep understanding of the complexities and challenges associated with this field. Furthermore, the low level of internationalization among the faculty complicates efforts to attract and recruit distinguished law enforcement experts and scholars from ASEAN countries for teaching and exchange programs, thereby further constraining the international development of cooperative education.

3 CURRENT ACHIEVEMENTS WITHIN COOPERATIVE EDUCATION

The existing cooperative education experience has significant implications for the collaboration between China and ASEAN in police vocational education. In terms of target positioning, it should closely align with the actual needs of regional law enforcement cooperation between China and ASEAN. This involves clearly defining the goal of cultivating high-quality law enforcement professionals who possess an international perspective, familiarity with the legal systems and law enforcement models of both parties, and the ability to effectively respond to transnational crime. In terms of curriculum design, it is essential to draw on international course design experiences while incorporating the unique legal frameworks, cultures, and law enforcement systems of ASEAN countries. Courses such as the application of laws in transnational crime, the interplay of culture and society in the ASEAN region, and case analyses of international law enforcement cooperation can be offered to broaden students' international perspectives and deepen their understanding of the ASEAN context. Simultaneously, it is important to pay attention to cutting-edge developments in international law enforcement, ensuring that course content is regularly updated to include the application of emerging technologies, such as big data and artificial intelligence, in law enforcement practices. In terms of practical teaching, strengthening cooperation with police forces from ASEAN countries and relevant international organizations is crucial for establishing stable overseas practical teaching bases. More opportunities should be provided for students to engage in transnational law enforcement cooperation practices, such as joint investigations of transnational crimes and international law enforcement exchange activities. Through these practical experiences, students can develop their skills in real international law enforcement environments, enhancing their overall competencies and laying a solid foundation for future involvement in transnational law enforcement work. Reason: The revisions improve clarity, enhance vocabulary, and ensure grammatical accuracy while maintaining the original meaning of the text.

4 OPTIMIZING COLLABORATIVE EDUCATION STRATEGIES

4.1 Precise Positioning of Training Objectives

Conducting comprehensive research on police work in China and ASEAN countries is essential for accurately defining talent training objectives. It is important to organize professional teams to explore frontline units, such as border management departments, criminal investigation agencies, and cybersecurity divisions across various countries, in order to understand the practical challenges and needs they encounter in their daily operations. Engage in discussions with senior management and frontline law enforcement personnel from different nations to gather their insights and recommendations regarding police talent training. By conducting an in-depth analysis of the research data, we can accurately identify the specific requirements of regional police practices, including the need for effective cross-border personnel and goods supervision in border management, as well as the demand for innovative crime investigation technologies and methodologies to combat transnational crime.

Integrating the dynamic trends in regional police cooperation is essential for ensuring that talent training objectives are forward-looking. It is important to pay attention to the new dynamics in cooperation between China and ASEAN countries in areas such as trade, culture, and energy during the promotion of the "Belt and Road" initiative, as well as the resulting changes in police demand. With the rapid growth of cross-border e-commerce, the need for police work related to online transaction supervision and the prevention of online fraud is increasing [8]. Talent training objectives should be adjusted promptly to adapt to these changes. The goal should be to cultivate versatile professionals with an

international perspective who are well-versed in ASEAN police work. This requires them to possess not only solid professional knowledge and skills in policing but also a deep understanding of the political, economic, cultural, and social aspects of ASEAN countries, enabling them to respond flexibly to various complex situations in transnational police cooperation.

4.2 Restructuring the Curriculum System

Developing targeted and distinctive courses is a crucial aspect of restructuring the curriculum system. Offer international policing courses that systematically introduce the theories, principles, mechanisms, and practical cases of international police cooperation, enabling students to comprehend the operational models and developmental trends of international police collaboration. Establish courses on ASEAN legal culture to conduct an in-depth analysis of the legal systems, cultural traditions, and practical applications of law in social life across ASEAN countries, equipping students with the legal knowledge necessary for police work in the region. Introduce courses on responding to cross-border crime, focusing on prevalent types of transnational crimes such as drug smuggling, human trafficking, and telecom fraud, while teaching specialized investigation, combat, and prevention techniques.

Emphasize the importance of updating and optimizing course content to ensure its relevance and practicality. Establish a systematic approach for regularly updating course materials by collecting the latest research findings, practical case studies, and changes in policies and regulations within the field of international policing. Integrate this information into course instruction in a timely manner. Focus on the application of emerging technologies, such as big data, artificial intelligence, and blockchain, in police work. Introduce relevant courses or enhance existing ones to equip students with the skills necessary to utilize new technologies in addressing policing challenges. Strengthen the organic integration and connection between different courses to break down disciplinary barriers, thereby avoiding redundancy and disconnection in course content. Incorporate ASEAN legal knowledge into criminal investigation courses, enabling students to develop investigative skills while understanding how to operate within the legal framework.

4.3 Strengthening the Practical Teaching System

Establishing stable and high-quality transnational practical bases is essential for enhancing the practical teaching system. It is important to actively engage in communication and negotiations with police forces, law enforcement agencies, and relevant international organizations in ASEAN countries to sign cooperation agreements and establish long-term, stable partnerships. When selecting practical bases, it is crucial to thoroughly consider the regional crime characteristics, the nature of police work, and the level of cooperation with Chinese law enforcement. A practical base should be established in Thailand, focusing on practical training in combating transnational drug crime, while another base should be set up in Malaysia, concentrating on responses to cybercrime and financial crime.

Conducting various joint law enforcement drills is an effective method for enhancing students' practical skills. Collaborating with police forces from ASEAN countries to plan and organize these drills can simulate real transnational crime scenarios, such as cross-border drug trafficking and human trafficking. Students should be assigned different roles during the drills, allowing them to engage in various stages of investigation, arrest, and interrogation. This participation will help them develop teamwork, emergency response, and transnational law enforcement collaboration skills. Through these exercises, students can gain a deeper understanding of the law enforcement processes and operational methods employed by police in different countries, thereby improving their practical capabilities in transnational police cooperation.

Strengthen the guidance and assessment of practical teaching to ensure the quality and effectiveness of practical education. Select instructors with extensive practical experience and professional expertise to lead practical teaching sessions, while monitoring students' practical processes and providing timely guidance and support. Establish a comprehensive and systematic practical teaching assessment framework that evaluates students from multiple dimensions, including practical performance, task completion, teamwork skills, and innovative thinking. This approach will enable a thorough and objective assessment of students' practical abilities and overall quality. Based on the assessment results, promptly adjust and refine practical teaching content and methods to continuously enhance the quality of practical education.

4.4 Building an International Faculty Team

Introducing foreign experts with extensive international policing experience is a crucial step toward enhancing the internationalization of the faculty team. It is essential to develop preferential policies that attract distinguished police experts, scholars, and frontline law enforcement personnel from ASEAN countries to teach or engage in academic exchange activities at the institution. Providing foreign experts with a conducive working environment and favorable living conditions—including comfortable accommodation, convenient transportation arrangements, and competitive salary packages—is vital. Additionally, we should encourage foreign experts to participate in course design, teaching reform, and research projects, integrating their practical experience and international perspectives into both teaching and research endeavors.

Sending teachers to police academies and law enforcement agencies in ASEAN countries for further study is an effective strategy for cultivating a locally internationalized faculty. Regularly selecting outstanding educators to participate in overseas training programs enables them to acquire in-depth knowledge of the policing education systems, teaching methodologies, and practical experiences of ASEAN nations. During their studies, teachers can engage in local police teaching and research activities, collaborating and exchanging ideas with local experts and scholars. This experience broadens their international perspectives and enhances their professional competence and teaching effectiveness. Upon returning to China, teachers should share the knowledge and experiences they have gained with their colleagues, thereby promoting the international development of the entire teaching team.

Strengthen international exchanges and cooperation among educators to promote knowledge sharing and the exchange of experiences. Encourage teachers to participate in international policing academic conferences, seminars, and other exchange activities, showcasing the achievements and experiences of Chinese policing education on the global stage while learning from and incorporating advanced concepts and technologies from other countries. Support teachers in conducting collaborative research projects with peers from ASEAN countries to jointly address challenges in the field of transnational policing, thereby enhancing their international influence and academic standing. By establishing international exchange and cooperation platforms, such as the International Police Education Alliance, provide educators with increased opportunities for collaboration and exchange, thereby promoting the internationalization of the faculty team.

5 CONCLUSION

This paper presents a systematic investigation into the cultivation of talent within the framework of China-ASEAN police education cooperation. It thoroughly examines the challenges associated with talent development in cooperative educational initiatives. The study leverages relevant achievements and aligns them with the specific needs of regional policing to propose a series of optimization strategies. By precisely defining training objectives, restructuring the curriculum, enhancing the practical teaching framework, and establishing an international faculty team, the aim is to elevate the quality of cooperative police education between China and ASEAN. This initiative seeks to produce a greater number of high-quality law enforcement professionals who are equipped to meet the actual demands of regional policing. Such advancements are anticipated to provide robust support for enhanced law enforcement collaboration between the two parties and hold significant implications for maintaining security and stability in the China-ASEAN region. Nonetheless, it is important to recognize that talent cultivation is a long-term and intricate process. Future endeavors must remain focused on achieving practical outcomes, necessitating ongoing adjustments and improvements to training strategies in response to actual conditions, thereby ensuring adaptability to the dynamic international policing landscape and the evolving needs of regional law enforcement.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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