



Pre-Deployment Training (PDT) Material for Prison Officers

Training Standards

Trainers' Guide



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This training material reflects the shared commitment of all contributors to advancing professional, ethical, and effective corrections work in peace operations and beyond, with the ultimate aim of contributing to sustainable security and justice in conflict-affected and development contexts.

Should you have any questions or concerns regarding the content of the present material, please direct your inquiries to ptp@unitar.org and dpo-jcs@un.org.



Kriminalvården

Abbreviations

ASG	Assistant Secretary General
BKR	Bangkok Rules
CDU	Conduct and Discipline Unit
ConOps	Concept of Operations
CPTM	UN Core Pre-deployment Training Materials
CRSV	Conflict-related Sexual Violence
CTD	Conduct and Discipline Unit
CTO	Compensatory Time Off
DDR	Disarmament, Demobilization and Reintegration
DMS/CMS	Director/Chief of Mission Support
DOS	Department of Operational Support
DPO	Department of Peace Operations
DPPA	Department of Political and Peacebuilding Affairs
DSA	Daily Subsistence Allowance
D-SRSG	Deputy Special Representative of the Secretary-General
DSS	Department of Safety and Security
FAO	Food and Agriculture Organization
UN FPU	Formed Police Units
GPP	Government-provided personnel
HC	Humanitarian Coordinator
HoM	Head of Mission
HQ	Headquarters
ICRC	International Committee of the Red Cross
IDP	Internally Displaced Persons
IMF	International Monetary Fund
JCS	UN DPO Justice and Corrections Service
MINUSCA Republic	United Nations Multidimensional Integrated Stabilization Mission in the Central African Republic
MoJ	Ministry of Justice

MONUSCO	United Nations Organization Stabilization Mission in the Democratic Republic of the Congo
MOP	Movement of Personnel
MSA	Mission Subsistence Allowance
NGO	Non-governmental organization
NMR	Nelson Mandela Rules
OHCHR	United Nations Office of the High Commissioner for Human Rights
OIOS	United Nations Office of Internal Oversight Services
OROLSI	United Nations Office of Rule of Law and Security Institutions
PD	Police Division
PM	Permanent Mission of a UN Member State
POC	Protection of Civilians
PRI	Penal Reform International
QIP	Quick Impact Project
RBB	Results-Based Budget
SEA	Sexual Exploitation and Abuse
SG	UN Secretary-General
SOP	Standard Operating Procedures
SPM	Special Political Mission
SPPS	Swedish Prison and Probation Service
SRSG	Special Representative of the Secretary-General
SSR	Security Sector Reform
UNAC	The Multidimensional United Nations Assistance Mission in CARANA
UNCT	United Nations Country Team
UNDP	United Nations Development Programme
UNGA	United Nations General Assembly
UNHCR	UN High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UNITAR	United Nations Institute for Training and Research
UNMIK	United Nations Mission in Kosovo
UNMISS	United Nations Mission in South Sudan

UNODC	United Nations Office on Drugs and Crime
UNOPS	United Nations Office for Project Services
UNPOL	United Nations Police
UNSC	United Nations Security Council
UNTMIS	United Nations Transitional Assistance Mission in Somalia
USG	United Nations Under Secretary-General
UTM	Urgent Temporary Measures
WFP	World Food Programme
WPS	Women, Peace & Security

Introduction to the Training Programme

Background and Purpose

The Need for Pre-Deployment Training

Pre-deployment training is essential to prepare corrections officers for the complex and often unpredictable environments they will face in peace operations. Unlike domestic prison settings, corrections officers deployed to international missions must navigate unique challenges, including working within fragile or post-conflict justice systems, operating under different legal frameworks, and engaging with diverse cultural and linguistic landscapes. Without adequate preparation, officers may struggle to implement effective correctional strategies, uphold human rights standards, and contribute to broader peacebuilding efforts. This training ensures that personnel are not only technically proficient but also adaptable, resilient, and capable of addressing security risks, ethical dilemmas, and operational constraints in high-risk environments. By investing in pre-deployment training, peace operations can enhance mission effectiveness, promote sustainable corrections reform, and ultimately support long-term stability in host nations.

Corrections in peace operations are fundamental to the success of broader peacebuilding, justice, and stabilization efforts. The correctional system plays a key role in ensuring accountability, promoting the rule of law, rehabilitating offenders, and preventing future conflict. However, it is also fraught with challenges, including managing security risks, addressing human rights abuses, training local staff, and ensuring that prison conditions are improved.

Effective correctional interventions, when properly planned and implemented, help lay the foundation for a more just, stable, and peaceful society. Pre-deployment training for prison staff, the integration of best practices from international standards, and careful consideration of the local context are all essential elements for ensuring that corrections support peace operations in meaningful ways.

Pre-deployment training is vital for international prison experts because it ensures they are equipped with the necessary knowledge, skills, and cultural awareness to operate effectively in complex, often volatile environments. The challenges they face are multifaceted, involving legal, cultural, operational, and human rights considerations. By undergoing comprehensive pre-deployment training, prison experts can enhance their ability to improve prison systems, protect human rights, and contribute to long-term justice and security goals in the countries they serve.

The successful implementation of corrections initiatives in any international environment highly depends on the quality of the personnel deployed. Corrections components are typically comprised of professional staff who, in partnership with the national authorities, establish and maintain the overall strategic blueprint for support to the corrections sector. In addition, corrections components may also have government-provided personnel (GPP). GPP are “experts on mission” and – sourced from a variety of contributing Member States (MS) Correctional / Prison Services – who support the implementation of the mission corrections priorities.

GPP are nominated by their government to serve with UN peace operations. Corrections GPP provide unique expertise that is generally found in the national service of a MS, such as national prison services. In 2024, there were approximately 300 authorized corrections GPP across six UN peace operations. The deployed GPP came from approximately 30 different contributing countries, and on average 40% of them were women.

The role of corrections in the field has rapidly evolved since 2014 requiring innovative support from the Department of Peace Operations, modification of mandated support to national prison services by peace operations and a diverse cadre of GPP with specialized expertise in the prison sector, including in prison security, serious incident management, Counter-Terrorism/ Prevention of Violent Extremism and management of infectious disease.

Corrections activities have evolved from a classic “mentoring and advising” approach (typically on prison conditions and the rights of prisoners) to include a more “hands-on” approach to supporting national prison authorities with prison security and incident management elements to prevent escape and ensure the safety and security of the prison population and local communities, in line with international human rights standards.

Understanding the need to continuously enhance performance

The evolution of corrections mandates and prison support by UN peace operations has profoundly impacted how GPP implement their activities in the field. GPP had to assume new methods of working with national prison authorities, adjusted to new mandate delivery expectations, grounded in human rights standards and a new prison support policy at UNHQ. Such transformations require continued support to GPP to ensure they maintain high levels of performance ultimately contributing to the overall impact of correction initiatives and the implementation of the mandate of peace operations itself.

Against this backdrop, the PDT Material for Corrections Officers has been conceived to strengthen operational performance of GPP deployed to UN peace operations.

Acknowledging that many factors may influence GPP performance, the material focuses on three general performance drivers: capacity/capability, motivation and opportunity. When GPP have the capacity / capability, motivation and opportunity to fulfil mandated tasks, they will be able to effectively support national prison services and successfully contribute to the implementation of the mandate of the peace operation.

Important Considerations

- **Trainers’ Profile:**

- This training package is best presented by trainers who master the Core Pre-deployment Training Material (CPTM), know international human rights standards concerning detention and have previous experience working in a post-conflict environment within a correction unit. Additionally, trainers should be well-versed in adult training methodologies and the conduct of scenario-based exercises. All facilitators are encouraged to adopt a methodological approach that highlights experiential and collaborative learning, allowing participants to share knowledge and experiences and contribute dynamically to the learning process.

- **Training Methodology**

- The Training is highly interactive and intense and requires 6-10 trainers. As the modules contain a variety of exercises and different modalities of group discussions, trainers are to work in pairs. The pairs do not have to be static throughout the training.
- This approach to training focuses on the learning needs, interests, and styles of participants to ensure the relevance and retention of content and puts emphasis on the active participation of learners through practice-oriented learning.
- PowerPoint presentations should be used as support rather than being at the centre of a training session. If possible (and comfortable), facilitators should use other creative, interactive and group-based methods (e.g. quizzes and games) to generate knowledge from the participants and to facilitate the interaction between all the actors involved, leading to joint reflection and solutions.

Mandatory Online Training to Be Completed Before In-Person Sessions

Distribute the pre-study materials and instructions to the participants at least two weeks prior to the first day of training.

Mandatory Materials:

- Carana Scenario Module 1: Introduction to the PDT Handout 2: Carana Scenario

- PDF copy of Nelson Mandela Rules and Bangkok Rules.
- The UNODC course found at: <https://golearn.unodc.org/lms/login/index.php>. It is highly recommended that participants take the UNODC e-learning. They must register (if they haven't already) and complete **ONLY the Nelson Mandela Rules training**. Once complete, ask the participants to print or take a picture of the completion page / certificate.

Optional Materials:

- Always ensure that the links to e-learning courses are accurate and that enrolment is accessible to all participants.
 - Justice and Corrections in Peace Operations e-learning course – Currently on hold for updates. Once finalized, it will be integrated into the program and hosted on a user-friendly platform.
 - CPTM Online – Pending development; to be included if created.
 - DSS Security Training – Mandatory for UN deployment.
 - Relevant EU e-learning courses – Any suitable courses that align with the training objectives should be considered.

Field experience

Integrating real-world mission experience into the training is a valuable way to enhance participants' awareness and prepare them for deployment. First-hand accounts from trainers provide insight into the realities of fieldwork, making the training more engaging and relatable. Prior to the training, trainers should be prepared to share short personal mission experiences, ideally supported by photos, which play a crucial role in helping participants visualize the diverse contexts in which they may be deployed.

To maximize relevance, mission experiences should be aligned with specific training sessions to reinforce key concepts. For example, a general mission life experience is best introduced early in the training, while a field experience on Gender should follow the Gender/WPS session.

Suggested Mission Experience Topics:

- General Mission Life – Overview of mission deployment, daily operations, and expectations.
- Partnerships, Cooperation, and Coordination – Working with UN agencies, NGOs, and local authorities.
- Living and Working Environments – Housing, office spaces, field conditions.
- Personal Wellness – Importance of diet, sleep, and social connections.
- Stress Management – Practical coping strategies (e.g., exercise, hiking, games).
- Personal Security – Identifying threats, risks, and mitigation strategies.
- Gender Responsiveness & Mainstreaming Initiatives – Real-life examples of gender-sensitive programming.
- Project Management – Examples of Quick Impact Projects (QIPs), prison construction/refurbishment, health initiatives, etc.

Energizers

Facilitators are encouraged to use quick energizers to keep participants engaged throughout longer sessions. Where appropriate, they are also encouraged to share stress management or self-defence techniques. Some energizers and games may include the following:

- Top 10
- The Opposites game
- Basic self-defence
- Charades
- Human Rock, Paper, Scissors

Group Formation

During the training, participants will work in small groups of 4-6, ensuring a diverse mix of gender, professional backgrounds, and nationalities to enhance collaboration and peer learning. The Chief Instructor is responsible for assigning groups before the start of the training, ensuring balanced and inclusive teams.

Each group will have a designated trainer who is primarily responsible for monitoring progress and providing feedback throughout the training. Depending on group dynamics and learning outcomes, groups may either remain the same for the entire training or be reshuffled after the first week to encourage new interactions and perspectives.

Feedback

Feedback is an essential part of the training process, designed to support participants in their professional development and enhance their effectiveness in peace operations. Each participant receives individual feedback twice during the training—midway and at the end—in a private setting following a structured approach. Feedback is based on collective observations made by the team of trainers and discussed prior to delivery, ensuring consistency and fairness.

To maximize its impact, feedback should emphasize positive reinforcement and provide clear, constructive guidance on areas for growth. It should focus on teamwork, communication, and participation, helping participants understand their strengths and how they can continue to improve. Trainers should remain mindful of red flags, such as difficulties in group collaboration, inappropriate behaviour, or breaches of the code of conduct, and address these issues professionally and appropriately.

The structured feedback approach begins with an explanation of its purpose, followed by an opportunity for the participant to reflect on their own performance. Trainers then provide specific observations on what has worked well, encourage self-assessment, and offer concrete suggestions for improvement. The process concludes with a discussion of key takeaways and a positive reinforcement of the participant's achievements, ensuring that feedback is both supportive and developmental.

Deployment Assessment Criteria

At the conclusion of the course, the facilitation team will formulate recommendations regarding the potential future deployment of each participant. Assessments will be conducted based on the established criteria for corrections experts, which will be provided in Module 10.

Training Overview

The Pre-Deployment Training program (PDT) is a capacity-building initiative designed to equip international corrections experts with strategic insights and practical tools necessary to drive meaningful and sustainable prison reform efforts in overcrowded and under-resourced prison environments. Grounded in international frameworks such as the Nelson Mandela Rules (NMR) and the Bangkok Rules, this training program balances security imperatives with rehabilitative objectives, ensuring prisons are safe, secure and humane rather than mere instruments of punishment.

This training program was designed to be participatory with an emphasis on the application of human rights standards in complex prison environments. The training materials integrate human rights principles, security strategies, rehabilitation models and operational approaches to prison support. Participants engage in real-world applications, interactive case studies and a simulation exercise, all designed to develop their ability to assess, advise and transform prison systems in diverse and often challenging environments.

Module 1: Introduction to the PDT

This module establishes the conceptual and operational foundation for the training program. Participants are introduced to the PDT methodology, key analytical tools and collaborative learning frameworks that will guide their experience. It also includes administrative elements to effectively organize and deliver the training and the optional assessment elements that may be used by the organizing entity. It provides a consistent trainer's guide to assist Member States deliver the training as part of their pre-deployment training framework.

By the end of the module, the participants will be able to:

- Engage effectively in a conducive learning environment, through active participation in discussions and activities.
- Understand and explain the content and objectives of the training, including the learning methodology and training goals.
- Collaborate with diverse groups with varied perspectives and experiences.

Module 2: Monitoring, Mentoring and Advising on Prison Reforms

Monitoring, mentoring and advising on prison reforms contribute to national correctional systems improving conditions, upholding human rights and aligning with international human rights standards. International corrections experts play an important role by offering expert guidance, monitoring systems and providing capacity-building programs aimed at ensuring national ownership and promoting prison security, prisoner rehabilitation, safety and humane treatment. This module explores how international corrections experts deployed in the field, carry out these distinct yet interconnected functions as part of a cohesive approach to supporting prison reform at the national level. For the purposes of this training, monitoring focuses on overseeing the implementation of standards and identifying areas for improvement, while mentoring builds the internal capacity of prison systems and advising provides strategic and technical support to implement reforms effectively.

By the end of the module, the participants will be able to:

- Identify the differences and overall connectedness between monitoring, mentoring and advising functions in a prison context.
- Practice monitoring, mentoring and advising as a working modality to be effective as an international prison expert deployed to support national prison services.

Module 3: Reporting

This module hones participants' ability to draft high-quality, analytically rigorous reports and to present findings with precision and authority. This ensures that reports function as tools for advocacy, intervention and reform rather than mere bureaucratic exercises. It also helps participants to leverage data for accountability, transparency and measurable progress in prison systems.

By the end of the module, the participants will be able to:

- Determine the appropriate type of report to be used in various contexts and explain the benefits of each type, ensuring the selection aligns with the specific needs and objectives of the situation.
- Write a comprehensive report following the established report writing guidelines, demonstrating clarity, accuracy and adherence to the required format and standards.

Module 4: Human Rights Due Diligence and Rules of Engagement

Correctional professionals are not just custodians of security, they are guardians of human dignity. This module offers an overview of the United Nations Human Rights Due Diligence Policy (HRDDP) and its application across United Nations operations. Participants are invited to explore HRDDP guidelines for assessing and managing the risks of their support, as well as practical measures for maintaining compliance with international law. This module also delves into the appropriate use of force under Rules of Engagement (ROE) and defensive actions in high-risk operations to ensure that United Nations personnel maintain accountability, uphold human rights standards and act in accordance with mission mandates.

By the end of the training, the participants will be able to:

- Explain the purpose, scope and key principles of the HRDDP and its binding nature across United Nations entities.
- Identify and describe the types of support that require HRDDP compliance when provided to national prison systems, as well as exceptions to this requirement.
- Outline the process for conducting a risk assessment for HRDDP and Identify common risk mitigation strategies to prevent United Nations association with violations in joint operations.
- Articulate the responsibilities of United Nations peacekeepers to respect and actively protect human rights under international law.
- Demonstrate an understanding of ROE, including the conditions for using force and the limitations imposed on its use.
- Articulate the principles guiding peacekeepers' right to self-defence, including the necessity and proportionality of force used.

Module 5: Nelson Mandela Rules

This module explores the nine key thematic areas of the Nelson Mandela Rules (NMR) which serves as the global benchmark for prison management and inmate treatment:

- **Session 1** is an **Introduction to the NMR**, which is intended to promote good principles and practices in the treatment of prisoners and prison management. It prepares participants to not only understand the very specific human rights standards applicable in the prison environment but also explore how to creatively implement these standards in very challenging overcrowded and under-resourced prison environments. Participants will become familiar with the NMR document and analyse how individual rules are applied within their home context and also within a significantly overcrowded and under-resourced prison context. They will also practice how to advocate for the NMR implementation.
- **Session 2** explores specificities linked to certain **groups of individuals that are considered vulnerable in prison settings** due to their heightened risk of suffering abuse, neglect, or violations of their rights. These vulnerabilities can arise from various factors such as age, gender, mental health, disability, sexual orientation, or previous trauma. Identifying and understanding these vulnerable groups are crucial for ensuring that prison systems uphold human rights and provide appropriate care and protection. Participants will be walked through a series of exercises to explore the special needs

of various prisoner groups and understand the risks applicable to these groups, specifically in overcrowded and under-resourced prison contexts.

- **Session 3** focuses on **Prisoner File Management** as a critical aspect of prison administration to ensure effective and humane treatment of prisoners, while also maintaining operational efficiency, accountability and compliance with legal and human rights standards. Proper prisoner file management involves the systematic collection, organization and tracking of information related to each inmate's personal data, legal status, medical history, behaviour, rehabilitation progress and other important records. In an overcrowded and under-resourced environment with unreliable electrical grids and ill-trained personnel, basic prisoner file management is a challenge. This session highlights the critical role of data management in security, rehabilitation and accountability, the practical solutions for improving documentation in environments where digital infrastructure is weak or non-existent, as well as the ethical and legal considerations in handling prisoner records to prevent violations of privacy and due process.
- **Session 4 on Risks, Needs and Categorization of Prisoners** explores the importance and variations of risk and needs assessments and classification processes as a fundamental aspect of basic prison management. Overcrowded and under-resourced prison systems in complex settings often struggle to conduct individually tailored risk assessments resulting in a blanket designation of risk resulting in harsh, restrictive regimes which infringe on the rights and dignity of prisoners. Furthermore, if risk/needs assessments and categorization are not conducted effectively, high-risk prisoners may become a threat to the general prison population and the general public in cases of escape.
- **Session 5 on Restrictions, Discipline and Sanctions** explains and analyzes the use of sanctions and discipline in prisons, including their purpose, implementation and potential impacts on detainees. The NMR recognize the necessity of maintaining good order and discipline within prisons to ensure the safety and security of inmates and staff. However, these rules emphasize that such measures must be balanced with respect for prisoners' human rights and dignity. The application of discipline and sanctions must align with international human rights standards, including the prohibition of torture or cruel, inhuman or degrading treatment or punishment. In many prison environments punishment is harsh and disproportionate, amounting to torture, cruel and degrading treatment.
- **Session 6 on Institutional Personnel in the Prison System**, including correctional officers, administrators, healthcare professionals and educators, offers insights on the role of institutional personnel, the strong emphasis on the behaviour and responsibilities of prison staff, requiring them to not only follow legal standards but also adopt a culture of human rights within the correctional environment. In complex environments with limited capacities and resources dedicated to the corrections sector, capacity building of institutional personnel in the prison system is paramount.
- **Session 7** articulates and explains the basic principles of **Rehabilitation and Social Reintegration**, emphasizing their importance in the correctional system. It underscores innovative rehabilitation models that empower prisoners to reintegrate into society successfully the intersection of rehabilitation and security, proving that investment in reform lowers recidivism and enhances public safety; and adaptive strategies for resource-poor environments, ensuring that rehabilitation programs remain effective despite constraints. Rehabilitation is seen as essential to breaking the cycle of crime and recidivism, and it plays a vital role in creating a just, humane and effective penal system.
- **Session 8** explores **Prisoner Health and Well-being**, highlighting the importance of providing prisoners with access to healthcare services equivalent to those available to the general population, including physical health, mental health. Prison health services are not only a necessity for maintaining the well-being of prisoners but also an essential element of public health, human rights and the criminal justice system. By providing adequate healthcare, prisons can help prevent the spread of disease, support rehabilitation, protect human rights and reduce recidivism rates. Ultimately, investing in prison

health services benefits both incarcerated individuals and society at large, contributing to safer, healthier communities and a more just and equitable society.

- **Session 9 on Internal and External Inspections** emphasizes that a system without oversight is a system prone to abuse and that inspections in prisons are essential mechanisms for ensuring that prisons operate in compliance with legal, human rights and international standards. Both internal and external inspections serve different, complementary roles in improving accountability, transparency and the protection of prisoners' rights. This session will refer to the UNODC handbook on "Assessing Compliance with the Nelson Mandela Rules. A checklist for internal inspection mechanisms."

By the end of the training, the participants will be able to:

- Clearly explain the purpose and key principles of the NMR and their specific relevance in overcrowded and under-resourced prison environments.
- Identify and describe key priority provisions of the NMR that are critical for guiding prison support initiatives.
- Apply the NMR to respond to various scenarios relevant to complex prison environments, demonstrating the practical implementation of these rules.

Module 6: The Bangkok Rules

This module introduces the participants to the United Nations Bangkok Rules, the first international instrument that provides specific and detailed guidelines for responding to the gender-specific needs of women in the criminal justice system. They stand on the principle that women prisoners and offenders have a different profile of risks and needs from their male counterparts. With the increase in the female prisoner population worldwide, there is a need to bring more clarity to the gender-responsive treatment of women prisoners and ways in which their needs should be addressed in prison.

By the end of the training, the participants will be able to:

- Understand the distinct challenges women face in correctional systems.
- Implement policies that recognize gender-specific needs, particularly in relation to healthcare, pregnancy and childcare.
- Bridge the gender gap in prison reforms.

Module 7: Prison Security

Prison security is a fundamental aspect of effective prison management. It ensures good order and control within the prison environment, safeguards both the prisoner and staff, and fosters conditions that support rehabilitation and uphold the dignity of prisoners. Security measures encompass physical infrastructure, procedural controls and dynamic security practices, all aimed at preventing violence, escapes and other threats to safety. As such, prison security plays a vital role in maintaining the overall functionality of a prison in accordance with international standards.

In many overcrowded and resource-poor prison environments, maintaining good order and control presents a significant challenge and a common approach is a default to over-restrictive regimes which tend to precipitate violent rebellious behaviour and have a negative impact on the overall physical, emotional and psychological well-being of both prisoners and staff.

By the end of the training, the participants will be able to:

- Explain and articulate the importance of a balanced approach to prison security (good order and control balanced with prisoner rehabilitation), with emphasis placed on dynamic security practices.

- Explain and provide examples of the different elements within prison security, including physical, procedural and dynamic security, illustrating how each element contributes to overall safety and order in a prison setting.
- *Identify and articulate the various guiding principles related to prison security as outlined in the NMR.*
- Apply the concepts of prison security, including both preventative and reactive responses, in a case study scenario, demonstrating the ability to implement comprehensive security strategies in real-world situations.

Module 8: Prison Design

The design of prisons plays a critical role in upholding international human rights standards. Effective prison design ensures the safe, secure and humane treatment of prisoners in compliance with international human rights laws. Participants will be tasked with planning an ideal prison design that appropriately incorporates international standards drawing on the NMR. They will be challenged to think creatively and make difficult choices on prison design while taking into account the significant funding constraints that commonly affect prison infrastructure projects.

By the end of this exercise, the participants will be able to:

- Evaluate prison design in relation to international standards using a variety of frameworks.
- Prioritize the realization of critical human rights standards within a resource-poor real-life context.

Module 9: Simulation Exercise

The Carana Exercise is an immersive, simulation-based training activity used to help participants understand the complex dynamics of a mission environment. The goal of this exercise is to simulate real-life conditions, requiring participants to navigate through complex, challenging situations while adhering to principles such as human rights, safety, effective communication and resource management, as knowledge and skills that have been practised during the PDT. Participants must address the difficulties of working in dynamic, unpredictable environments while striving to achieve mission objectives.

By the end of the module, the participants will be able to:

- Practice the knowledge and skills learned throughout the training programme in real-world situations.
- Apply international standards.
- Apply decision-making skills under resource constraints.
- Practice critical thinking skills in stressful situations.
- Practice monitoring, mentoring, advising, communication, negotiation and conflict resolution skills.

Module 10: Conclusion of the PDT

The pre-deployment training, which is usually delivered over a period of ten working days in total, concludes with the distribution of certificates and individual evaluations.

Module 1: Introduction to the PDT

 3h 15min

Overview

This module introduces the concept of training and methodology, as well as the trainers and participants. It requires trainers to arrange participants into smaller working groups before the training starts. The participants will be introduced to the pre-arranged smaller working groups and begin working together during an icebreaker. The groups should be as diverse as possible to facilitate dynamic discussions, and it is essential that the trainers set a positive and safe tone throughout the full course of training. This module also provides some necessary practical information, including an introduction to some of the tools used during the training, like the Mood Meter, Parking lot (explained below), and the Carana environment that serves as the basis for many of the exercises. A pre-test is also included in this module to give the trainers an indication of the level of the group and allow the participants a chance to measure their own improvements.

Learning objectives

By the end of the module, the participants will be able to:

- Engage effectively in a conducive learning environment, actively participating in discussions and activities designed to enhance understanding and application of training content;
- Understand and explain the content and objectives of the training, including the learning methodology, and manage their own expectations to align with the training goals; and
- Collaborate in diverse groups, leveraging the varied perspectives and experiences of their colleagues to enrich discussions and outcomes.

Activities

- Presentation of trainers and participants
- Icebreaker
- Pre-test

Handouts:

- Training Agenda
- Handout 1: Carana Scenario
- Handout 2: Carana Prisons Background Brief
- Handout 3: UNAC Mandate

Structure

- Opening Ceremony and Introduction
- Participants Introduction
- Presentation of the course structure
- Learning Objectives
- Icebreaker Exercise
- Introducing Carana
- Conclusion

Opening Ceremony & Introduction

Objectives

- Welcome participants
- Introduce the people involved in the organisation of the training (e.g., partners, host country)
- Introduce the facilitators that will deliver the training
- Explain administrative points and safety procedures

Material

- External drive or USB keys with all course material (can be distributed later during the training)
- Documents and stationery to be distributed to participants (e.g., agenda, notebooks, etc.)

Step-by-step (session plan)

1. Opening ceremony
2. Introduction of the facilitators

Notes:

- ✓ Make sure all necessary material is ready and distributed to each table before the activity.
- ✓ Explain housekeeping points such as the location of the toilet, smoking area, emergency exits, assembly point, fire extinguisher, and where the coffee breaks and lunch will be taken.
- ✓ Encourage participants to bring computers and mobile phones with them to class because they will be useful when doing research or using online collaborative tools (e.g. Slido for quizzes) throughout the training.
- ✓ Ask the participants if they have any restrictions regarding pictures taken during the training and the use of their image. Distribute consent forms, if applicable.

Participants' Introduction

Objectives

- Introducing participants to the group.
- Motivate participants to use creativity to express themselves.

Material

- Flip chart
- Small ball

Step-by-step (session plan)

Introduce the activity to participants:

- Explain that this exercise will help participants to introduce themselves to the group creatively.
- Using a flip chart, demonstrate how each participant should introduce themselves (using the key points below) and give them at least 3 minutes to note their key points down:
 - Name and alliterative adjective (the adjective must begin with the same first letter as the participant's name to make remembering their names easier);
 - Title or occupation;
 - Number of years of experience.
- *Example: Julie the joyful. Corrections Officer at MONUSCO. 15 years of work experience.*
- Trainers should introduce themselves first using the structure outlined above.

Exercise:

- Ask participants to introduce themselves according to the structure outlined above. Appoint one facilitator to count the total years of experience of the participants as they introduce themselves.
- Once all participants have introduced themselves, the appointed facilitator should announce how many combined years of experience exist in the classroom.

Conclude the exercise:

- Explain that this Pre-deployment Training is not meant to teach the participants the “right” way of doing things, but instead to facilitate a dialogue between experienced corrections officers to benefit from each other. Refer to the fact that both trainers and participants are here to learn from each other and that communication and proactive collaboration will be crucial to make the training a success.
- Explain that the training is participatory and builds on the experience of the participants.
- Ask participants to reflect on factors that can make training interesting and easy to engage in. Ask them to write a keyword down on a sticky note, share their keyword with the group, and stick their note on a flip chart. Ensure that each participant has the chance to voice their opinion. Group the same keywords and ideas together.
- Explain that this training follows a specific learning methodology that aims to create an inclusive and engaging environment in which participants can practically learn content that is relevant to their deployment as a Corrections Officer to a United Nations conflict environment.

Presentation of the Course Structure

Objectives

- Establish rules that participants and trainers will follow to encourage full participation during the course.
- Spark the interest of participants regarding the subjects that will be explored during the training.

Material

- ✓ Flip chart
- ✓ Training agenda
- ✓ “Ground Rules” flip chart
- ✓ “Parking lot” flip chart (for participants to use throughout the course to add sticky notes of points they would like to discuss or points that trainers don’t know the answer to and will need to do further research on)
- ✓ “Mood Meter” flip chart

Step-by-step

Explain the training structure:

- Provide participants with an overview of the key modules of the training (explained in more detail below). Present the training programme, distribute the training agenda (if not already done), and provide participants with an idea of the practical learning methodology.
- Present the following key modules of the training:
 - Core Pre-deployment Training Material (CPTM) (review if done online): contains essential knowledge required by all peacekeeping personnel (military, police, civilians, corrections) to provide a shared understanding of the basic principles, guidelines and policies of conflict environments that guide us when carrying out critical tasks when assisting countries in transitioning from conflict to peace. For example, protection of civilians, human rights, gender mainstreaming, diversity, conduct and discipline, sexual exploitation and abuse.
 - International norms and standards on corrections: Nelson Mandela Rules and Bangkok Rules, including modules on vulnerability, risk/needs assessment and classification, rehabilitation and social reintegration, as well as prisoner file management.
 - Skills: Prison Security (Physical Security, Dynamic Security, Procedural Security), Report Writing (a crucial tool in missions for sharing information), and Mentoring & Advising.
- Training material:
 - During the two weeks, participants will receive handouts and materials to facilitate their learning. Ask them to keep all their handouts as they will need them for an exercise later.
 - Explain where the participants will be able to access the PowerPoint presentations and course material references.
 - *Optional: create an online repository using, for example, Google Drive or MS Teams so that participants can post and share additional material.*
- Training methodology – Adult learning concept
 - The course considers the principles of adult learning based on 5 assumptions that were first made by Malcolm Knowles in 1968 and have been improved since then. This Adult Learning Theory is called andragogy.

- The 4 principles of adult learning are:
 - › Adults want to be involved in how their training is planned, delivered, and executed. They want to control what, when, and how they learn.
 - › Adults gain more when they can pull past experiences into the learning process. They can draw on what they previously knew to add greater context to their learning.
 - › Memorizing facts and information is not the right way for adults to learn. Adults need to solve problems and use reasoning to best take in the information they are being presented with.
 - › Adults want to know how they will be able to use the information they are being taught. What they are learning needs to be applicable to their lives and implemented immediately.
- The 4 principles above are based on the following 5 assumptions on how adults perceive learning and prefer to train:
 - › **Self-Concept:** As we grow older and shift to being more independent, the way we prefer to learn changes from being instructor-led to a more self-directed approach.
 - › **Adult Learner Experience:** Adults have lots of experience from which we draw knowledge and references. We can take from these experiences in plenary and learn from them.
 - › **Readiness to Learn:** Adults want to learn when there is a reason for the learning, such as when it is directed towards growth and development related to our work.
 - › **Orientation of Learning:** As adults, we want what we are learning to be applicable to our daily lives rather than being about a general subject. We want to learn practical skills that help us solve problems and work better.
 - › **Motivation to Learn:** As children, we learn because of external factors like parents and teachers. However, as adults we want to learn for our own reasons, for example, to progress in work or to boost self-esteem. (reference: <https://www.learnupon.com/blog/adult-learning-theory/>)
- Explain to participants that they will receive information about concepts and will be tasked to explore them further and teach each other based on their own life experience and understanding of the world.

Set ground rules for the training:

- Explain that the group will jointly create a list of commonly shared and accepted rules that will govern the training and the conduct among the participants, as well as between the trainers and the participants.
- Ask participants to provide suggestions for ground rules. Discuss and note the different suggestions on a flip chart.
- Ensure that the UN's values are represented within the ground rules, such as respect for diversity etc. Make sure that the following points are prompted if they do not come up:
 - Be on time and respect each other (regardless of sex, age, country, religion, etc.)
 - Be present and active in the sessions/discussions
 - Give positive affirmations and do not put people down
 - Be mindful of the need to give space for all to participate, regardless of their level of experience or area of work.
 - Do not speak over each other and raise hands.




Introduce the "Parking lot":

- Explain that if participants are not comfortable asking a question during a session, or they think of something during a break, they can write it on a sticky note and place it on the "Parking lot" flip chart.

- If trainers think that a question does not belong in the present session but can be addressed later, they may also decide to place the question in the Parking lot.
- Trainers must remember to come back to the questions on the Parking lot flip chart.

Introduce the “Mood Meter”:

- Explain that a mood meter can be used as a tool to acquire daily feedback from the participants. It involves participants writing their feelings about the day in a couple of sentences on a sticky note and putting it on the mood meter flip chart at the end of each day. If introduced, it is important to remember to use the tool regularly.
- Facilitators must collect all mood meter notes after each day and discuss in the facilitators team.
- *Example:*

Mood	Monday	Tuesday	Wednesday	Thursday	Friday
					
					
					

Learning Objectives and Expectations

Objectives

- Establish the learning objectives of the training.
- Identify participants' expectations.
- Explain the feedback structure of the course.
- Set a safe environment.

Material

- ✓ Flipchart
- ✓ Pre-written learning objectives on a flipchart
- ✓ Sticky notes

Step-by-step

Ask participants to share their expectations on the training. In particular:

- Ask participants if they would like to share their course expectations.
- Write down participants' expectations on a flipchart and refer to these flipchart pages throughout the training to identify whether these objectives are being met. Adjust the list if required based on the participants' daily feedback.

Explain the learning objectives of the course.

- Present the following learning objectives for each key module (pre-written on a flipchart): By the end of the training, the participants will be able to -
 - CPTM review: describe the basic principles, guidelines and policies of UN conflict environments.
 - NMR & BKR: accurately describe key provisions of the NMR and BKR regulations and apply them effectively in various simulated contexts.
 - Report Writing: write a report based on the UN Guiding Principles Reporting Framework.
 - Mentoring & Advising: demonstrate different interaction techniques and apply them according to a given situation and mission environment.
 - Prison Security: apply the concepts of prison security, including preventative and reactive response, in a case study.

Ask the groups to discuss where their expectations could fit with the outlined learning objectives.

- Match each expectation, written on a sticky note, to the learning objective that it suits best.
- After each key module, compare the learning objectives with the expectations of the participants. Ask participants whether their expectations are met in the learning objectives. Ensure that each realistic expectation can be met. If an expectation is unrealistic, discuss why this training cannot meet the participant's expectation.

Explain that we practice formative assessment for every session.

- This means that we check understanding, provide feedback, and use various methods to make sure we all are going in the right direction.

- The participants will receive individual feedback after the first week to enable them to adjust accordingly. Feedback will be given in a positive tone and aim to help participants develop.
- At the end of the training, participants will receive feedback on what they could focus on to move forward and develop their knowledge and skills further.
- Towards the end of the training, the participants will undergo the final practical exercise where they will be given specific feedback on their performance.
- **Everyone in this classroom has already been carefully selected. Very rarely does someone make it all the way to the training and is then considered not suitable.**

Notes:

- ✓ Participants tend to be worried about failing the training, it might be a good thing to come back to the point and explain that this is not the purpose of the training after a couple of days.

Ice-breaker Exercise

Objectives

- Break the ice.
- Introduce the participants to their groups
- Establish contact within the group.
- Set the tone of a safe and enjoyable space.

Material

- ✓ Scotch tape
- ✓ Paper
- ✓ Straws
- ✓ Eggs (boiled)
- ✓ Rope
- ✓ Scissors
- ✓ Timer
- ✓ Candy or other small prizes

Step-by-step

- Explain that this exercise aims at building a team spirit by working together towards achieving a goal together. Working in teams is a crucial skill in missions.
- Distribute to each team the same set of materials (1 egg, 15 straws, 2 meters of rope, 1 scotch tape, 1 pair of scissors, 20 A4 sheets of paper).
- Explain that each team has 25 minutes to build something with the materials which protects the egg when falling from a height of 2 meters to the ground. After 25 minutes, each group must drop the egg to the ground from standing on a chair.
- The group(s) that prevent the egg from breaking through their protection device win(s). Each group will be assessed one after the other.

Debrief:

- Announce the winning team and distribute prizes
- Explain to the participants that they will work in these groups for many of the exercises throughout the entire training.
- Give the Groups 5 minutes to come up with a name for their groups.

Notes:

- Trainers are free to find another ice-breaker exercise, there are plenty of options to find on the Internet.

Introducing Carana

Objectives

- To introduce the participants to the Carana environment.

Material

- ✓ Projector
- ✓ Carana Introduction Video
- ✓ Handout 1: Carana Fact sheet
- ✓ Handout 2: Carana Prison Background Brief

Step-by-step

- Introduce the participants to CARANA. Explain that the training will take place in the fictional post-conflict environment called Carana. The participants will have familiarized themselves with the Introductory Guide to the Carana sent to them by email a week prior to the training. However, if this was not possible, the Carana Introductory Guide should be distributed in class as soon as the introductory module is over.
 - Play the Welcome to CARANA video.
 - Distribute Handout 1: Carana Fact sheet
 - Distribute Handout 2: Carana Prison Background Brief
 - Distribute Handout 3: UNAC Mandate
 - Explain to the participants in a formal tone that they are now all deployed as international prison experts to UNAC and that **unless other instructions are given, we are now in Carana.**

Notes:

- ✓ The following modules all end with a conclusion, this introduction to PDT does not, it ends with the fictional deployment and creating the mindset that the participants are now in Carana.

Conclusion

Objectives

- To review the central concept of the lesson.

Material

Non required.

Step-by-step (session plan)

Conclude this session by highlighting the key takeaways:

- We have set the tone for the training by starting to interact and solve problems together, using the X number of years of experience we have in the room, being creative, listening to each other, and having fun.
- We have introduced some tools, and it is our collective responsibility to make the best use of them throughout the training.
- Unless other instructions are given, assume that we are in Carana and that you are international experts deployed to UNAC.
- Remember, this training encourages growth over perfection.

Module 2: Monitoring, Mentoring and Advising

 3h 15m

Overview

Monitoring, Mentoring, and Advising in Prison Reform play a crucial role in supporting and guiding national correctional systems to improve conditions, uphold human rights, and align with international human rights standards. The Mandela Rules underpin these practices, and most of this training programme focuses on understanding and applying these rules effectively. International corrections experts play a vital role in promoting prison security, prisoner rehabilitation, safety, and humane treatment in line with international human rights standards by offering expert guidance, monitoring systems, and capacity-building programs.

This module serves as a working modality for international corrections experts deployed in the field, with all other modules (e.g., NMR, Prison Security) providing the frameworks for relevant areas of engagement. While this module explores Monitoring, Mentoring, and Advising as distinct concepts, it is important to understand their interconnected roles. International monitoring, mentoring, and advising function collectively as integral components of a cohesive approach to support prison reform at the national level. Monitoring focuses on overseeing the implementation of standards and identifying areas for improvement, mentoring builds the internal capacity of prison systems, and advising provides strategic and technical support to implement reforms effectively.

- The first part focuses on the concept of Monitoring.
- The second part focuses on the mentee's characteristics and a mentor's desired skillsets.
- The third part focuses on mentoring techniques.
- The fourth part focuses on application and practice.

Objectives

By the end of the module, the participants will be able to:

- Identify the differences and overall connectedness between Monitoring, Mentoring and Advising in a prison context.
- Practice Monitoring, Mentoring and Advising as a working modality to be effective as an international prison expert deployed to support national prison services.

Exercises

- The Mirror (get to know the mentee)
- Instructor Demonstration – Meeting the Director for the first time
- Meeting with Mentee at the Galasi Central Prison
- Role Play: Meeting with Prison Director

Handouts

- Handout 1: Providing Constructive Feedback and Feedforward
- Handout 2: Mentoring and Advising
- Handout 3: Role Play Meeting with Prison Director

Structure

- Introduction: Framing the Module

- Introduction to Monitoring
- Introduction to Mentoring
- Building a Relationship
- Adult Learning
- Mentoring Techniques – Practice
- Exercise: Meeting with the Prison Director
- Conclusion

Introduction: Framing the Module

Objectives

- To introduce the Module.
- Describe, reflect on and relate to the characteristics of a mentee.

Material

- Two mirrors with covers (both A4 size)
- Two screens (2x2 meter)
- Flipchart and markers

Step-by-step (session plan)

Exercise: The Mirror Part I (Get to know the mentee)

- Explain to participants that they will do a quick exercise that will be debriefed later in the Module. During the exercise, participants will need to identify the characteristics of a good Mentee.
- Instruct the participants to:
 - Number off starting at 1.
 - One by one (in complete silence) go in behind the screen (odd numbers to 1st screen, even numbers to second screen) to find clues the characteristics of a mentee.
 - Once behind the screen, lift the cover and find the clues – memorize and return to your seat (the participant will see his/her own face).
 - Save the debrief of the exercise to after the Monitoring part of the module. Tell the participants to remember what they just saw and that you will get back to the exercise later.

Notes

- ✓ If you do not have mirrors and screens, you can tell the participants to go to the bathroom one by one and look in the mirror, be creative.
- ✓ Stress that the training will be participatory and interactive. They will be introduced to “role plays” as a means of experimental learning. These will take place in two different forms (instructor demonstrations and participant involvement)
- ✓ Write each of the following (Monitoring, Mentoring, Advising) on individual flip chart paper and place in the classroom as a reminder to participants for the entire training program
 - **Monitoring** identifies gaps in national prison systems and presents evidence of successes, violations or deficiencies in compliance with the NMRs.
 - **Mentoring** helps to address these deficiencies by building the skills of prison staff and administrators to better manage prisons and treat prisoners humanely.
 - **Advising** provides expert policy guidance and legal support to facilitate long-term reform and align national policies with global standards.

Introduction to Monitoring

Objectives

- Explain that “monitoring” is a foundational component of how international prison experts will focus their engagement with prison administrations and national prison officers, specifically through the modalities of mentoring and advising.

Material

- Flip chart and markers

Step-by-step

1. What is Monitoring:

- Ask participants the following questions: What is monitoring in the framework of Monitoring, Mentoring and Advising? What are the components of Monitoring (how is monitoring done)? Why is Monitoring important – in the framework of Mentoring and Advising?
- **Expected Responses** (the definition should be written on flip chart paper and placed on the wall in the classroom – see notes above):
 - › **Monitoring** is used to identify gaps in national prison systems and presents evidence of successes, violations or deficiencies in compliance with international human rights standards (Mandela Rules).
 - › Monitoring involves **observing, assessing, and reporting** on performance and conduct of prison administrations (institution) and individual officers while continuing to monitor adherence to human rights standards in prisons.
 - › Monitoring allows for international prison experts and national prison administrations / officers to work together to build upon any progress made while adjusting plans to address weaknesses through the mentoring and advising process.

2. Why Monitoring:

- Identification of successes, weaknesses, and capacity gaps that need to be addressed
- Depending on the gap identified, use the process of Mentoring and Advising to address build on successes and address gaps and weaknesses
- Supports the development of a capacity-building strategy with host country prison personnel or development plans for the prison service

3. Monitoring Examples:

- Ask participants the following question: What types of things would you monitor if deployed as an international corrections expert?
- **Expected Responses** (read notes below):
 - › General prison conditions
 - › Treatment of prisoner populations with special needs (vulnerable groups)
 - › Prisoner File Management
 - › Risk, Needs and Categorization processes
 - › Institution Personnel (recruitment and training)
 - › Restrictions, Discipline and Sanctions processes

- › Rehabilitation and Social Reintegration processes
- › Internal and External Inspections (Accountability and Oversight)
- › Prison Security Practices

Notes:

- ✓ Explain to the participants that the list they identified will be more exhaustive than what we will cover in the training program. The training program was designed to identify a handful of prison sectors that are especially relevant in the work that you will be expected to do whilst deployed as an international prison expert.
- ✓ Participants will explore, in greater detail, the human rights standards relevant to the topics in the training program and therefore will better understand what to monitor to support the development of the host prison administration. The tools that will be used to monitor will also be introduced throughout the training program but specifically in Module 5, Session 8 (Internal / External Inspections).

Introduction to Mentoring

Objectives

- Describe the diversity of mentees in terms of backgrounds, experiences, and learning needs, and identify the different skillsets required for an effective mentor to support this diversity.
- Explain the differences between training / coaching / mentoring / advising
- Explain why mentors/ advisors need to be able to combine training / coaching / mentoring / advising techniques
- List the purposes of mentoring
- Demonstrate various interaction techniques used in mentoring and apply these techniques appropriately according to different situations and mission environments, ensuring effective and context-sensitive mentorship.

Material

- Flipchart and markers

Step-by-step (session plan)

1. Exercise: The Mirror Part II (Debrief)

- Ask participants to recall what they saw during the first exercise.
 - Ask the participants to give some characteristics based on what they found behind the cover.
 - Take notes and conclude that:
 - › the mentee is as diverse as the participants, if not more
 - › the mentee is motivated by the same or similar drivers as the participant
 - › the mentee wants to be treated just like the participant would.
 - This leads to the question: How do the mentees (we) learn?
 - › Key Message: the mentee is a lot like you. Empathize and treat the mentee as you would like to be treated yourself as a mentee.

2. The meaning of “Mentoring”

- **Divide** the audience into groups (3–4 persons each) and ask them to consider the meaning of “Mentoring” for 3 minutes.
- **Ask** the groups to report back, while the facilitator takes notes on the flipchart.
- **Open** and **guide** a discussion for 5 min and conclude that “Mentoring” refers to the *fostering of skills, performance, career development and professionalism*.
 - Position “Mentor” vis-à-vis “Trainer”, “Adviser”, and “Coach” and the need to move between the roles.
 - Note: Keep it brief given the focus of the session.

3. Why use mentoring in missions?

- Divide the participants into pairs and give them 2 minutes to suggest an answer to the following question: “Why do we need mentoring in missions”?
- Note the answers on a flipchart, and present the objectives of mentoring:
 - Create positive attitudes;
 - Develop professional skills/ capacity building;
 - Prepare national staff for higher responsibilities;
 - Reinforce training and delivery of a safe, secure and humane prison system;
 - Reinforce principles of international human rights standards;
 - Foster local ownership and sustainability;
- **Key message:** Mentoring takes place within a “guided relationship” and contributes towards achieving the mission mandate.

Building a Relationship

Objectives

- Describe different elements and ways to establish / maintain relations in view of achieving results
- Modelling techniques to build a professional relationship

Material

- Two chairs and a table
- Props for role-players, cap, uniform, jacket... (optional, be creative)
- Flipchart and markers

Step-by-step (session plan)

1. Introduction: Recap

- **Highlight** that “mentoring” refers to the fostering of skills, performance, career development and professionalism. The fostering is done by one person and there is another person being fostered. “Mentoring” is directional and requires a good relationship between the actors to be successful.

2. Exercise: Instructor Demonstration – Meeting the director

- Have 2 instructors simulate/demonstrate the first meeting between an international prison expert and a national prison director. The instructors will need to demonstrate two, very different, types of meeting approaches (noted below). Instruct participants to observe the interaction and be prepared to identify “what went well and why” and “what needs improvement and why?”
 - **Meeting 1:** The approach demonstrates condescension, self-centeredness, cultural insensitivity and abruptness. No considerations for interaction techniques or adult learning are shown. “One-way traffic”.
 - **Meeting 2:** Facilitator is polite, asks questions, listens to the answers and culturally aware. Active application of interaction techniques and adult learning is present. There is a dialogue-based interaction.

3. Debrief

- Participants to share their observations.
- Stress the centrality of a good relationship – it is the very foundation for successful mentoring.

4. Group Discussion & Feedback

- Divide participants into five groups.
- Ask the groups to take 3 minutes to reflect on what makes a good relationship.
- Ask the groups to share their views one by one, take cumulative notes on the flipchart.
- When all groups have reported back, guide the discussion, soliciting examples.

- **Trainer (Tell/Demonstrate):** Provides knowledge and skill transfer. “Here’s what to do and how to do it.” The trainer is demonstrating/modelling skills and attitudes, offers training, dialogue, and effective feedback to enable development of specific knowledge, skills and attitudes.
- **Suggest solutions (Advise)**
- **Advisor (Tell/Ask):** Provides a variety of recommendations to solve a problem. “Here’s how to achieve the goal you (the mentee) have set.” The advisor is an expert. The learner sets his or her own goals.
- **Foster problem solving (Coach)**
- **Coach (Ask/Tell):** Provides feedback on specific performance. “Here’s the part that is working and here’s how to improve even more.” The coach is sometimes a trainer, a counsellor, or a mentor. The learner is doing the work but seeking feedback to improve his or her performance.
- **Support decision making (Mentor). Mentor (Ask):** Fosters skills, performance, career development and professionalism. “What will be the consequences of each of these alternatives you described?”. “How can I help you achieve what you are trying to do?”. The mentor is a resource as well as a counsellor.

- › **GOAL:** A mentor always tries to move away from Trainer towards Mentor.
- › **NOTE:** Categories are not absolute. Reality is a mix but go for GOAL.

- Key messages:
- Key elements of building a good relationship:
 - Initiate open and honest dialogue
 - Keep professional distance
 - Behave in an equal-to-equal manner
 - Model ethics and professionalism
 - Keep commitments – know when to say ‘no’
 - Understand and respect the culture, beliefs and history of the host country’s prison service
 - Maintain confidentiality
 - Develop a common set of expectations
 - Build trust

Adult Learning

Objectives

- Describe the concepts of adult learning

Material

- Flipchart and markers

Step-by-step (session plan)

1. How do we learn as adults?

- Review the eight concepts one by one using a flip-chart and ask participants to provide an example of each concept (if applicable) before moving on to the next.
- **Adult Learning Concepts:**
 - **Socratic Questions:** Mentor builds from what the mentee already knows by asking questions proceeding **from the known to the unknown**.
 - **Motivation:** Adult learners want to understand WIFM — **what's in it for me?** The mentor needs to show the mentee that as a result of the mentoring his or her career will benefit, job will be made easier, performance will be recognized and positively confirmed, etc.
 - **Less is More:** Experience shows that the biggest fault is that mentors talk too much. The goal of great mentoring is to benefit the skills and behaviours of the mentee, NOT to show how much the mentor knows: **Talk less, ask more and listen constantly**.
 - **Resistance:** Detection. If the mentee comes late or not at all to meetings, does not comply with assignments or requests from the mentor.
 - **Many reasons:** Mentee's superior is not in favour of the mentoring, the mentee experiences the mentor as condescending or not having a practical approach in the local context, is only located in the setting for a short time and doesn't have real commitment to the process.
 - **Counter-measures:** The mentor should try to understand what is causing the resistance to eliminate it. The mentor must speak with the mentee about the issue to see if the problem can be eliminated and the relationship be reaffirmed.
 - **Trial and Error:** Most people learn through trial and error. Since there can be serious repercussions if a national officer or staff member makes an error in their work, it is NOT a viable path. However, we can learn from past errors made by others and the lessons learned, which is a viable path to ensure learning.
 - **Feedback:** Good mentors establish on-going opportunities to provide mentees with the chance to evaluate their own performance. Mentor feedback should include positive feedback as well as development and build the mentee's confidence.
- **Key messages:**
 - › Adults learn best through engagement, so incorporating hands-on activities, discussions.
 - › Adults often prefer to take control of their own learning process.
 - › Effective adult learning connects new information to what they already know, facilitating deeper understanding and relevance.

- › Constructive feedback is an effective tool to guide learning processes and encourage change.

Mentoring Techniques

Objectives

- List and describe the four mentoring techniques;
- Explain why a mentor must be able to move between the four techniques.

Material

- Flipchart and markers
- Power Point Presentation (with the four techniques)

Step-by-step (session plan)

1. Purpose of the interaction techniques

- The goals of interaction with your mentee are to get him/her:
 - To problem solve with you
 - To make judgments and explain the reasons for making these choices
 - To assess the risks in taking a course of action
 - To develop a variety of practical alternatives in dealing with a situation
 - To develop self-confidence in their judgment
 - To do all of the above in keeping with international and national standards

2. The four techniques

- **Technique 1:** Use of the right kind of questions
 - **Open questions** get people to describe and discuss, make judgments, offer opinions and examples. Example: How would you describe your relationship with drugs?
 - **Closed questions** have a limited number of responses, typically simple "yes" or "no" answers. When questions have definitive "right" or "wrong" answers, there is a risk of your mentee experiencing embarrassment or a loss of confidence if they respond incorrectly.
 - **Examples** of closed questions include: "Are you addicted to drugs?" (yes/no), "Do you think you should remove a prisoner's visiting rights if they disobey or disrespect you?" (yes/no), and "Is it appropriate to use handcuff restraints on a pregnant female prisoner who is behaving violently?" (yes/no).
- **Technique 2:** Active listening and reflection
 - Listen without interruption
 - Consider your body language: make and maintain eye contact, face your mentee and present yourself in a non-threatening, encouraging and interested way (don't cross your arms, clench your fists, or lean back in your chair with your feet on the table); body language adds a great deal to understanding the message the person is sending.

- Do not judge what the mentee is saying; do not be critical from the start. Try to understand your mentee within their context clarify and confirm that you fully understand what the mentee is saying by repeating it and asking questions; this is also called reflecting back.
- Consider: Are there any giveaways that someone is not actively listening? What impact does that have on the relationship between a mentor and a mentee?
- **Technique 3: Problem Solving and Trial and Error**
 - **Highlight** that adults learn practical job-related information and skills through trying out different behaviours and seeing what works and what does not. The next time they encounter the same situation, they get another chance to take an “educated” approach to solving the same problem. As a mentor you can be most helpful in anticipating situations and discussing them in advance so the problem solving and trial-and-error behaviour takes place before a real incident – a bit like “gaming” action/reaction.
- **Technique 4: Negotiation and Conflict Management**
 - As a mentor you will sometimes need to negotiate with your mentee. Your mentee is another adult with their own set of opinions and ways of conducting themselves. Cultural differences may also exist between you and your mentee.
 - Avoid making the differences between you into a win/lose situation. It does not have to be either your way or your mentee’s way, but it can be some third alternative or some blended alternative.
 - Try to “enlarge the pie”. This means increasing the number of optional solutions or ways of dealing with the situation and encouraging your mentee to do the same thing.
 - Identify parts of your mentee’s perspective you can support, and express that support. Demonstrate understanding of his or her point of view even if you don’t fully agree with it. You should be able to restate it clearly.
 - If your mentee shows any movement in the direction, you want him or her to go, support this movement positively.

Mentoring Techniques – Practice

Objectives

- To practice using mentoring techniques

Material

- Flipchart and markers

Step-by-step (session plan)

1. Exercise: Meeting with a mentee at the Galasi Central Prison

- **Explain** to participants that they **MUST** adhere to the following ground rules during this exercise:
 - Do not interrupt (encourage the mentee to talk)
 - Explore (e.g. ask for nuance, context or possible consequences)
 - “Less is more” (Mentee is at centre, NOT mentor)
 - Body language (stay “open” in posture)
 - Do not judge
 - Reflect (confirm and clarify)
- **Instructions** to participants:
 - Divide the participants into pairs.
 - Instruct participants to take turns to be a mentor/mentee.
 - Explain the first exercise:
 - › **Exercise 1:** There has been a food shortage at the Galasi central prison for the past three weeks. The atmosphere between inmates and staff is deteriorating at an alarming rate. The Warden suggests that food rations be reduced for prisoners sentenced to death (7%) to free up food for the rest of the population (93%).
 - › **The Mentor** will try to make the Warden come up with a more constructive solution using the mentoring techniques.
 - Explain the second exercise:
 - › **Exercise 2:** The mentee does not demonstrate pride in the uniform he or she wears. They have altered it to suit themselves with personal articles of clothing. The uniform is also not well-kept.
 - › **The Mentor** will try to change the mentees' attitude in a positive direction using the mentoring techniques.

2. Debrief the exercise in plenary

- Ask participants:
 - What mentoring techniques did they use?

- Were they able to alternate between the different mentoring techniques?
- What would they do differently if they found themselves in a similar situation again?
- What were the key factors to a successful outcome in the exercise?

Notes:

- ✓ If you are running short on time, chose one of the scenarios for the participants to practice

Exercise: Meeting with a Prison Director

Objectives

- Practice using mentoring techniques applied in a mission-based scenario.

Material

- Flipchart and markers
- MMA Handout 3: Role Play, Meeting with the Prison Director

Step-by-step (session plan)

1. Exercise

- **Instructions:**
 - Beforehand: task two of the trainers to act as the Prison Director (if you do parallel role plays), otherwise task one.
 - Divide the participants into four groups
 - Distribute MMA Handout 3: Meeting with the Prison Director to the groups
 - Instruct the groups to read the context and prepare for a meeting with the Prison Director – 10 min.
 - The team will work together and meet the prison director (played by an instructor). The team should attempt each have a role (i.e. each participant brings up a different issue to discuss)
 - Assign an Observing team. They will provide Constructive Feedback to the role-playing group as identified in the handout (MMA Handout 3: Meeting with the Prison Director to the groups) - 15 min.
 - Ask the teams to change places and the sequence is repeated.
- **Key Message:** Try to gravitate towards the role of a mentor, put good skills to use but do not focus on one interaction technique. Apply different techniques depending on the situation and issue.

Debrief the roleplay in the larger plenary, be brief since the debrief has partly been done already in the exercise with the observing teams giving feedback.

Notes:

- ✓ Have a flipchart with previous findings from the following sessions (titles below) at hand while groups prepare their visit to the prison director. Tape these to the wall for reference:
 - What is mentoring
 - Who is Mentee
 - Adult Learning
 - The Good Mentor
 - Interaction techniques

Conclusion

Objectives

- Review the central concept of the lesson

Material

- Flipchart and markers or PowerPoint Presentation

Step-by-step (session plan)

1. Key messages:

Put on flip chart or PowerPoint Presentation:

- **Monitoring** identifies gaps in national prison systems and presents evidence of successes, violations or deficiencies in compliance with international standards.
- **Mentoring** helps to address these deficiencies by building the skills of prison staff and administrators to better manage prisons and treat prisoners humanely.
- **Advising** provides expert policy guidance and legal support to facilitate long-term reform and align national policies with global standards.
- **Establishing** rapport is critical to the process of mentoring and advising and will take some time, and practice.
- In summary, the role of monitoring, mentoring, and advising is a critical aspect of how international prisons engage with prison counterparts. It is pivotal in any effort to reform prisons, ensuring that prison systems align with international human rights standards such as the Mandela Rules. By providing expertise, offering oversight, and promoting collaborative partnerships, international actors help transform national prison systems, reduce human rights violations, and ultimately contribute to safer and more just societies. The long-term benefits include more professional and transparent prison services, secure prisons, better trained institutional personnel, improved prison conditions, rehabilitated offenders, and successful reintegration of prisoners into society.

Module 3: Report Writing

 1h 30min

Overview

Reports are an important source of information and can guide decision making on different levels. Reports reveal information and serves as documentation for future actions. Reports also tracks progress and trends and serve as documentation on which different types of analyses are based for writing and reading reports are likely to be a part of your duty as an international expert.

Objectives:

By the end of the module, the participants will be able to:

- Determine the appropriate type of report to be used in various contexts and explain the benefits of each type, ensuring the selection aligns with the specific needs and objectives of the situation.
- Write a comprehensive report following the established report writing guidelines, demonstrating clarity, accuracy, and adherence to the required format and standards.

Exercises

- 5WH
- Flash Report

Handouts:

- Handout 1: Report Writing, Quick Reference Guide
- Handout 2: Report Writing Exercise
- Handout 3: Well Written Report

Structure

- Introduction
- Report Writing I
- Report Writing II
- Report Writing II
- Observation & Flash Report Writing
- Note-taking
- Conclusion

Introduction to Report Writing

Objectives

- To introduce the topic of report writing.
- Introduce the participants to different types of reports.

Material

- Flipchart and markers or Projector and PowerPoint Presentation

Step-by-step (session plan)

1. Welcome & introduction

- In plenary, welcome the participants and introduce the topic of the session.
- Outline the learning objectives and write them on the flipchart or use a PowerPoint Presentation

Notes:

- ✓ The Flash Report Exercise will need some preparation and requires support from other facilitators than the ones running the session, be creative.

Report Writing I

Objectives

- Determine the type of reports there are and their relevance.

Material

- Flipchart and markers
- Report Writing - Quick Reference Guide

Step-by-step (session plan)

1. What is a report?

- In plenary, **ask** the participants: “What is a report?”
- **Confirm** their responses and underline the following:
 - Report writing is a means of communication through which events or incidents are revealed and/or recorded. A report is words that describe **a situation**, a **fact**, an **observation** or a **lived event**.
- **Ask** the participants: “Why is it necessary to produce reports on mission?”
- **Confirm** their answers by going through the following points (add the underlined words onto the flipchart):
 - Writing a quality report on a mission is of crucial importance for information sharing, decision making and monitoring the progress of activities.
 - Integrated SitReps and ad hoc Flash Reports play a critical role in keeping HQ staff informed of developments in the field.
 - The SitRep, in particular, is the vital mechanism through which missions provide an integrated and comprehensive overview of developments within their areas of responsibility.
 - and in some cases, early warning of possible conflicts or detrimental developments.

2. What do you need to consider to draft a good report?

- **Discuss** what makes a good report with the participants, referring to Handout 1: Report Writing - Quick Reference Guide
- **Highlight** the following key points:
 - Accurate – factual, chronological understandable
 - Concise but complete
 - Professional terminology and well formatted
 - Correct spelling / grammar
 - Objective, Avoid personal opinion and value judgment
 - Include or reference supporting documentation as required.
- **Emphasize** the importance of always answering the following questions:

→ WHAT, WHO, WHEN, WHERE, WHY & HOW

Report Writing II

Objectives

- Identify the key features of a well written report

Material

- Flipchart and markers
- Handout 2: Report Writing Exercise
- Handout 3: Well-Written Report

Step-by-step (session plan)

1. Exercise 5WH

- Distribute Handout 2: Report Writing Exercise.
- Ask the participants to read the report provided in the exercise and underline any problematic words or phrases, as well as list the precision questions that come to mind, in accordance with the notions of report writing.

2. Debrief

- Consider the following points for the debrief:
 - **Who** is involved in the event? Names of agents? Name of the prisoner?
 - **Where** exactly is the event taking place? City or town? Village? Road? Distance?
 - **When** does the event take place? Day? Time? Date?
 - A lot of commentary based on impressions, inaccuracies, unknown source of information.
 - The purpose of the report is not clear.
 - Unnecessary sentence, which does not add any information to the text (e.g. the agent had been on duty for 12 hours, it was 24 degrees, etc.)
 - **Why** did the agents think it was an escape attempt? Observations? Facts? Context? Inmates?
 - Description of the van? Registration number? Brand? Model? Particularities?
 - **Who** were the occupants? Physical description, ages, sex, distinguishing marks?
 - **How** did our agents' truck get cut off? Was the vehicle already stopped on the road? Did the van veer off course?

3. Well-written report

- Tell the participants that the report has been modified according to their review and hand out a well-written report – Handout 3
- Ask them if they can find the answer to the main questions: WHO, WHAT, WHERE, WHY, WHEN and HOW.

Report Writing III

Objectives

- Discuss the different types of reports to be provided in mission and their usefulness.
- Provide the necessary elements to be included in the reports and the important points to be aware of.

Material

- Flipchart and markers

Step-by-step (session plan)

1. Types of Reports

Daily & Weekly SitRep

- The integrated daily SitRep is an essential routine report that provides a factual overview of events, incidents or developments having a notable political, security or operational impact, which could include matters of logistics, public information and disciplinary concern. The integrated daily SitRep is the mission / theatre-level synthesis of essential issues on the ground. SitReps must be accurate and relevant.
- All daily SitReps must start with a **'Highlights'** section and all weekly SitReps with a **'Summary'** section. These sections must draw attention to significant events of strategic political, operational, security, humanitarian, human rights and logistic importance that have occurred during the reporting period.
- Information in the SitRep should be **organised by subject** under the headings set out in the template for daily and weekly SitReps provided.
- The description of any event, incident or development must answer the **basic questions** of 'Who, What, When, Where, Why and How.'
- If the available information is insufficient or is still to be verified, this must be indicated and followed up in the future SitReps or, in urgent cases, through the issuance of Flash Report(s).
- Information provided in SitReps must **indicate the reliability of the source and the credibility of the report**. To the extent possible and appropriate, sources of information received outside of the mission must be identified (e.g. local media, local authorities, local or international NGOs etc). This requirement does not apply in cases where confidentiality needs to be maintained.
- **Terminology**, including the definition of all acronyms and abbreviations, must be harmonised throughout the SitRep and rely, to the extent possible, on the official terminology and spelling of names used in the published reports of the Secretary General to the Security Council.
- **Geographical locations**, except for major cities, must be identified by the name of the place and distance from the closest major town. Urban centres are to be identified, and reference to the village / town / city's corresponding District / Department / Province / State / Region should also be made.
- SitReps must be uploaded to the Operations Reports Repository (ORR) system in Word format and supporting graphics must be incorporated into the Word document.

2. Flash and Incident Reports

- Refer the participants back to the flipchart: Why is it necessary to produce reports on mission?
- Emphasize on the receiver of the reports for decision making

- Explain the difference between a flash and incident report and why it is important that the hierarchy gets the information ASAP (within 4 hours).
- Inform the participants that, if you do not have the information, you can add it to the report later.
- Note that, sometimes, there is sensitive information in flash reports. Therefore, be careful who you send it to.
- Highlight that they might need to contact their Chief of Unit by phone to ensure that she or he has been informed.

Observation & Flash Report Writing

Objectives

- Determine the type of report to be used and its benefits
- Write a report using the report writing guidelines

Material

- Flipchart and markers
- Pair of glasses
- Inmates uniform (if possible)
- Coins
- Hat

Step-by-step (session plan)

1. Exercise Flash Report

- Instructions:
 - Play a siren/alarm sound in the classroom ([here](#) is an example from YouTube).
 - Ask two people (can be a trainer or participants with costume elements) to run into the class and walk around looking hurried or panicked. They should drop something on the floor (ID or change) before leaving the room.
 - Stop the siren.
 - Inform the group that there has been an escape attempt by two inmates in the last few minutes. It is believed that they are the two individuals who entered the classroom.
 - Give participants 10 minutes to write a flash report summarizing the incident. Once the 10 minutes have passed, ask the participants to give their report to their neighbour.
 - You may also ask two or three participants to read their reports out-loud for the entire group.
 - Ask the participants to check if the essential elements have been included in their reports.

2. Debrief

- Ask the participants what elements / words should be included in the report?
 - Expected answers:
 - › WHO, WHAT, WHEN, WHY, WHERE, HOW?
 - › Report must report FACTS, not impressions or judgments

Notes:

- ✓ It is important to have someone film the scene so that it can be played on the screen following the correction. This will help to sort out perceptions of the facts.

Note Taking

Objectives

- Point out the importance of taking notes that can serve as a basis for reports.

Material

- Flipchart and Markers

Step-by-step (session plan)

1. Group Discussion

- **Ask** the participants, what is the best tool for complete and accurate reporting?
 - Expected answer: Notetaking.
 - **Explain** that notetaking involves quickly jotting down the key points and essentials. It is a method of organizing information through concise summarization.
- **Ask** the participants, why is note-taking effective?
 - Expected answer: Memory is a faculty that forgets!
 - **Explain** that notes are contemporary, allowing for the inclusion of dates, times, observations, names, which facilitates the work at the time of writing of the report. It generally concerns only the author. You can use abbreviations, acronyms, symbols. The important thing is that you understand what you have written.

Conclusion

Objectives

- Highlight the key points of the session

Material

- Flipchart and markers or PowerPoint Presentation

Step-by-step (session plan)

Have the following key points on the flip chart or PowerPoint Presentation:

- Report writing is a means of communication through which events or incidents are revealed and/or recorded.
- Reports need to be reflecting accurate and relevant facts and follow the agreed format
- The 5WH (WHO, WHAT, WHEN, WHY, WHERE, HOW) is a useful tool in report writing
- Making a habit of taking notes is key to be able to produce well written reports
- There are different types of reports for different purposes
- Well written reports are crucial for information sharing, decision making and monitoring the progress of activities.
- Integrated SitReps and ad hoc Flash Reports play a critical role in keeping HQ informed and updated.

Introduction to Human Rights

 1h 30min

Overview

This module offers a concise understanding of the Human Rights Due Diligence Policy (HRDDP) and its application across UN operations, emphasizing the UN's commitment to avoiding association with human rights violations. Participants will explore the HRDDP's guidelines for assessing and managing risks in support to non-UN security forces, as well as practical measures for maintaining compliance with international law.

Key areas include peacekeepers' responsibilities under international human rights and humanitarian law, the appropriate use of force under Rules of Engagement (ROE), and defensive actions in high-risk operations. This training is essential for ensuring that UN personnel maintain accountability, uphold human rights standards, and act in accordance with mission mandates.

Objectives

By the end of the training, the participants will be able to:

- Explain the purpose, scope, and key principles of the Human Rights Due Diligence Policy (HRDDP) and its binding nature across UN entities.
- Identify and describe the types of support that require HRDDP compliance when provided to non-UN security forces, as well as exceptions to this requirement.
- Outline the process for conducting a risk assessment to determine whether support to non-UN security forces is permissible under the HRDDP.
- Identify common risk mitigation strategies to prevent UN association with violations in joint operations.
- Articulate the responsibilities of UN peacekeepers to respect and actively protect human rights under international law.
- Demonstrate an understanding of ROE and DUF, including the conditions for using force and the limitations imposed on its use.
- Articulate the principles guiding peacekeepers' right to self-defence, including the necessity and proportionality of force used.
- Demonstrate the knowledge of the DPO guidelines on military force use, including the conditions for lethal force application and avoidance of mission involvement in conflicts.

Structure

- Human Rights Due Diligence Policy
- Peacekeepers' Obligations and Right to Self-Defence
- Use of Force by Peacekeepers
- Conclusion

Human Rights Due Diligence Policy

Objectives

- Explain the purpose, scope, and key principles of the Human Rights Due Diligence Policy (HRDDP) and its binding nature across UN entities.
- Identify and describe the types of support that require HRDDP compliance when provided to non-UN security forces, as well as exceptions to this requirement.
- Outline the process for conducting a risk assessment to determine whether support to non-UN security forces is permissible under the HRDDP.
- Identify common risk mitigation strategies to prevent UN association with violations in joint operations.

Material

- Flip-chart
- Markers

Step-by-step (session plan)

1. Welcome & Introduction

- In plenary, **welcome** the participants and introduce the topic of the session.
- **Outline** the learning objectives and write them on the flipchart.

2. Definition & Scope

- **Provide** the following **context** to the participants:
 - The Human Rights Due Diligence Policy (HRDDP) is binding for the entire United Nations (not just peacekeepers). It was established by the Secretary-General and the Security Council has repeatedly endorsed it.
 - According to the HRDDP, support to non-UN security forces cannot be provided:
 - › “Where there are substantial grounds for believing there is a real risk of the receiving entities committing grave violations of international humanitarian, human rights, or refugee law.”
 - › “Where the relevant authorities fail to take the necessary corrective or mitigating measures.”
 - All UN entities that plan to or are already providing support to non-UN security forces must therefore conduct a risk assessment that involves providing or not providing such support. This assessment needs to consider the risk of the recipient entity committing grave violations of international humanitarian law, human rights law, or refugee law. Furthermore, the UN must consider whether there are any mitigation measures that can reduce the risk of violations (e.g. by increasing training or excluding problematic units from support).
 - It serves to ensure that the UN does not support or collaborate with host state elements that are involved in grave violations of human rights, IHL or refugee law. The policy serves to protect the United Nations from aiding legal liability for inadvertently aiding violations committed by others. Distancing the U.N. from state

forces involved in grave violations also protects the U.N.'s reputation and perceived impartiality.

3. Application

- **Explain** the following to the participants:
 - Any support provided by the UN to non-UN security forces must follow the HRDDP. Relevant support includes conduct of joint operations, planning support, sharing of intelligence, training, capacity building, mentoring, technical cooperation, and financial support. Certain areas are exempted:
 - Training and engagement on IHL and human rights,
 - Mediation-related support (e.g. transporting officers to peace negotiations),
 - Medical evacuation.
- The HRDDP also covers support provided to regional organisations, for instance support to African Union peace and security operations such as AMISOM.
- Missions have established taskforces and standard operating procedures to help assess risks, coordinate engagement with supported entities and devise measures to mitigate the risks. The mission will work with host state partners to bring the risk of violations down to an acceptable level. However, where support recipients continue to commit grave violations, the mission may have to temporarily suspend or altogether withdraw its support to them.

4. Mitigating Risks of Joint Security Operations

- **Highlight** the following key points:
 - In joint security operations, the risk of the UN being seen as associated with violations committed by other forces is particularly high. Missions can take common sense measures to mitigate the risks of violations:
 - › A joint operation involving UNIBAT should always be based on joint planning that also covers unexpected contingencies.
 - › After any operation there should be a joint After Action Review to learn from the operation and review how to further reduce the risk of violations in future operations.
 - › It should be established which national commanders and units exactly are taking part in the joint operation. Based on background checks (usually done with the support of human rights components) units and commanders with a problematic human rights/IHL compliance record should be excluded.
 - › If despite all measures, some national forces engaged in grave violations, the mission must insist that the individuals concerned are investigated and prosecuted to deter violations in future operations and re-establish trust in the eyes of the local population.

Peacekeepers' Obligations & Right to Self-Defence

Objectives

- Articulate the responsibilities of UN peacekeepers to respect and actively protect human rights under international law.
- Demonstrate an understanding of ROE and DUF, including the conditions for using force and the limitations imposed on its use.
- Articulate the principles guiding peacekeepers' right to self-defence, including the necessity and proportionality of force used.

Material

- Flip-chart
- Markers

Step-by-step (session plan)

1. UN Peacekeepers' Responsibilities

- **Outline** the following key messages:
 - Peacekeepers must **respect** international law and actively protect human beings against violations.
 - In addition to ensuring peace and security and **promoting** development, the UN Charter commits the UN to promote and encourage respect for human rights. For this reason, all peace mission personnel must respect human rights, that is they cannot breach it – e.g., by peacekeepers inhumanely treating detainees
 - In addition, missions must **promote** and **protect** human rights. Most of the large modern mission have special mandates to promote and protect human rights that all peacekeepers must work toward as an “all of mission responsibility.” Furthermore, the UN Policy on Human Rights in conflict environments requires all missions to advance human rights through the implementation of their mandate, even if they do not have an explicit human rights mandate or human rights component. Example: UN blue helmets developing a disarmament, demobilization and reintegration (DDR) programme under the mission's mandate should try to advance non-discrimination between women and men by ensuring that women and girls associated with armed groups can also benefit from the DDR programme.
 - Established by international law and founded to uphold an international order based on law, the UN and its peacekeepers also have a special responsibility to **respect, promote and protect** international humanitarian law (aka IHL or the “law of armed conflict”), international refugee law and international criminal law.

2. Rules of Engagement

- **Outline** the following key messages:
 - Guidance as to when and how the mission may use force can be found in the Rules of Engagement (ROE) that apply to the military component and the Directives on the Force (DUF) for the police component. ROE provide mission-specific guidance that builds on the mission's Security Council mandate, international human rights, and

humanitarian law as well as DPO policy guidelines on the use of force. ROE not only cover force in the narrow sense of the word (i.e. kinetic force) but also forcible measures such as detention or searches and seizures of materials.

→ ROE commonly include:

- › Use of force
 - › Use of weapons systems
 - › Authority to carry weapons
 - › Authority to detain, search, disarm
 - › Reactions to civil actions or unrest
- TCCs are not permitted to modify ROE according to national interpretation(s), nor are T/PCCs allowed to impose any caveats on the authorizations to use force that are contained in the ROE, without formal consultation with UNHQ and the express written agreement of DPO. TCCs must prepare and train personnel on ROE. Every UNIBAT member must know the ROE.

3. Right to Self-Defence

- **Outline** the following key messages:
 - Attacks on peacekeepers are unlawful.
 - Regardless of mandate, Peacekeepers may use force in self-defense.
 - Defensive force against state or non-state attackers.
 - UN may stand ground against unlawful attack. No requirement to withdraw to avoid force.
 - Defensive force must be necessary to end the attack and proportional to threat.

4. Restrained Defensive Force Against Non-Military Threats

- **Outline** the following key messages:
 - Respect for human rights – no excessive force.
 - Proactive de-escalation to avoid use of force.
 - Minimal force necessary to end the attack.
 - Graduated force, focus on less lethal means.
 - Force against attacker. No collective punishment.

Use of Force by Peacekeepers

Objectives

Demonstrate the knowledge of the DPO guidelines on military force use, including the conditions for lethal force application and avoidance of mission involvement in conflicts.

Material

- Flip-chart
- Markers

Step-by-step (session plan)

1. Use of Force

- **Outline** the following key messages:
 - ROE set out when the mission has authority to use force. This authority always includes the use of force in self-defence. The use of force beyond self-defence depends on the mandate. Multidimensional missions may be authorized to use force in defence of the mandate, including for purposes of asserting their freedom of movement. Furthermore, they regularly are mandated to use all necessary means to protect civilians against physical violence. In some cases, the mandate may further expand the authority to use force. Some mandates have given authority to use force to neutralize armed groups in support of the host state.
 - ROE and, for police, Directives on the Use of Force also establish limits on the use of force. Under their DUFs, your uniformed colleagues in police components must always use force within the limits of international law enforcement and human rights standards.
 - The ROE for the military component also restrain the use of force to the minimum necessary level. However, the military may engage in combat-level military force where necessary to effectively implement mandates involving use of force authority. In such situations, military peacekeepers are bound primarily by the rules of IHL on the conduct of hostilities.

The Mission has a responsibility to make full use of authority to use force to the extent appropriate and necessary to effectively implement their mandate. UNIBAT members may be held accountable and face disciplinary measures and criminal sanctions under the jurisdiction of their home country if they use excessive force beyond what international human rights or humanitarian law permit. However, findings of excessive force have rarely, if ever been made against military peacekeepers. Rather there may be problems where components failed to use the force necessary to protect the mission or civilians. Since UNIBAT are under the command of the force commander, any failure to follow lawful orders from the force commander would amount to a case of insubordination that can be tried under the jurisdiction of the respective UNIBAT's home country.

2. DPO Guidelines on Military Use of Force

- **Outline** the following key messages:

- DPO has established guidelines on the use of military force that also shape the ROE of specific missions. They emphasize that missions should only use as much force as necessary to reach their objectives. In particular, the use of firearms and other lethal force may only be used to protect persons from physical violence, but not e.g. solely to protect mission property. This is a deliberate policy decision that serves to
 - › Avoid escalation of violence
 - › Avoid that military components become participants in the armed conflict
 - › Minimize the risk of harm to civilians that any escalation of force entails.
- While UNPOL units must never go beyond the level of minimal necessary force that guides police work, UNIBATs and other UN military units may apply combat-level force whenever it has authority to use force and such combat-level force becomes necessary. **Examples:**
 - › The military component deploys helicopter gunships to protect civilians living in a city, which is being attacked by an armed group.
 - › To defend its mandate and assert freedom of movement, UN forces launch a military assault to dismantle an armed group's heavily guarded but illegal roadblocks
- When using this level of force, UNIBAT must respect IHL, including the fundamental principles of distinction, precaution and proportionality.

Conclusion

Objectives

- Review the central concept of the lesson

Material

- Flipchart and markers or PowerPoint Presentation

Step-by-step (session plan)

Key messages:

- Have the following key points on the flip chart or PowerPoint Presentation:
 - The Human Rights Due Diligence Policy (HRDDP) underscores the UN's commitment to uphold human rights and international humanitarian standards in all support provided to non-UN security forces. Compliance is mandatory across all UN operations, ensuring the UN's neutrality and accountability.
 - Before providing support, UN personnel must conduct thorough risk assessments to evaluate the potential for violations by partner forces. Mitigation strategies, such as excluding problematic units or increasing training, are crucial to managing and reducing risks.
 - UN peacekeepers are obligated to respect, promote, and protect human rights, and to operate within international humanitarian law. This responsibility applies to all aspects of their mission, from protecting civilians to maintaining ethical conduct in joint operations.
 - Rules of Engagement (ROE) and Directives on the Use of Force (DUF) define when and how force may be used, with an emphasis on restraint, proportionality, and the necessity to protect lives without excessive force. UN personnel must be trained and aware of these guidelines to avoid escalation and maintain mission objectives.
 - Peacekeepers have the right to use necessary and proportionate force in self-defence. This includes defensive actions against unlawful attacks while adhering to minimal force requirements and emphasizing non-lethal options when possible.
 - Maintaining adherence to HRDDP and ROE/DUF safeguards the UN's legal standing and reputation. Ensuring compliance with these standards protects the UN from complicity in human rights violations and reinforces its position as a neutral, humanitarian actor.

Module 5: Nelson Mandela Rules

Session 1: Introduction to NMR

 1h 30min

Overview

This Session is an introduction to the Nelson Mandela Rules (NMR), which are intended to promote, good principles and practices in the treatment of prisoners and prison management. The training program aims preparing participants to, not only understand the very specific human rights standards applicable in the prison environment but also explores how to creative implementation these standards in very challenging overcrowded and under-resourced prison environments. Participants will become familiar with the NMR document, discuss and analyse how individual rules are applied within their home context and within a significantly overcrowded and under-resourced prison context. Participants will practice how to advocate for the implementation of the NMRs by focusing on applicability for the national government, responsible Ministries and prison authorities. They will be required to, despite abhorrent prison conditions, establish a positive connection with national counterparts by finding “starting points” of progress, using the NMR as a forward-looking guide to monitoring, mentoring and advising. Participants will also be challenged to better understand their own perspectives through an exercise to prioritize prison initiatives while understanding that all rules identified in the NMRs are equally important and interdependent yet the amount of time, resources and competing priorities strongly influence realistic project engagement. This is an introduction to the primary guide for prison reform work and will be the foundation for all other Sessions in this training program.

Learning objectives

By the end of the session participants will be able to:

- Clearly explain the purpose and key principles of the Nelson Mandela Rules (NMR) and their specific relevance in an overcrowded and under-resourced prison environments.
- Identify and describe key priority provisions of the Nelson Mandela Rules (NMR) that are critical for guiding development initiatives by partner stakeholders.
- Apply the Nelson Mandela Rules (NMR) to analyse and respond to various simulated scenarios relevant to complex prison environments, demonstrating the practical implementation of these rules.

Activities

- “Setting the Scene” Exercise
- “Fill in the Blank” Exercise
- “Fundamental Needs” Exercise
- “Finding the rules” Exercise
- “Prioritization” Exercise

Handouts

- Handout 1 - Fill in the Blank Exercise
- Handout 2 – Prioritization Exercise
- Copy of the Nelson Mandela Rules

Structure

- Setting the Scene: An Introduction to the Nelson Mandela Rules
- The UNODC Online NMR Training Review

- The NMR: Purpose and Preliminary Observations Q&A
- NMR Purpose & Preliminary Observations
- Exercise: Rules 1-5 – Basic Principles
- NMR as Safeguard
- NMR Structure
- Prioritization Exercise
- Conclusion

Setting the Scene: An Introduction to the Nelson Mandela Rules

Objectives

- Have participants explore their fundamental needs as human being as an introduction to understand and focus on the needs of prisoners
- Frame the NMR as a tool that will guide the work of prison personnel to the field
- Press participants to reflect on how the NMRs are relevant in their own professional contexts and more importantly to understand the application of NMR in significantly challenging prison environments
- Through the use of pictures and noting how abhorrent prison conditions can be, challenge participants to identify positive aspects of negative circumstances to establish a constructive “starting point” with national prison authorities (foundation for the Monitoring, Mentoring and Advising).

Materials required

- External drive or USB keys with all course material.
- PowerPoint presentation with pictures or printed pictures

Step-by-step (session plan)

1. Exercise: Fundamental Needs

- **Have** the participants reflect on their fundamental needs to feel satisfied with their lives (what do they need to survive, to grow and develop).
- **Ask** participants what are some of the most fundamental environmental aspects that impact their own psychological, emotional and physical well-being outside of the prison context?
- **Ask** them if their needs are similar to the needs of prisoners. What are the aspects that impact the prisoners' well-being within the prison context, and how do they differ from their own?
- **Explain** that basic prison conditions are fundamental in the protection of the rights and dignity of prisoners. These are the elements that we often take for granted in our own lives yet, for prisoners they can make the difference between life and death, health and disease, positive experience and recruitment to gangs and groups.
- Participants can identify pretty much anything that may have a negative impact on their emotional, psychological and physical well-being, including simple elements such as living space, light, fresh air, interaction with other, freedom of choice etc).
- **Debrief** in plenary: This will be personal to each participant.

2. Introduction: Q&A:

- **Ask** the participants the questions below. Feel free to modify the questions if the context of the training is beyond the Peace Operation Context (i.e. swap Peace Operation for “non-mission” setting or development environment. Expected responses are in Key Messages below.
 - Recall sessions already covered (CPTMs – Intro to the UN, Mandates, thematic areas of engagement), why do we find references to corrections in Mandates?
 - How do the NMRs support achieving the strategic objectives of a peace operation?
 - What is the relationship between the NMRs and the role that corrections play within peace operations?
 - How can the NMRs help you as a GPP working in a corrections component in a peace operation?

› **Expected Responses:**

- The objective of these questions is to discuss the use of the NMRs to support the overall objectives of the work of corrections components in Peace Operations:
- Corrections components are included in mission structures because there is a strong linkage between corrections work and peace and security of the country, i.e. perpetrators of severe human rights violations and other serious crimes need to be detained in a safe, secure and humane environment – not only out of human rights and humanitarian considerations. Experience shows that inhumane and dangerous prison conditions radicalize inmates, foster the formation of gangs and gang membership among inmates, make recidivism more likely, increase the likelihood of escape attempts & violence against guards and may also be the cause of public health hazards. Corrections supports the overall objective of Rule of Law in a country. They constitute a crucial part of the criminal justice chain. Moreover, corrections address the question of recidivism. Lastly, well-functioning prisons supports the implementation of a peace process (i.e. potential spoilers of peace agreements are safely detained, prevention of mass escapes, prevention of recruitment of prisoners to armed and/or violent extremist groups and establishing legitimacy for the overall criminal justice process).
- Corrections language is identified in the Mandate, typically within a thematic area (typically in POC or ESA). From this very strategic point, the corrections unit in the mission, using the Prison Support Policy from HQ and with the support of national priorities, will develop a work plan to help guide the work of GPP in the field.
- Now that the “what needs to be done” is achieved, the NMRs help establish a common foundation on the “how”. International human rights law requires to treat all detainees humanely. The NMRs elaborate what this means concretely in practice.
- NMRs – named after the late anti-Apartheid hero and South African President Nelson Mandela who endured almost 30 years of inhumane, arbitrary detention - are a tool that outline more concretely what human rights standards are in a prison context. Using these standards as a basic reference creates a consistent approach across contexts on how to implement human rights standards within corrections. By applying the NMRs, peace operations are in alignment with the human rights standards that they are mandated to respect in the larger peace operation context. Regardless of the priority activities for the corrections component, the basis for any sector development in prisons can be found in elements of the NMRs.
- Irrespective of the context in which the GPP is deployed, the NMR serve as a standard reference document according to which the corrections work should be done. It is important for GPP not to use their own perspectives / context / background / experiences as the standard from which they will support national prison services. They can use their experiences as examples of good practices, but they should always use the NMRs as the standards to achieve.
- NMRs are the single most important set of standards that guide the work of GPP in the field.
- NMRs create the framework/foundation for human rights standards that guide prisons/prison administration.
- Independently from the area of specialization (prison security and intelligence / health services / leadership and management / prisoner registries, assessments and sentence planning / rehabilitation and release strategies), GPP shall refer to the NMRs, insofar they provide the basic principles and safeguards to strengthen each of those areas.
- A GPP shall use NMR as reference while supporting national prison authorities in

finding creative solutions to complex and age-old challenges (overcrowding, under-resourcing and ill equipped / trained prison services).

- The ultimate challenge for GPP will be two-fold: influence the national prison administration to take on-board NMR standards within their leadership and policy making decisions; and support national prison officers to creatively apply such standards within their context.

3. Exercise: Contextualization

Introduce the activity

- **Use** photos from the folder corresponding to this session and the suggested questions below to help participants visualize the typical, overcrowded and under-resourced prison environment. Use as many or as few visuals as you consider necessary for participants to understand the context.
- **Prepare** a slide show with 4 to 5 relevant pictures (please refer to the example photos shown in the trainer aid. Facilitator can choose photos from the approved photo bank).
- **Introduce** the exercise and the objective. Objective of picture exercise is to be aware of the environment in which they will operate; analyse from the perspective of their own personal / professional realities; answer should reflect not only negative elements but also include positive aspect even in a very challenging environment, which is a critical component of establishing relationships with national prison authorities.

Exercise:

- **Project** the first pictures on the wall.
- In plenary or in a large group (facilitator's choice), **ask** participants from the different groups or large group to look carefully at each picture and identify positive elements and aspects that would require improvement.
- **Ask** a volunteer to share with the plenary. Make sure that they begin by articulating why they chose to single out a specific element. Ask if others have any other points to add.
- Before moving to next picture **ensure** there is a focus on the positive aspect as a starting point to engage national corrections personnel.
- **Explain** that negative focus will typically create barriers (refer to building collaborative relationships with national partners). Although it is extremely important for participants to be able to identify the negatives in a form of a gap analysis, working with national prison authorities is a delicate process of establishing positive relationships.
- Repeat this for all the pictures, ensuring wide participation of different groups in the room.

4. Wrap-up:

- **Wrap-up** the session by highlighting the following key messages:
 - Recall mentoring / advising. It is important to be able to assess your environment, what is taking place around you. Participants will attempt to understand what they experience as it relates to their reality (what is familiar and comfortable to them) and as a default, will focus on the negative aspects of their experience pointing out what is wrong and what should be corrected. In many cases, this is what they will express or press on national prison authorities. Such criticism often is viewed as negative or patronizing and will not encourage discussion or solution finding. In fact, it may be embarrassing for your national counterpart, which will lessen the likelihood of their partnership with you. You will have a better chance of success and encourage national "buy-in" if you approach the issues from a positive perspective. Find the good in what is happening and start

the conversation from this point. Therefore, instead of focusing on negative aspects of what the participant is experiencing, it is better to start from or focus on a positive perspective despite the many issues/challenges.

- Analysing the photos from the personal and professional perspective of the participants may produce different discussion points than if they were to analyse from the perspective of the NMRs. International human rights standards and NMRs specifically consist of principles, which means that there is a multitude of applications for each principle. We do not receive precise instructions from these principles but rather general guidance and orientation for our work. To think of ways in which these principles can be implemented is the task of UN Peace operations. It is important to know that these principles cannot be implemented perfectly because the nature of Peace Operations does not allow perfection in detail. While attempting to achieve perfection, we stay realistic of what is achievable and what needs to be prioritised in a context of limited resources.

Notes

- ✓ Choose most photos from the approved photo bank (include some of your own photo if you wish). These photos will accompany the future case study throughout the training. This is why you need to use the photos from the approved photo bank.

UNODC Online NMR Training Review

Objectives

- Review / debrief, with participants, the UNODC online course (if completed before hand).
- Discuss any questions, concerns or comments generated as a result of completing the UNODC online course.

Material

- None required

Step-by-step (session plan)

The review session is only applicable if the participants completed the UNODC NMR Training Course online prior to the PDT.

- **Ask** participants for their feedback, comments, observations when completing the UNODC online training program.
 - Completing this program should have introduced the rules to participants in a very broad context.
- **Make the specific point** that the NMR training moving forward will now focus on exploring the application of the rules in a Peace Operations, a very specific context that includes, Mandates, Prison Support Policy, National Prison priorities, and prison environments that are significantly overcrowded and under-resourced.

Notes:

- ✓ It is not always guaranteed that all participants will have completed the UNODC online course. If only a handful completed the course, have them discuss their experience and any part of the course that made an impact (i.e. relevance to their professional working environment, anything that was surprising or controversial, etc.) and try have those who did not complete the course to engage in the conversation. Explain that while the UNODC online NMR course is a fantastic means of familiarizing oneself with the contents of the NMR (encourage all participant to find time to take the course), this particular training program will press participants to better understand the application of the NMRs in a far more complex prison environment defined by extreme overcrowding (and resulting health issues), lack of funding, ill-trained personnel and a deteriorating infrastructure.

Nelson Mandela Rules: Purpose & Preliminary Observations Q&A

Objectives

- Articulate the purpose of the Nelson Mandela Rules (NMR)
- Apply the Nelson Mandela Rules (NMR) in various simulated contexts

Material

- Nelson Mandela Rules

Step-by-step

1. **Instruct** participants to read through NMRs' preliminary observations 1-4.

In larger group plenary, **ask** participants if they had any significant observations or key points they would like to mention or discuss.

2. **Debrief** key Messages.

In larger group plenary, ask participants if they had any significant observations or key points they would like to mention or discuss.

Key messages:

- Preliminary Observation 1: NMRs do not describe a model system of penal institutions. They are intended to be the general consensus of the essential elements of the most adequate systems of today.
- Preliminary Observation 2: Not all rules can be implemented in all contexts. However, one should constantly strive to overcome the obstacles preventing prison systems from achieving the NMR standards. In the peculiar contexts of peace operations environment, there can be some flexibility in demanding application of all aspects of the rules given but compliance with the spirit of the rules and an attempt to comply with them to the best of abilities and available resources must be always demanded.
- Preliminary Observation 3: Rules identified in Category A "prisoners under sentence" apply to everyone, including the other special categories. However, the special provisions identified in Categories B, C and D Rules supersede any conflicting rules identified for Category A.
- Preliminary Observation 4: These rules do not attempt to govern juvenile facilities yet in spirit the principles do apply.

Exercise: Nelson Mandela Rules 1-5 – Basic Principles

Objectives

- Have participants explore, understand, and discuss the Basic Principles of the Nelson Mandela Rules

Material

- Handout 1: Fill in the Blanks
- Flipchart and markers

Step-by-step

1. Exercise – Fill in the Blanks

- Split the participants into groups and distribute the Handout 1.
- The groups will work together and have 30 mins to fill in the blank with words.

Notes:

- ✓ Ensure participants **DO NOT USE** the NMRs as a guide for this exercise. Walk around the room to ensure all groups are clear on the exercise and that all group participants are active.

2. Debrief

- Explore the 5 rules with the participants by giving the correct responses.
- Use this opportunity to ask participants if they wish to share any observations / points of disagreement/ points of reinforcement.
- Discuss the use of **shall** and **should** in the 5 rules
- Use the flipchart to note down relevant points to be addressed later in the NMR sessions.

3. Wrap-up

These first 5 rules outline the fundamental principles in which all other rules need to be framed. Much like other human rights instruments, the MNRs reinforce specific principles that govern the detention / incarceration of persons.

- Prisons are not places of punishment but rather environments to carry-out the orders of a competent judicial authority while supporting the individual needs of offender to reintegrate back into the community upon release.
- The prison environment shall not strive to aggravate the suffering of prisoners.
- The protection rights and dignity of prisoners is paramount, despite some rights being limited by the nature of being detained / incarcerated.
- Impartial application of the various rules is crucial, the principles of non-discrimination is critical, and measures to promote and protect the rights of vulnerable persons shall not be viewed as discriminatory (equitable vs equal).
- Prison environments should strive to model life in the community as much as possible not to lessen the responsibility of prisoners to behave prosocially (people don't learn to swim on land and similarly prisoner don't learn to live in the community while in restrictive prison environments).

Nelson Mandela Rules as Safeguard

Objectives

- Explore the NMRs as a Safeguards to protect prisoners from harm, risks or unfair treatment.
- Explore a method of influencing stakeholders (national and international) to embrace NMRs as a means of protecting detainees / prisoners.

Material

- Role cards

Step-by-step

1. Introduction of the concept

- **Introduce** the concept, purpose and importance of NMR as safeguards from different **points of view** (prisoner, prison officer, prison administration, ministry, community, UN GPP)
- Note: another way of approaching the perspectives concept is to approach the NMRs from the perspective of, “what’s in it for me” (WIIFM). The nationals may have an issue with approaching the NMRs as merely supporting the care and custody of prisoners/detainees. In these cases, it may help to reframe this narrow perspective using this exercise (from mere support to the care and custody of prisoners to how the application of the NMR supports the safety, security and overall wellbeing of staff, the community, Government Ministries, or as representatives of the United Nations).
 - The WIIFM approach was also discussed in the Mentoring and Advising session as a means of generating political will or interest in applying international human rights standards in prisons, which is often challenging and will consume energy.

2. Exercise

- Instructions:
 - Depending on the number of participants, prepare a set of cards with the above mentioned “roles” (prisoner, prison officer, prison administration, ministry, community, UN GPP). If the group is large, you may have multiple cards with the same role.
 - Scatter the cards on the floor, writing facing the floor so participants can’t see.
 - On the word “Go”, have participants race to grab a piece of paper. Once they touch one, they can’t replace it.
 - Once everyone has a card, if you have multiple cards with the same role, ask participants to find their matches and form small groups.
- Give participants 10 minutes to answer the following questions:
 - From the perspective of the entity / person you chose, what is the impact of ensuring that MNRs / safeguards are in place in the prisons?
 - Why should it matter that such standards / safeguards are in place?
 - (*Alternative question*) what are the risks and consequences if the NMR are not applied in the prison context?

- Debrief: Roles with expected responses:
 - **Prisoner** - Incarcerated in poor conditions, high risk of committing as well as being subjected to acts of violence, including torture or enforced disappearances, ill physical and mental health, potentially leading up to death (see notes below for expanded explanation)
 - **Prison Officer** - Inability to manage prisons in a safe way due to poor conditions in which prisoners find themselves, high risk to be exposed to diseases, uncontrollable violence from riots may lead to excessive use of force from prison officers' side.
 - **Prison Administration** - Similar to the prison officer and ministry, poorly run prisons are unsafe for personnel and the community. May result in health and physical health issues that never remain within the walls of the prison - will have an impact on community. Escapes impact credibility which may impact funding (national and donor).
 - **Relevant Ministry** - Government has the responsibility to protect those in the custody of the state, including all prisoners. Poorly run prisons, with poor conditions and ill-trained staff create a reputational risk impacting the legitimacy of the institution itself. Dire conditions can influence and strengthen anti-government groups. Oftentimes, prisons conditions and the treatment of prisoners are used as an indicator to international support and partnership. As corrections represent the last part of the criminal justice chain, dysfunctional prison systems will negatively impact all other parts of the criminal justice chain (law enforcement, judiciary) and ultimately security.
 - **Community** - Higher insecurity for adjacent communities due to high risk of breakouts or release without reform which can lead to recidivism, higher crime rates, health issues within prisons expanding beyond walls to communities.
 - **UN GPP** - Professionalism (GPP should be knowledgeable on the application of the NMRs), if not applied, it is a reputational risk for GPP. Non application of NMR creates unsafe working environments (physical and health security). Also provides common standard to assess progress between different UN actors working on detention (incl. human rights components and UNDP Rule of Law).
 - **UN** -The role of the UN is to contribute to the peace and security of the host country. Prisons play a part in a functioning system of Rule of Law and the criminal justice system. If prisons are unable to function in accordance with human rights standards, at least in principle, peace and security / protection of civilians / extension of state authority is not being achieved.
- Wrap up with the key messages.
 - NMRs in prisons isn't just about improving conditions for prisoners. It has widespread benefits across all stakeholders, contributing to safer, more secure societies, better management of prisons, and enhanced international cooperation. By framing the issue as "what's in it for me," each stakeholder can see how the successful implementation of NMRs enhances their own security, health, credibility, and overall well-being.

Notes:

- ✓ If participants request additional information on safeguards with respect to prisoners:

Safeguards in Corrections and Human Rights:

1. Protection of Human Dignity: NMRs are considered safeguards in corrections because they establish standards for the humane treatment of prisoners, ensuring that they are not subjected to abuse, inhumane conditions, or discriminatory practices. Safeguards include protections against torture,

degrading treatment, or punishment, and ensuring access to medical care, food, water, and personal hygiene.

2. Legal Safeguards: Safeguards ensure that prisoners have access to legal representation, fair trials, and a legal process for challenging their detention. The right to appeal, access to a court, and protection against arbitrary detention are all safeguards within the broader framework of human rights standards.
3. Operational Safeguards: In peace operations, safeguards can refer to procedures and policies designed to prevent violations of human rights within the correctional system. These could include regular inspections of prison facilities, training for prison staff in human rights standards, and systems for reporting and addressing abuses.
4. Ethical Safeguards: GPP and prison officials have an ethical responsibility to protect vulnerable populations, including prisoners, from harm. This could involve ensuring that policies and practices are aligned with international human rights principles. Safeguards also include creating mechanisms that hold authorities accountable, such as independent oversight bodies or complaints procedures that prisoners can access.

Nelson Mandela Rules: Structure

Objectives

- Understand the Structure of the NMR document
- Practice using the NMR document
- Apply the Nelson Mandela Rules in various simulated context

Material

- Nelson Mandela rules
- Flipchart and markers

Step-by-step

1. NMR Document Structure

- In plenary, briefly explain the structure of the NMRs document and how NMRs can and should be used.
 - The NMRs are divided into two parts:
 - › **Part 1: Rules of General Application**, applicable to all categories – identifies various rules under specific topics (i.e. prison file management, separation of categories, accommodation, personal hygiene etc.).
 - › **Part 2: Rules Applicable to Special Categories**
 - Prisoners under sentence (A)
 - Prisoners with mental disabilities and/or health conditions (B)
 - Prisoners under arrest or awaiting trial (C)
 - Civil prisoners (D)
 - Persons arrested or detained without charge (E)
- Emphasise that NMRs should be used as a reference point for GPPs when working with the national prison service. They should form the foundation of enhancing various prison sectors, services or programmes over examples taken from other prison services (typically the home prison service of the GPP). GPP experience should be merely examples of how certain principles can be achieved in a different context.

2. Finding the rules Exercise

- With participants still in groups, assign each group one theme from the list below, and ask them to find and read the rules pertaining to:
 - Food/water
 - Basic hygiene
 - Living conditions
 - Exercise/recreation/meaningful activity
 - Basic health services
 - Contact with the outside world

- Using the NMRs document, have each group compile the key points of their assigned topic on a flipchart and report back to the larger plenary.
- Ask participants not to merely read what is stated in the NMR but rather analyse and summarize key points. To the extent possible, invite them to provide examples from their home prison services as to how some of the elements are applied / achieved.
- Debrief in plenary.

Notes

- ✓ Ensure there is sufficient time for the other groups to ask questions of the presenting group.
- ✓ Moderate the question and answers and offer additional info if required.

Wrap-up

- Listen to the group presentations and be prepared to add additional points found in the NMRs if groups omit or get incorrect.
- The point of the exercise isn't to learn all principles found in the NMRs by heart but rather to have groups know how to use the MNRs to find information.

Prioritization Exercise

Objectives

- Describe various priority elements of the provisions within the rules that support further development initiatives by partner stakeholder.
- Apply the Nelson Mandela Rules (NMR) in various simulated context

Material

- Handout 2 – Prioritization Exercise (cut into slits of paper) – one pack for each group.

Step-by-step (session plan)

This exercise tends to be very interactive and sparks a lot of passion and enthusiasm. While each group is expected to articulate their final selections, the process of moving through the lists of articles is far more important. Facilitators are therefore required to wander around the room and listen into the debates, observing those who are passionate about certain elements of other elements. You will often observe that people will debate strongly depending on either interest or experience.

1. Instructions

Part 1

- Explain that there are 122 rules in the NMRs, each with a degree of significance that require attention.
- Ask participants how they would determine on which areas they should focus if deployed into a peace operation environment? (expected responses include, Mandate language, thematic areas mentioned, corrections work plan, prison support policy, national priorities, donor interests and agenda etc.).
- Within working groups, participants must agree on how to divide the list of provided activities into three categories according to the following priority:
 - › **Important**
 - › **Very important**
 - › **Extremely important**
- *Note:* the frame of reference for each participant will influence how much importance they place on each topic. Remind the groups to reflect all the sessions they have already taken in this training and attempt to do the exercise from a more global perspective rather than defaulting to their current positions in their home prison services.
- It's crucial that the groups debate, argue, discuss and reach consensus in their choices. They should aim to have equally many activities under each heading, putting them all under Extremely important is not giving those activities priority. At this point the lists are not in rank of priority in each category.

Part 2

- Once the groups have defined their 3 categories of priority, remove the activities under Important and Very Important and have groups focus only on the Extremely Important elements. The next task is to place the remaining activities in a rolling ranked list starting with the most important. Also, here the

group must have arguments for the choices and reach consensus within the group on their ranked list.

- Part way through this part of the exercise, you will likely find the crucial sustenance of life elements at the top of each of group's list (provision of water, provision of food, prevention of torture, basic health services). We would expect that these are at the top or very near the top and the placement is extremely logical (these are life and death elements). Remove these 4 elements from each group and instruct each group to now identify what they believe are the TOP 5 elements from their remaining list. Consider some variations to the exercise as noted below to make the exercise more exciting and challenging. Allow the groups to finalize their top 5 choices.

2. Debrief

- Ask the participants to explain how they categorized activities into priority areas.
- Special emphasis is laid on having participants articulate precisely how they took decisions, based on which factors they decided which activities are more or less important.
- **Key message:** There is no correct answer to this exercise. The purpose of this exercise is to see how the categorisation differs depending on the priority the participants have in mind (may be influenced by background, experience, post in home prison service, what they remember regarding priority activities in a Peace Operation etc.) when categorising activities.
- Participants need to be able to explain on what grounds they take decisions and be able to argue their standpoint towards the other groups with a view to preparing them for a situation in which they work with GPPs from different contexts with different priorities in mind. Facilitator should explore the first couple points on each groups' list.

Notes:

Below are some examples of options for the facilitator to choose from if they want to expand and prolong the exercise:

- ✓ Shift groups – one group continues the exercise with another group's initial list.
- ✓ Shift individual members in the groups. This will create new dynamics and other arguments (i.e. identify the leader / most vocal in each group and shift them. Example and rationale are provided below).
- ✓ Tell the groups there is no budget at all (they will receive NO FUNDING (i.e. is anyone looking at prioritization through the lens of resources or is it all based on ideals and see if this causes any last minute changes to the list – training and supporting policy develop is often cheaper than equipment, infrastructure and specialized services – unless those services are obtained through specialized NGO or existing government agencies).
- ✓ Provide a simple strategic plan from the prison service (i.e. a document focusing on the reduction of communicable disease in the prisons or more emphasis on enhancing security to reduce mass escapes and see if this results in any shifts in the existing lists in each group)
- ✓ Ask the groups to look at the list from the perspective of :
 - a) an inmate
 - b) a front-line officer
 - c) a prison director
 - d) an external inspection and see if this causes any last-minute shifts in the existing lists.
- ✓ Shifting the leaders / most vocal in the group: You have the option of shifting the identified leaders into different groups to finish the exercise. This can be done to significantly shift dynamics in the group in

order to: highlight the reality that when deployed to the field, we rarely get to control the agenda and we often time need to get onboard with the existing programme; and, to emphasise the importance of not being too rigid in our ideas and perspectives because there will be a significant degree of diversity, each with an equal voice on establishing priorities. After the completion of the exercise and during the debrief, ask those who were moved how they felt having to support the work of the existing group. As well, ask the group how they felt when a new member was given to them. Ask if the change in dynamics made any difference to their attempt to achieve the end of the exercise.

Conclusion

Objectives

- Review the central concept of the lesson.

Material

- Flipchart and markers or PowerPoint Presentation

Step-by-step

1. Wrap-up

Have the following key points on the flip chart or PowerPoint Presentation:

- Familiar standards from our own prison services are not likely to be applicable in a PO environment.
- National ownership is critical in achieving NMR standards. This requires positive relationships and elements that can work as a foundation for improving prison conditions.
- NMRs as safeguards benefit prisoners and staff as well as the legitimacy and professionalism of the prison service. Capacity to articulate “what is in it for me” to national prison officers: GPP will need to be able to deal with resistance of national counterparts and know how to convince them of added value of applying these NMRs by thinking of ways in which national counterparts benefit from applying the NMRs.
- GPPs will be required to prioritize objectives and activities with due consideration for mandate, prison support policy, workplans, national priorities and donor preferences.
- Need to STAY CREATIVE, PRAGMATIC AND FLEXIBLE and always remember what is in it for the national prison service.

Module 5: Nelson Mandela Rules

Session 2: Persons in Situations of Vulnerability

 1h 45 min

Overview

In prison settings, certain groups of individuals are considered vulnerable due to their heightened risk of suffering abuse, neglect, or violations of their rights. These vulnerabilities can arise from various factors such as age, gender, mental health, disability, sexual orientation, or previous trauma. Identifying and understanding these vulnerable groups is crucial for ensuring that prison systems uphold human rights and provide appropriate care and protection. Participants will be walked through a series of exercises to explore the special needs of various prisoner groups and understand the risks applicable to these groups, specifically in overcrowded and under-resourced prison contexts.

Learning objectives

By the end of the training, the participants will be able to:

- Define and assess the concept of vulnerability in the context of detainees, identifying and categorizing factors that increase or decrease their vulnerabilities.
- Identify, describe, and evaluate the special needs of detainees, and formulate strategies to address these needs effectively, thereby reducing vulnerabilities.
- Analyse and articulate the connection between the Nelson Mandela Rules (NMR) and the issues of vulnerability and special needs, demonstrating how these rules are applied to protect vulnerable detainees.

Exercises

- Vulnerability Walk
- Status Cards
- Language Signs

Handouts:

- Handout 1 – Vulnerability Walk Exercise
- Handout 2 – Status Cards Exercise: Profile Cards
- Handout 3 – Language Signs

Structure

- Understanding Persons in Situations of Vulnerability
- Vulnerability in a Prison Context
- Language Skills as a Vulnerability
- NMR Application – Advocating for Prison Populations
- Explore and Identify Relevant NMRs
- Conclusion

Understanding Persons in Situations of Vulnerability

Objectives

- Explore the general concept of vulnerability and special needs relevant in communities defined by conflict and post-conflict environments

Material

- Handout 1: Vulnerability Walk Exercise – Profile cards (cut into slits of paper)
- Scissors

Step-by-step (session plan)

1. Exercise: Vulnerability Walk

Instructions:

- Ask participants to line themselves up next to each other. Make sure the room is large enough so that every participant fits on one horizontal line, as well as there's enough space for them to make steps forward. Taking the exercise out of the classroom is another option.
- Provide each participant with a piece of paper describing one of the 23 profiles that you find on the next page. Ask them to read their profile without showing it or discussing it with their neighbours.
- Explain to the participants that they all received a profile of a different person who lives in a village, and that they need to put themselves into the shoes of the person whose profile they received.
- Provide more context on what life in this particular village is like. For example:
 - Society is mainly composed of two ethnic groups, and there are ongoing tensions overall in the country between these groups.
 - All police officers are members of the ethnic majority. There are rumours among the ethnic minority group that the police officers take advantage of minorities.
 - Apparently a 14-year-old girl from another village went missing after last seen in custody of the police.
 - There are clashes between the military and an armed group outside of the village.
 - Sometimes the armed group comes into the village, but the newspapers usually inform about upcoming attacks which allows residents to take precautionary measures.
 - Access to justice and human rights protection mechanisms are limited in this village.
- Explain to the group that they will now hear nine statements which instruct them to either take one step forward or backward. The participants, while putting themselves into the shoes of the specific villagers they represent, need to think about whether they agree or disagree with the statement. If they disagree, they must stand still, if they agree they must take a step forward/backward.
- Read the following statements to the participants:

1. Take one step forward if you are not afraid of being stopped by the police.
2. Take one step forward if you believe your human rights are protected by the police.
3. There has been a drought. Take 2 steps backwards if your livelihood depends on rainfall.
4. Take one step forward if you have had or will have opportunities to complete your education. Take a step back if you didn't/ won't.
5. Take one step back if you feel that you would not (do not) be safe if in prison, take one step forward if you would (do) feel safe.
6. Take one step forward if you can determine when and how many children you will have.
7. Take one step forward if you or your family stay informed about the security situation through the local newspaper. Take a step back if you can't stay informed.
8. Take one step forward if you can go to a party at a friends' house at night. If not, take a step back.
9. Take one step forward if you don't worry about having enough food to eat. Take a step back if you have to worry.
10. Take one step forward if your opinion is respected and has weight in the village where you live.
11. 2 steps forward if you are part of a social network such as a savings group, cooperative, Church group or other.
12. There is a pile of dishes to be washed. If you do not need to wash these dishes, take one step forward. Otherwise take one step back.
13. Take one step forward if you could get a bank loan to start a business if you wanted one. Take a step back if you couldn't.
14. Take one step forward if you are not in danger of being sexually harassed or abused. Take a step back if you are.
15. Your parents have died. If you think you will get a share in their property, take a step forward. If not, take one step back.

Notes

- ✓ It is part of the exercise to have participants find out themselves what major NMR theme is being explored - no need to announce them beforehand.
- ✓ Conduct the exercise without going into the concept of vulnerability or referring to the exercise as "Vulnerability Walk". Do make sure, however, that the concept of vulnerability (refer to explanations in debrief) is clear for you before carrying out the exercise.

2. Debrief

- At the end of the vulnerability walk, all participants find themselves in different positions (front/centre/back)
- Pick several participants to explain their specific profile - who they are. Make sure to ask specifically the ones who are farthest ahead (most powerful) and farthest behind (least powerful)
- Ask participants which characteristics increased vulnerabilities, which characteristics increased resilience? (Make sure some of the followings are included if the group does not mention them:
 - increased vulnerability: ethnic minorities, illiteracy and low education; disability, exposure to violence, being part of the LGBTQIA+ community, etc.
 - increased power/resilience: ethnic majority, literate/ higher education, physical strength, being in a traditional relationship/ family, political connections, being part of a social network, etc,

3. Wrap-up

- Wrap up with the following key messages:
 - Reiterate how villagers have different combinations of vulnerabilities.
 - Instead of using the term “vulnerable groups” it is important to talk about “people in vulnerable situations” or people who are at risk.
 - While it is generally understood that certain individual / environmental characteristics can put a person / group in a vulnerable situation (use examples from the exercise) we saw that the specific context in which the villagers live influences their exposure to risk / ability to cope with certain events.
 - Ethnic minorities/girls/farmers do not necessarily have to be vulnerable. It depends on the context and the specific risks that exist within this context that makes specific groups vulnerable. This is true in the village setting and in the prison setting, and therefore we need to be able to understand the context and the impact it will have on different individuals to ensure all basic needs are met and risks are mitigated.

Vulnerability in a Prison Context

Objectives

- Understand and be able to explain vulnerability in a prison environment.
- Identify and explain, in the first-person context, the specific needs of groups in vulnerable situations in the prison environment.

Material

- Handout 2: Status Cards Exercise: Profile Cards
- Scissors

Exercises

- Exercise “Status Cards”
- Exercise “The Other Language”

Step-by-step (session plan)

1. Introduction to concepts of vulnerability in prison context

- Explain the objectives of the following exercise to the participants.
 - The objective is to have participants apply the idea of vulnerability to the prison population, in consideration of the NMR's groups in vulnerable situations and special needs concepts. principle that the individual needs of prisoners, in particular the most vulnerable categories in prison settings, must be taken into account.
- Ask the following opening questions to participants to explore ideas of vulnerability and special needs:
 - Q 1: What is the difference between prisoners who are in a vulnerable situation and prisoners who have special needs?
 - Q 2: The NMRs reference the existence of groups in vulnerable situations (Rule 2 (2) – do all of these have special needs?
 - Q3: Is every prisoner with special needs considered to be in a vulnerable situation?
 - Q 4: If we address everybody's special needs, are these prisoners still vulnerable?

2. Debrief

- Ensure that the key messages below arise from the discussion after posing the following questions:
 - Q 1: *What is the difference between prisoners who have a vulnerability and prisoners who have special needs?*
 - › Vulnerability means you are at risk of a specific harm by someone (staff, prisoners, police etc.) or possibly something (policies). A prisoner's vulnerability may therefore create a special need.
 - › According to the NMR, these special needs must be addressed. By providing

for those special needs, you can decrease that vulnerability considerably. However, some vulnerabilities cannot be eliminated.

→ Q 2: *The NMRs reference the existence of the most vulnerable categories in prison settings (Appoint somebody to read out loud to the group Rule 2 (2)). Do the most vulnerable categories have special needs?*

- › The NMRs do not identify groups in vulnerable situations, however the NMRs reference special needs, for example prisoners with mental, intellectual, physical and other disabilities – NMR 5(2), 39(3), as well as prisoners with illiteracy and sensory disabilities NMR 55(2).
- › Rather than grouping people into fixed categories such as “vulnerable groups”, the NMRs teach us that we need to account for the specific needs of people that may require special consideration. Moreover, it is not regarded as discriminatory to promote the rights of prisoners with special needs, but a way to protect them.

→ Q 3: *Is every prisoner with a special need considered to be in a vulnerable situation?*

- › NMR may provide different human rights standards to safeguard these populations. However, as individuals they may have special needs (diet, health services, etc.). Not all those with special needs are at risk or should be considered vulnerable.
- › Only unaddressed needs generate vulnerabilities. Not every need creates a vulnerability.

→ Q 4: *Does every prisoner have special needs? Is hunger a special need? Do all women have special needs? For example, menstrual hygiene, is this a special need?*

- › 50% of the general population are women, of which those in childbearing age menstruate. With such a large population, one could also argue that menstrual hygiene is not a special need but rather a basic need. The basis for addressing basic needs in the NMR can be found in the Basic Principles of the NMR – Personal hygiene (rule 18,1). However, considering that the general prison population is male, and that on average only 5% of the prison population menstruates, it could also be considered as a special need for a specific section of the prison population (menstruating women).

3. Exercise: “Status Cards”

- **Explain** that the this exercise aims at exploring with participants the idea of vulnerability / at-risk in the prison setting.
- **Brainstorm** on concepts of vulnerability by firstly asking participants:
 - to share experience of prisoners in vulnerable situations
 - to elaborate on the specific challenges these prisoners encountered, and what factors caused these vulnerabilities.
- **Divide** participants into groups of 4-5 and distribute the cards (found in the corresponding folder).
- **Explain** the following rules:
 - DO NOT UNFOLD THE CARD. Only read the first statement on the card. Do not

disclose to your group what your card says.

- Imagine that you are the person on your status card.
- Reflect on the vulnerabilities and/or special needs. Focus on what difficulties you might experience as a prisoner.
- *Briefly* explain your situation and challenges within a prison context to the other members of your group, without disclosing your exact vulnerability.
- Let the group guess what your card says.
- Potential solutions: Discuss in the group the prison administration's role and potential solutions for the various vulnerabilities.
- Before opening the second part of the card, interrupt the exercise and ask one member of each group to present one prisoner profile's vulnerabilities/special needs and the specific solutions that the prison administration may take to address these needs.

4. Application of vulnerability in prison setting – intersectionality and multiple vulnerabilities

- Ask the participants to open the second part of their status card.
- Have groups reflect on the additional information provided, and to what extent the additional info presents strengthening factors or additional vulnerabilities.
- Take another tour around the tables and have participants present reflections. Re-discuss potential solutions and if it differs from the first round.

5. Conclusion

- While in plenary, **ask** a group to choose one character that had an increased vulnerability. Discuss what you can do when advising a prison administrator of such a case. Ask if anyone has other solutions.
- **Go around** the groups for more examples and repeat the same question on actions to support that prisoner.
- **Ask** an example of a character that had a “decreased” vulnerability.
- **Introduce** the idea of “intersectionality” to the participants by showing them the “Intersectionality” slide.
 - The term “intersectionality” refers to the interconnected nature of social categorizations such as race, gender identity, age, nationality, etc. These categorizations create overlapping and interdependent systems of discriminations or disadvantage but also of privilege and advantage.
 - The status cards exercise demonstrated how the second part of the card could create such intersectional identities with outcomes leading to more discrimination and disadvantages.

NOTE: The concept of LGBTQI+ is relevant in all prison contexts but might be less of a focus (for cultural/social/familiarity reasons) in some training and working contexts. Facilitators should introduce this concept to participants using the following guide and explore the relevance of LGBTQI+ within their professional spheres. Also find the common vulnerabilities this particular group experiences and the suggested safeguards of support.

Introduce the following concepts using the “Genderbread Person” image found in the “Resource Folder”:

- **LGBTQI+:** An initialism for lesbian, gay, bisexual, transgender, intersex, queer and other people with sexual orientations, gender identities and expressions and sex

characteristics that are perceived not to conform to social norms. These are terms that are frequently used internationally and in some (though not all) contexts. The terms people use to refer to their sexual orientation, gender identity, gender expression, and sex characteristics, and the ways in which they are discussed may depend on location, language, generation, and other cultural contexts. It is always important to respect the terms that people use to refer to themselves.

- **L is for lesbians.** A term to describe women who are emotionally, romantically, and/or sexually attracted to other women. Some non-binary people may also identify with this term. A lesbian can have any gender identity, gender expression, or sex characteristics. Used next to a noun *i.e. lesbian women*, and also as a noun *i.e. a group of lesbians*.

- **G is for gay.** A generic term to describe people who are emotionally, romantically, and/or sexually attracted to people of the same gender. While it is more commonly used to describe men, some women and non-binary people may also identify as gay. A gay person can have any gender identity, gender expression, or sex characteristics. Used next to a noun, *i.e., gay man*.

- **B is for bi/ bisexual:** A term to describe people who are emotionally, romantically, and/or sexually attracted to people of more than one gender. Being bisexual does not necessarily mean a person is equally attracted to all genders. Often people who have a distinct but not exclusive preference for one gender may also identify as bisexual. A bi person can have any gender identity, gender expression, or sex characteristics. Used next to a noun *i.e. bisexual woman, bi man*.

- **T is for trans/ transgender:** Describes people with a gender identity that does not align with the sex they were assigned at birth. Trans people may identify with gender identities such as man, woman, trans man, trans woman, transgender person, non-binary person, or with a wide range of other terms across different languages and locations. While some transgender people seek to modify their bodies with surgery or hormones and/or take other personal, social, or legal steps (the process of transition) to bring their body and gender presentation into alignment with their identity, others do not. A transgender person may have any gender expression, sexual orientation, or sex characteristics. Used next to a noun *i.e. transgender man, trans person*.

- **Q for queer.** Queer is an umbrella term used to describe a broad spectrum of non-normative sexual and gender identities. Some of these identities are sexual identities: bisexual, lesbian, gay, pansexual, etc. Some of these identities are gender identities: transgender, cisgender, non-binary, femme, gender flexible, etc. This term is sometimes used as a sexual orientation label or gender identity label used to denote a non-heterosexual or cisgender identity without having to define specifics. "Queer" is a reclaimed word that was formerly used solely as a slur but has been reclaimed by some members of the LGBTQIA community. Nevertheless, a sizable percentage of

people to whom this term might apply still hold 'queer' to be a hateful insult, and its use by heterosexual people is often considered offensive.

- **I for intersex.** A term that refers to people born with physical sex characteristics (such as sexual anatomy, reproductive organs, hormonal patterns and/or chromosomal patterns) that do not fit typical definitions for male or female bodies. These characteristics may be internal or external, may be apparent at birth or emerge from puberty, or not be physically apparent at all. There exists a broad and diverse spectrum of sex characteristics among intersex people. Intersex people may use the term in different ways such as "being intersex" or "having an intersex variation", or they may prefer not to use the term at all. An intersex person may have any gender identity, gender expression or sexual orientation. Used next to a noun *i.e. intersex person*.
- **A or Ace is for asexual.** A term that describes a person who does not experience sexual attraction. Some asexual people experience romantic or emotional attraction while others do not. Those who experience romantic attraction may also use terms such as gay, bi, lesbian, straight and queer in conjunction with asexual to describe the orientation of their romantic attraction. An asexual person can have any gender identity, gender expression or sex characteristics. Used next to a noun *i.e. asexual person*.
- **+ ("Plus"):** The plus symbol represents people with diverse sexual orientations, gender identities and expressions or sex characteristics that are perceived not to conform to social norms and who identify with terms other than lesbian, gay, bisexual, transgender, intersex or queer. There are many such terms which can vary across cultures, languages and demographic groups.
- **Cisgender:** Cisgender refers to people whose biological sex aligns with how that person identifies. For example, a person who is born with male reproductive organs and genitalia, is raised as a boy, identifies as a man and expresses himself masculinely will be "cisgender". The same is true of a person who is born with female reproductive organs, is raised as a girl, identifies as a woman and expresses herself femininely. Being cisgender grants many privileges. Cisgender people do not face the social consequences commonly associated with not being cisgender, such as discrimination and a greater risk of violence.
- **Homophobia:** Any form of prejudice or hostile attitude towards those who are attracted to people of the same gender. Homophobia may be targeted at people who are, or who are perceived to be, lesbian, gay, or bisexual and may manifest as exclusion, stigma, harassment, criminalization, discrimination, and/or violence.

- **Transphobia:** Any form of prejudice or hostile attitude towards transgender people, including denying their gender identity or refusing to acknowledge it. Transphobia may be targeted at people who are or who are perceived to be trans, and may manifest as exclusion, stigma, harassment, criminalization, pathologization, discrimination and/or violence.

LGBTQI+ Vulnerabilities:

- Lesbian, gay, bisexual, transgender, queer, and intersex individuals can face discrimination, harassment, and **sexual violence** in prisons due to their sexual orientation or gender identity.
- Transgender individuals, in particular, may face additional challenges if their gender identity is not recognized or respected by prison staff or fellow prisoners.
- They are at higher risk of **physical abuse**, social exclusion, and **segregation** from the general prison population for their own safety.

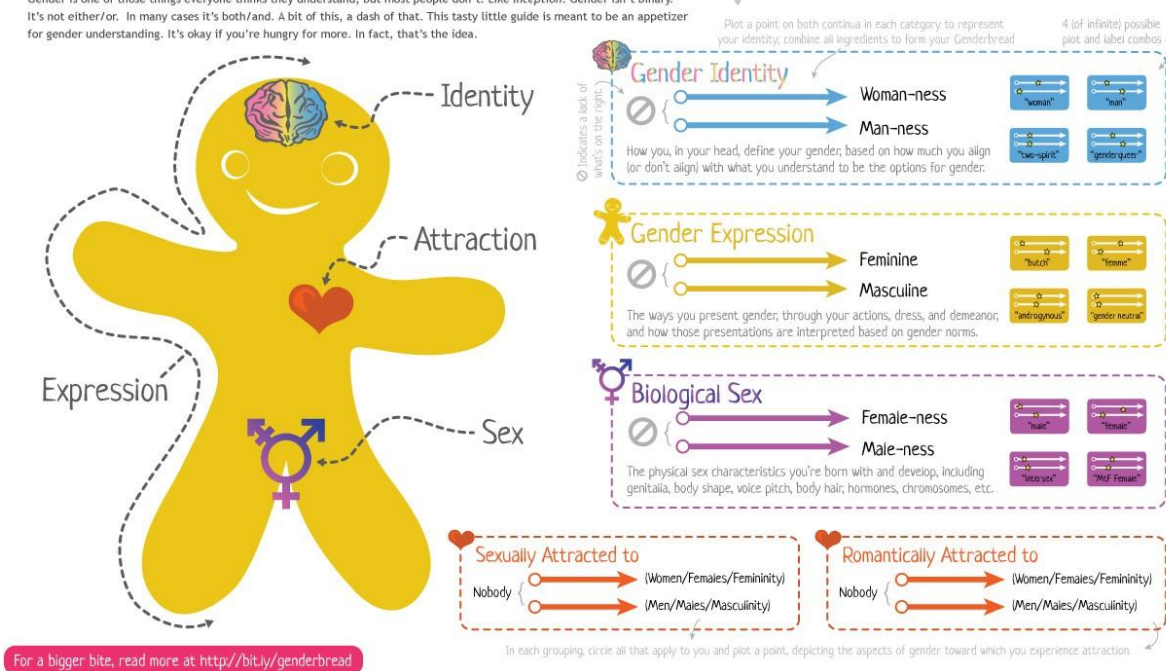
LGBTQI+ Safeguards needed:

- Policies that recognize and respect their gender identity and sexual orientation, access to hormone therapy or other gender-affirming care, and non-discriminatory practices.
- The provision of safe spaces or housing, separate from potentially hostile groups, and proper monitoring of harassment or violence.

The Genderbread Person v3.3

Gender is one of those things everyone thinks they understand, but most people don't. Like *Inception*, Gender isn't binary. It's not either/or. In many cases it's both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for gender understanding. It's okay if you're hungry for more. In fact, that's the idea.

by its pronounced **METROsexual**.com



6. Key Messages

- Highlight the following key messages to the participants:
 - It is important to advocate for the protection of all prisoners within the prison walls, certain individuals and populations are more at-risk / vulnerable to abuse and ill-treatment than others.

- Thorough analysis of needs and vulnerabilities is necessary as NMRs do not have a clear and comprehensive outline of special needs and factors of vulnerability. Rule 2.1 indicates various factors that can lead to discrimination - and therefore, to potential special needs (race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth) leaving open “or any other status”. As the exercises before show, these need to be assessed in the context, as sometimes a whole group of individuals is affected in a similar way and sometimes there are individual factors that increase/ decrease vulnerability of individuals and/or groups.
- The NMRs also identify categories of prisoners that have special needs due to this specific category (Prisoners under sentence; Prisoners with mental disabilities and/or health conditions; Prisoners under arrest or awaiting trial; Civil prisoners; Persons arrested or detained without charge). In this case the NMRs establish specific types of care/ treatment for those groups, which may need to be supplemented by other actions to address intersecting needs/ vulnerabilities of a specific individual.
- Refer to NMR’s idea that we need to provide equitable treatment to prisoners as we should take into consideration their individual needs. Make a reference to the “persons-on-boxes” slide, and the idea that Equal and equitable treatment are two distinctly different concepts.
- The NMRs emphasize the need to provide equitable treatment to prisoners by taking into consideration their individual needs. Equitable treatment ensures that each individual receives the necessary support to achieve similar outcomes, rather than giving everyone the same level of support regardless of their unique circumstances.
- Human rights and international law play a crucial role in this context. Ensuring equitable treatment within prisons is not only a matter of policy but also a fundamental human right. International human rights laws mandate that all individuals, including prisoners, must be treated with dignity and respect, and their unique needs must be addressed to protect them from discrimination and ensure their well-being. Upholding these principles helps create a fair and just environment within the prison system, aligning with the broader goals of human rights and international law.

Language Skills as a Vulnerability

1. Exercise “4 Signs in 4 Languages”

Objectives

- Explore language and literacy as a source of vulnerability in prisons

Material

- Handout 3 Language Signs
- Tape or blue tack

Step-by-Step

1. Introduction:

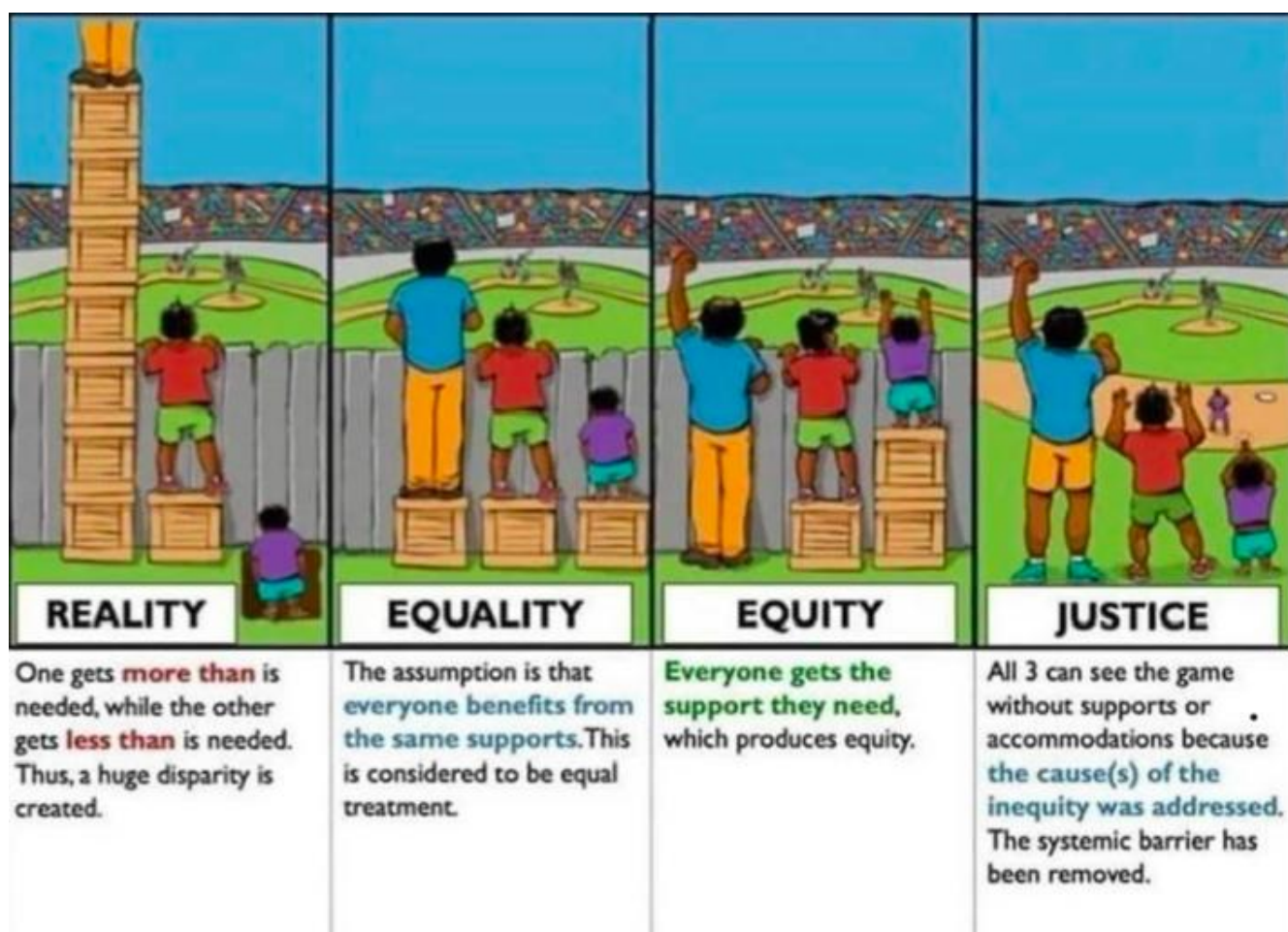
- Vulnerability isn't always the result of sex, gender, disability etc. In many cases vulnerability is the result of language and language skills, whether illiteracy or foreign language. Unfortunately, the lack of language comprehension (due to speaking a different language) and illiteracy is a reality in many prison contexts. Therefore, written rules and in some cases spoken directions are not always understood resulting in frustration, anger and sometimes harsh discipline.

2. Instructions

- Print the “4 Signs in 4 Languages” document located in the recourse folder. You will have one word printed on each paper. Stick the papers to the wall.
- Use understandable signs. Tell some of the participants that they are inmates and simply have to follow the instructions on where to go. Give the instructions in a language that none of the acting participants is likely to understand.
- Do the same and give instructions in an understandable language but change the signs to the signs in different languages.

3. Debriefing

- **Explain** that the lack of fluency in the local language can cause a number of issues: inmates may be confused, may seem to ignore or disregard the prison officer's instructions which could expose them to punishment, they may have issues socialising with other inmates, as well as expressing their needs.
- **Note** that the lack of understanding of the local language is a typical example for a vulnerability that can easily be reduced by addressing the special need that arises from this vulnerability: the need for translation. If all communication to the prisoners is translated in a language they understand, the vulnerability factor is effectively addressed.
- **Highlight** that a special need like translation is not necessarily a cause for vulnerabilities. Only unaddressed needs generate vulnerabilities.
- **Point out** that ensuring that inmates understand the language used within the prison is essential for safeguarding their human rights, including their right to fair treatment and protection from discrimination.
- **Show** the following PowerPoint slide to the participants:



4. Key Messages

- **Explain** that the slide shows the different approaches to addressing inequalities. According to the NMR, special needs must be considered and addressed, and it is not considered discriminatory to do so, in fact, it is understood as your responsibility. Addressing the special needs of certain people within the prison population is an example of equitable treatment (equity picture): Everyone gets the support they need, which produces equity, and reduces vulnerabilities.
- **Point out** that equal treatment (equality picture) means that everyone is receiving the same support, irrespective of their needs which may be different.
- **Highlight** that, in both equal and equitable treatments, the same number of resources are used to provide accommodations and support to the people watching the game. To provide equitable treatment, the boxes are unequally distributed to provide those in need with more support.
- **Bring the participants' attention to the fact that** addressing the root cause of the vulnerability and reducing that cause would lead to justice because the cause of the inequity was addressed. While this situation would be ideal and sustainable, it is often more difficult and requires long-lasting engagement to remove structural barriers and inequalities.
- **Note** that ensuring equitable treatment within prisons is essential for upholding human rights, as it recognizes and addresses the diverse needs of individuals, ensuring that everyone has an equal opportunity to exercise their rights and live with dignity.

NMR Application: Advocating for Prison Populations

Objectives

- Explore, through a specific role play, ways of advocating for the protection of prison populations / prisoners with specific health vulnerabilities.
- Understand competing values and priorities amongst international entities and explore partnerships that can strengthen safeguards to health vulnerabilities both within and outside prison environments.

Material

- None required

Step-by-step (session plan)

1. Exercise: Role Play Instructions

- **Explain** the following scenario to the participants:
 - The participants are International Corrections expert deployed to UNAC. They receive information an X-ray machine will be donated to the Carana Ministry of Health through an international initiative to improve Carana's capacity to address the increasing number of Tuberculosis-cases in Galasi.
 - You are aware of the fact that there is already an X-ray machine in the central hospital in Galasi. You are deployed as a International Corrections expert mentor and advisor to Galasi Central prison, which does not have access to any X-ray machines, but has had cases of Tuberculosis in the past. The prison is struggling with overcrowding and preventing escapes of high-risk prisoners.
 - The Head of Corrections asks you to participate in a meeting between a representative of Carana Ministry of Health and an international staff member from OCHA. The Corrections Component's goal is to install the X-ray machine directly in the Central Prison, rather than in the Central Hospital of Galasi, to ensure prisoners have access to this service.
- **Request** two facilitators to take on the roles of the representative of the Ministry of Health and the representative of OCHA for this exercise. Have them slip into the roles of these two representatives by following the instructions as described below:
 - **Instructions for the representative of the Ministry of Health:**
 - › While your main interest is the improvement of the health sector in Carana, you are worried about the level of security in the city. There have been recent unrests in the city due to the community's frustration with their access to healthcare and the level of services provided in the central hospital.
 - › The Minister of Health recently announced that the X-ray machine would improve the Central Hospital's infrastructure. However, you are also aware that previous disease outbreaks in the prison have spread into the city.
 - **Instructions for the representative of OCHA:**

- › You have negotiated with the Minister of Health that the X-ray machine will be placed into the Central Hospital as this will significantly improve the community's access to radiology services, as so far there are only three other machines available.
- › The role of this actor is to show participants that competition exists between different UN agencies on the distribution of funds, and that there are a lot of different needs (security, health of community, health of prisoners) to be considered simultaneously.
- › This actor's attitude can be played out as difficult to highlight the difficulties of working as "One UN". This representative also wonders why the prison population should receive a service that the rest of the community who is innocent and hasn't committed any crimes hardly has access to.

2. Key Messages

Ensure the following points are highlighted to the participants:

- The International Corrections expert must be prepared to address the common misconception that if services don't exist in the community for certain groups, why should they be provided for in prisons.
- Services in prison need to be on par and equitable to what is offered as services in the community. The state has accepted the responsibility of care and custody of people in the ward. For example: If Tuberculosis (TB) screening doesn't exist in the community, why do it in the prison? Firstly, because people in prisons are more vulnerable to TB, and in addition, the state has a heightened responsibility to prisoners because they are in their sole custody. By the nature of putting people into prison we have a responsibility to care for these.
- Prisoners, while being incarcerated, continue to be members of the community, and eventually will return to living within the community. According to the NMRs, they should be treated in a way that facilitates social reintegration, not create further disparities.
- A malfunctioning prison can also become a starting point of infectious and other diseases which can expand to the rest of the population, either while incarcerated or when released from custody.
- Providing adequate services in prisons is also a matter of human rights. International human rights laws and standards, such as the Universal Declaration of Human Rights and the Nelson Mandela Rules, affirm that prisoners retain all human rights except those necessarily limited by the fact of incarceration. This includes the right to the highest attainable standard of physical and mental health. Ensuring that prisoners receive proper care and services upholds their human dignity and aligns with the state's duty to protect and respect human rights for all individuals under its jurisdiction.
- Refer to following quote by Nelson Mandela: "It is said that no one truly knows a nation until one has been inside its jails. A nation should not be judged by how it treats its highest citizens, but its lowest ones."

Explore & Identify Relevant NMRs

Objectives

- Explore relevant NMR with respect to vulnerable prisoner groups

Material

- Nelson Mandela Rules
- Handout 2: Status Cards Exercise: Profile Cards

Step-by-step (session plan)

1. Instructions

Participants will explore the NMRs and identify relevant rules / sections / principles as a means of familiarization with the rules.

- Assign specific types of needs that can increase vulnerability using those from the examples of the *Status Card handout*, to each group and have participants discuss how the NMRs specifically apply to that group.
- Ask the participants to identify the articles that applied from the NMR.

2. Debrief

- Key message: The Mandela Rules apply to all persons regardless of vulnerabilities / needs identified. In some cases, parts of the NMRs apply more specifically (pregnant women / separation of categories) are intended to protect those groups identified as more vulnerable in a typical male prison environment.
- Note: please find below for facilitator's reference the common prisoner groups, their common vulnerabilities in prisons and special safeguards suggested in the context of the NMRs. This list is not exhaustive but should have been discussed during previous exercises.

1. Women and Girls:

- Vulnerabilities: Women are often in a minority in male-dominated prison populations, which can expose them to increased risks of gender-based violence (GBV), sexual abuse, and harassment. They may also face issues like lack of gender-sensitive facilities, inadequate healthcare (including reproductive health), and insufficient trauma support for survivors of sexual violence. Female prisoners may have specific needs related to pregnancy, childbirth, and childcare.
- Special Safeguards: Gender-sensitive policies, separate housing from men, access to sexual and reproductive health care, and support for survivors of violence.

2. Youth (Juveniles)

- Vulnerabilities: Juvenile prisoners are often vulnerable to physical, emotional, and psychological abuse due to their age and immaturity. They may be subjected to **bullying** by older prisoners and may lack the maturity or life experience to protect themselves. Juveniles may also be at a higher risk of

psychological harm from being incarcerated in adult prisons, where they are exposed to violent or harsh conditions.

- Special Safeguards: Specialized juvenile facilities or separate wings within adult facilities to ensure they are not exposed to adult offenders. Programmes that focus on education, rehabilitation, and mental health care tailored to young people. Strong emphasis on protection from physical and sexual violence.

3. Individuals with Mental Illness and Disabilities

- Vulnerabilities: Prisoners with **mental health conditions** or **disabilities** may struggle to understand or navigate prison rules and routines, increasing their vulnerability to exploitation and neglect. They are at increased risk of **self-harm**, abuse by other inmates, and lack of access to adequate medical care and treatment. Mental illness and disability may also lead to **discrimination** or **segregation** within the prison, further exacerbating their vulnerability.
- Special Safeguards: Access to mental health care, therapy, and treatment, including medication. Staff training to recognize and accommodate mental health and disability-related needs. The provision of **accessible facilities**, and protection from violence and mistreatment by other prisoners or staff.

4. Elderly Prisoners

- Vulnerabilities: Older prisoners often face **physical frailty** and are more vulnerable to health complications, such as chronic diseases, mobility issues, and mental decline. They may be subject to **elder abuse** by other prisoners or prison staff and often do not have access to the specialized care they require. The physical and social environment in prisons may not be designed to meet the needs of aging individuals, such as poor accessibility and lack of healthcare.
- Special Safeguards: Provision of **geriatric care**, specialized medical services, and physical accommodations to meet the needs of elderly prisoners. Protection from physical abuse and the implementation of programmes that cater to the social and psychological needs of older prisoners. Consideration of alternatives to incarceration for elderly individuals, particularly for those with serious health conditions.

5. Pregnant Prisoners and Mothers

- Vulnerabilities: Pregnant women in prison may face inadequate **medical care**, **nutrition**, and **sanitation**, which can endanger their health and that of their unborn children. Mothers who are incarcerated with their young children may face challenges in maintaining **family bonds** or providing adequate care for their children in a prison setting.
- Special Safeguards: Access to adequate **prenatal and postnatal care**, nutrition, and appropriate housing. Policies that allow women to care for their children in prison or facilitate **alternatives to incarceration** for women with young children, when appropriate.

6. Persons subject to political persecution and arbitrary detention

- Vulnerabilities: Political prisoners or those detained arbitrarily may face **isolation**, **torture**, or **harassment** based on their political beliefs, ethnicity, or religion. They may also be denied basic legal rights, such as access to a fair trial, and could be at risk of **targeted violence**.
- Special Safeguards: Legal protections that ensure access to **legal representation**, **fair trials**, and **freedom from arbitrary detention**.

Monitoring and oversight by international bodies to ensure political prisoners are not subjected to mistreatment or inhumane conditions.

Conclusion

Objectives

- Reiterate key learning points that have been identified in the session.

Material

- None required

Step-by-Step

- Wrap up the key messages from the last lesson on vulnerability. Answer questions if needed.
- Key Messages for the whole session:
 - Re-read Basis Principle: rule 2(2)
 - Prisoners are individuals and each may have special needs
 - Special categories do not necessarily equate to special needs
 - Those with special needs aren't necessarily at-risk or vulnerable.
 - Those who are at-risk or vulnerable have special needs and if we can address the needs, we may reduce the vulnerability but perhaps not eliminate altogether.

Module 5: Nelson Mandela Rules

Session 3: Prisoner File Management

 1h 30 min

Overview

Prisoner file management is a critical aspect of prison administration that plays a fundamental role in ensuring the effective and humane treatment of prisoners, while also maintaining operational efficiency, accountability, and compliance with legal and human rights standards. Proper prisoner file management involves the systematic collection, organization, and tracking of information related to each inmate's personal data, legal status, medical history, behaviour, rehabilitation progress, and other important records. In most developed contexts, maintaining a prisoner file management system is well resourced however, in an overcrowded and under-resourced environment with unreliable electrical grids and ill-trained personnel (in some cases illiterate), basic prisoner file management is a challenge. This session explores the human rights standards applicable to the importance of prison file management.

Learning objectives

By the end of the session, the participants will be able to:

- Explain the importance of prison file management as a safeguard to all /detainees and prisoners.
- Identify the various elements required, at minimum, for an effective prisoner file management system.
- Support the creation of a “low-tech” prisoner file management system in a complex environment

Exercises

- Prisoner File Management Competition

Handouts

- Handout 1: Incorrect Prisoner Register

Structure

- Introduction to NMR Session 3 & Prisoner File
- Conclusion

Introduction to NMR Session 3 & Prisoner File

Objectives

- Apply the Nelson Mandela Rules (NMR) in various simulated contexts

Material

- Flipchart and markers
- Handout 1, Session 3, Incorrect Prisoner Register
- 4-5 different sound creating objects, bells, instruments (optional)
- Candy or other small prizes
- Pens with as many colours as there are groups competing (or just use numbers to identify different groups answers).

Step-by-step (session plan)

1. Introduction

- **Establish** the relevance of the topic by asking the participants the following questions:
 - What is the purpose of prisoner file management and why it is important?
 - What are the challenges in prisoner file management?
- **Ask** the participants and note down their responses on a flipchart either in individual groups or in a large plenary group. Save the debrief to the end of the session for a summary debrief.

Expected answers:

- **What is the purpose of prisoner file management and why is it important?**
 - › Accountability / Transparency / Protection – helps establish legitimacy, promotes professionalism, safeguards against ill-treatment and disappearances.
 - › Ensures legal and human rights compliance (legal documentation / monitoring of conditions and treatment)
 - › Facilitates effective rehabilitation and reintegration
 - › Improves security and risk management
 - › Enhances prisoner health and medical care
 - › Supports fair and transparent decision-making
 - › Promotes Administrative efficiency
 - › Know the prison population, who is there, who should be there and why?
 - › Be able to track and support judicial processes to address Arbitrary and Prolonged detention.
 - › Enables accurate reporting and statistics - helps prison leadership with their building business case for budgeting (staffing, prisoner services, infrastructure, maintenance etc.)
 - › Supports categorization, classification and separation of categories (high-risk, low-risk, special needs, short sentence, long sentence etc).
 - › Helps identify and accommodate special needs
 - › Helps establish sentence plans for prisoners
 - › Protects against disappearance, abuse and torture
 - › Can support decongesting overcrowded prisons

- › In in over crowded and under resourced prison environments it can help establish work-plan priorities for nationals and the corrections component.
- **What are the challenges in prisoner file management?**
 - › Resource Constraints: Many correctional facilities may lack the resources (trained competent staff, technology or access to simple paper ledgers, time) to maintain accurate and up-to-date records.
 - › Data Privacy and Security: Ensuring the confidentiality of sensitive prisoner data is essential to prevent unauthorized access or misuse of personal information.
 - › Technological Integration: paper-based systems vs digital systems (both have significant deficiencies in overcrowded and resource poor environments. Record accessibility, organization, and protection is a significant challenge with paper-based registries.

2. Exercise: Prisoner File Management Competition

- Instructions:
 - **Prepare** an “incorrect prisoner register” based on the template in the recourse folder, make the register incorrect but not all wrong. Print one copy for each team.
 - **Divide** the participants into groups of 4-5.
 - **Have each of them bring** their copy of the NMR with them for the debriefing part.
 - **Bring** them to the front of the classroom or place them in different corners (the point is to get them to stand up at the same time that everyone should be able to hear well and get that competitive feeling).
 - **Give** each group a bell (or something else that they can call on everyone's attention with, preferably with different sounds so you can tell who called first. One way is to assign them animal sounds, like dog, cat and chicken).
 - **Tell** the participants it is a competition and that they are supposed to identify errors in the “poorly drafted registry”.
 - **Distribute** the incorrect prisoner file to each team. Once they have identified an error, they are supposed to call for attention with their “bell”. The team that is fastest gets to give one error (which they also need to motivate/explain as well as propose a suitable correction/solution but not until the debrief).
 - **Circle** identified errors on a separate sheet with different colours for each team. This part of the competition should be quick like a brainstorming activity.
 - Once no more errors can be identified or that 5 minutes have passed, **move** to the second part of the game by asking the team that identified an error to “motivate/explain as well as propose a suitable correction/solution”. If the answer is good, the team receives a point if the answer is wrong then another team can steal the point by giving a correct answer.
 - **Count** the points and pronounce the winners. Hand out a price (one candy to each in the winning group?), if you'd like.

3. Debrief

- While the participants are still standing, **ask** them to open their copy of the NMR.
- **Have them read** through NMR 6-10.
- **Lead** a discussion on the content of prisoner file management in general. Highlight relevant rules linked to the errors / gaps in the exercise.
- **Explore** the difference between Rule 7 (rules applied at point of admission) and 8 (broader rules that apply over the period of incarceration – what needs to be included into the file

management system), discuss the impact file management has on transparency and trust for the prison and describe the consequences of poor transparency and the consequences in a wider societal context.

- **Return** to flip charts from the opening discussions, review the responses from participants. Ask if they want to add or omit any previous points noted based on the exercise and debrief of the exercise.

Conclusion

Objectives

- Reiterate key learning points that have been identified in the session.

Material

- None required

Step-by-Step

1. Wrap up

Wrap up the key messages from the last lesson on prisoner file management. Answer questions if needed.

- **Highlight** the elements found in the NMR under “Prisoner File Management.” (Rules 6-10 Summary):
 - By maintaining accurate, up-to-date, and accessible records for each prisoner, authorities can better track the status of their rehabilitation, health, security needs and well-being
 - Standardized system (electronic or paper – and protect the information)
 - Commitment orders (warrants) require critical information that must be present
 - Information must be updated in the prisoner file management system (i.e. court dates, injuries, behaviour / discipline etc.)
 - Information must be confidentiality (protected yet prisoner should be given access to their information)
 - Used to support statistics, build business cases, identify trends
 - Enhances decision-making, and ensures that resources are allocated appropriately based on the needs of the prison population
- **Conclude** by stating the following:
 - **Prisoner file management** is not just a bureaucratic function; it is integral to the effective functioning of the prison system, the protection of human rights, and the successful rehabilitation and reintegration of prisoners into society. Proper file management ensures that prisoners receive fair treatment, adequate care, and the opportunity for rehabilitation, while also supporting security, transparency, and accountability within the prison system. By maintaining accurate, detailed, and accessible prisoner records, correctional facilities can improve their overall effectiveness and ensure that justice is served in a humane and efficient manner.

Module 5: Nelson Mandela Rules

Session 4: Risk, Needs & Categorization

 3h 15min

Overview

The purpose of risk, needs, and categorization in prisons, when aligned with human rights standards, is to balance the need for effective prison management with the fundamental rights and dignity of incarcerated individuals. While the primary goal is to ensure public safety and reduce recidivism, it must also be done in a manner that respects the human rights of prisoners, including their right to be treated with dignity, access to rehabilitation, and protection from unnecessary harm or abuse. While considered a fundamental aspect of basic prison management, many overcrowded and under-resourced contexts struggle to conduct individually tailored risk assessments (based on limited information) resulting in a blanket over-designation of risk resulting in harsh, restrictive regimes if resources exist (for categorization) which infringes heavily on the rights and dignity of prisoners. Yet on the contrary, if risk and needs assessments and categorization are not conducted responsibly, high-risk / security prisoners may be a threat to the general prison population and the general public in cases of escape. Therefore, this session is intended to have participants explore the purpose and variations of risk and needs assessment, aligned with human rights standards.

Objectives

By the end of the session, the participants will be able to:

- Articulate the importance of risk and needs assessment
- Identify possible opportunities to the risk and needs assessment process
- Apply the Risk/Needs assessment classification in a prison context

Exercises

- Allocation
- Risk/Needs Assessment

Handouts

- Handout 1 – Case Study
- Handout 2 – Prison Register
- Handout 3 – Official Definition of the Risk, Need and Categorization, UNODC Handbook
- Handout 4 – Risk Assessment Tool from MINUSCA
- Handout 5 (FR): Risk and Needs Assessment in CAR (applicable in French training)

Structure

- Introduction
- Case Study: Allocation Exercise
- Risk/Needs Assessment
- Exploring NMRs
- Conclusion

Introduction

Objectives

- To introduce the concept of risk and needs assessment as a valuable management tool
- To identify various tools that can be used to support the implementation of risk and needs assessment in prison environments.

Step-by-step (session plan)

- Summarize the following elements of the introduction on risks and needs:
 - The purpose of this session is not to make you experts in Risk and Needs assessments but rather to orient you to some basic principles that will be useful in supporting national prison services in basic prisoner population management in an under-resourced and extremely over-crowded context.
 - Many of you may be familiar with or have worked with risk assessment tools in your prison service. In fact, everyone assesses risk on a daily basis, either formally or informally. This is especially true when working in a prison, and especially if you have daily interaction with prisoners. Often you are making risk-based decisions and assessing the degree of risk that particular prisoner or group of prisoners poses to you – in terms of possible harm to you.
 - The objective of this session is to explore the role of and importance of risk and needs assessment in relation to prisoner population management to enhance a secure environment with the purpose of keeping staff and prisoners safe and allowing the daily services and programmes to take place.
 - Many risk and needs assessment tools exist in most prison environments either formally or informally. Each should be contextualized and provide information in the various types of risk that one may want to identify.
 - In this session we will not practice conducting risk and needs assessments, however, we will discuss the importance of such assessments, their strengths, challenges, and opportunities to support prison management. We will also explore the importance of such assessment as defined in the NMRs.
 - There are plenty of assessment samples. We will show you complex and simple assessments that can be adapted in partnership with the national prison authority. For more in-depth information on Risk and Needs Assessments, please refer to UNODC handbook on Classification of Prisoners.

Case Study – Allocation Exercise

Objectives

- Articulate the importance of risk and needs assessment.
- Apply the Risk/Needs assessment classification in a prison context.

Material

- Handout 1 – Case study, Allocation Exercise
- Handout 2 – Prison Register
- Handout 3 – Official definition of the Risk, Need and Categorization, UNODC Handbook

Step-by-step (session plan)

1. Instructions

- **Prepare** Handout 2 – Prison Register – prior to the exercise by updating release dates. The Handout is the same that is used in NMR Session 3.
- **Task** the participants in groups to separate / allocate the prisoners in four separate accommodations, based on the case study (Handout 1).
- **Ask** the participants to read the case study and separate the inmates from Handout 2 into the 4 different areas available in the prison.
- **Ask** them to explain why they separated and classified the way they did.
- **Distribute** Handouts 1-2: Separation of Categories / Allocation
- This is a registration / Risk-needs assessment Excel sheet with 29 names indicating risk, sex, age, disabilities, convicted or Pre-trial, education, drug dependence/treatment needs etc.

2. Debrief

- Ask each group to articulate their choices (rationalize why they chose to make the grouping they did).
- Ask the participants to highlight the different perspectives of each category and the possible impact.
- Each groups consider the same exercise but from the perspective of the prison director.
- Did the groupings change, or did they remain the same from their original choices?

Risk/Needs Assessment

Objectives

- Articulate the importance of risk and needs assessment
- Explore the type of information required for an effective risk and needs assessment

Material

- Handout 3 – Official definition of the Risk, Need and Categorization, UNODC Handbook
- Handout 4 - Risk and Needs Assessment in CAR
- Handout 5 (for French trainings only)

Step-by-step (session plan)

1. Q&A

- **Ask** the participants the following questions either in a larger plenary or in individual groups and have groups record their responses:
 - **Q. What is risk assessment in a prison context?**
 - › **Expected response:**
 - › Assessing risk (any type of risk other than the risk to reoffend if release) is a fundamental component to prisoner population management. Understanding those prisoners who may pose a threat to the safe and secure prison environment allows for preventative measures. Preventative measures may be as simple as separation from the broader prisoner population within a prison or if resources allow, housed in a prison whose security regime allows for higher-risk offenders. Variations of risk can also trigger different support services for the prisoner (i.e. risk of self-harm or suicide requires social work, psychological or psychiatric support; risk of negative institutional adjustment may require similar cognitive / behavioural support; in places of low resources risk can be mitigated by taking away opportunity to act on the risk - placed in a specific area of the prison and have access to specific staff if the risk of escape is high).
 - **Q. What types of risk and needs do you think are important to assess in the prison context and why?**
 - › **Expected response:**
 - › Risk: Escape risk from prison, escape risk during transport, risk of recidivism if released, risk of harm to staff, risk of harm to other prisoners, risk of self-harm and/or suicide, risk of harm to spouse or kids, risk of violence in prisons, risk of being radicalised etc.
 - › Needs: prison services and prison programmes i.e.: vocational, educational, health, deradicalization, spiritual guidance, substance abuse, pregnancy, interpreter, contact with family, contact with consulate, diet, mental illness
 - **Q. What type of information would you want to have to conduct a relevant risk / needs assessment (have your group chose which type of risk you are referring to)?**
 - › **Expected Response:**
 - › Type of Information: past behaviour and circumstances around that behaviour (previous offences, past poor decisions, impulsiveness etc.) -

information that can be used to create the foundation for continued risk assessment as well as information that can be used to support a needs assessment (leading to sentence planning - programs / services and reintegration).

- **Q. Refer to previously flipchart and ask the participants where they can find the sources for the information.**
 - › **Expected Response:** police, family, employer, friends, religious institution, ministry of health, educational institution, the prisoner themselves.
- **Q. Given that information will be challenging to get, what do you think is the most important piece of information to get in order to make a determination on risk?**
 - › **Expected Response:** Responses may vary and ask participants to explain why they chose what they did. FYI: in its most basic form, past behaviour can be a good predictor of future behaviour. However, the more information you have regarding the past behaviour (internal / external influences) the more accurate the predictor will be.

Notes:

- ✓ See Handout 3: Official Definitions of Risk, Need and Categorization taken from the UNODC Handbook.

Exploring NMRs

Objectives

- Understand the linkages between Risk and Needs assessment and human rights standards found in the NMRs
- Find relevant NMRs to support the use of Risk and Needs assessments in prisons

Material

- Nelson Mandela Rules
- Flipchart and markers

Step-by-step (session plan)

1. Exploring relevant NMRs: Exercise

- In their groups, **ask** the participants to find and discuss amongst themselves the relevant NMRs in respect to Assessments / Classification. Ask them to find the relevant NMR related to the topic.
- **Give** them 20 minutes to find the correct NMR.

2. Debrief

- If participants are unable to find the relevant NMRs, direct them to NMRs: 11, 59, 89 & 93.

3. Discussion

- **Ask** the participants the following questions:
 - **Q. What is typically the most challenging aspect of conducting risk and needs assessments in any environment?**
 - › **Expected Response:** Accurate Information. Assessments can be done formally or informally but the key to any assessment is the information used for the assessment. The better the information, the better the assessment will be. However, it is often difficult to get good information, even if it exists. Ministries tend to operate in silos and are not accustomed to sharing information. For some, information is power. In other cases, prisons may not be viewed as reputable in protecting information or may not been viewed as legitimate professional partners in the criminal justice system. There are many reasons why information isn't shared and GPP should ensure that there is an adequate information flow to ensure that good risk and needs assessments can be conducted and used.
 - › A great source of information is the «social inquiry report». This report is intended to inform both the judiciary with information that should be taken into consideration during the judicial process but is also extremely valuable for prison authorities to understand better many of the social and environmental factors that influence the offender. Reference to the social investigation report can be found in the Tokyo Rules (for Non-Custodial Measures).
 - **Q. What are the implications of assessing risks and needs of prisoners in over-crowded and under-resourced environments? Why measure at all? Have**

participants flip chart their responses and debrief in plenary (link to rudimentary classification / separation and rehabilitation)

- › **Expected Responses:** Separation of categories based on risk and needs; used to make arguments to decongest (low-risk / short-sentences be moved onto non-custodial sentences); build prisoner services and programs around identified needs and risks; despite not having resources and services in some environments, the assessment can be used to build convincing business cases to influence the need for increased resources and personnel, etc.

Conclusion

Objectives

- Highlight the key points of the session.

Material

- Flipchart and markers or PowerPoint Presentation

Step-by-step (session plan)

- **Wrap up** the session with the following key messages:
 - The purpose of risk, needs, and categorization in prisons within human rights standards is to create a system of classification that respects the fundamental rights and dignity of prisoners while achieving the goals of public safety, rehabilitation, and reducing recidivism. These practices, when designed and implemented in accordance with international human rights norms, ensure that prisons are not just punitive institutions but also places that facilitate rehabilitation and prepare individuals for successful reintegration into society upon release. By adhering to human rights standards, the prison system can help break the cycle of crime and contribute to a more just, fair, and rehabilitative criminal justice system.
 - Risk and needs assessments are not possible without proper prison registers
 - The quality of risk and needs assessment depends on the quality of information that can be obtained/found (limited information on the prisoner will result in a weak assessment and predictor of risk)
 - Many risk and needs assessment structures exist and can be used with minor modification (i.e. UNODC / example from MINUCSA)

Module 5: Nelson Mandela Rules

Session 5: Institutional Personnel

 1h 45min

Overview

Institutional personnel in the prison system, including correctional officers, administrators, healthcare professionals, and educators, play a crucial role in ensuring that prisoners' rights are respected and that prisons operate in accordance with human rights standards. The NMRs provide a framework of guidelines aimed at ensuring the humane treatment of incarcerated individuals, as well as improving prison conditions worldwide. The role of institutional personnel is central to the successful implementation of the Mandela Rules, as these rules place a strong emphasis on the behaviour and responsibilities of prison staff, requiring them to not only follow legal standards but also adopt a culture of human rights within the correctional environment. Unfortunately, in many of our working environments, prison services have either transitioned from former paramilitary or police entities or still remain as such. In some cases, very little investment in the prison service results in poorly paid positions with little established criteria to become a prison officer and in still other scenarios, the country Disarmament Demobilisation Reintegration strategy results in the integration of former combatants into uniformed occupations, including into the prisons (i.e. South Sudan, Central African Republic). In all cases above, significant challenges exist given many are trained as soldiers, are illiterate and have very little knowledge of or inclination towards protecting the rights and dignity of prisoners.

Objectives

By the end of the session, the participants will be able to:

- Explore and articulate the relevant NMRs concerning institutional personnel.
- Explore the importance of institutional personnel and their role in the protection of the rights and dignity of prisoners
- Create a recruitment campaign that establishes hiring criteria for prison officers using principles identified in relevant NMRs

Exercises

- “What If”
- DDR-integration

Handouts

- Handout 1 – Case Study
- Handout 2 – CVs

Structure

- Introduction
- NMR 74-82
- Institutional Personnel
- Conclusion

Introduction

Objectives

- Identify values that make for a good prison officer.
- Explore methods of enhancing the knowledge, skills and abilities of those working in prisons to better align with expectations / principles identified in the NMR.

Material

- Flipchart and markers

Step-by-step (session plan)

- **Introduce** the topic to the participants.
 - Prison personnel have a key role for the prison services' ability to live up to international standards outlined in the NMRs. Prison services around the globe face challenges in attracting and keeping staff and recruitment and training strategies are something that most international prison experts find themselves engaged in, at one time or another during their deployments. In a peace operation context, some of the challenges might be low literacy level and having former combatants serving on both sides of the bars on top of poor working conditions and lack of funding. You need to be advocates for adequate resourcing and recognition of prison staff.
 - **This session includes two different exercises**, the first one on a more operational level ("What If") and the second one with respect to a DDR integration strategy. As there will probably not be enough time to do both, it is up to the facilitators to choose the exercise they find most suitable for the group.
- **Ask** the participants the following question:
 - What makes the perfect prison officer?
 - Flipchart the key elements that come from the discussion.
 - Allow participants to explore this question however they wish.
 - They may talk about personality, education, skills and experience. This is merely a brainstorming session.
 - Challenge their responses as you wish.
 - Note that prisons are complex environments that encompass a variety of services and sectors (security to social work) and it is not always easy to find the perfect prison officer, therefore, the need for multi-disciplinary teams / skills are mentioned often in the NMRs.
- **Ask** the participants the following questions:
 - Given the discussion on the perfect prison officer, which are the aspects / elements that can be enhanced and how? What elements are possible to change and how?
 - Discuss what can be addressed with training and can't be changed with training (i.e. difficult to change values but easier to enhance competencies/skills).

Nelson Mandela Rules 74 – 82

Objectives

- Identify relevant NMRs that relate specifically to establishing a “recruitment campaign” for new institutional personnel.

Material

- Flipchart and markers
- Nelson Mandela Rules
- Handout 1 – Case Study
- Handout 2 – CV

Step-by-step (session plan)

1. Exercise: “What if?”

- Instructions
 - Divide the participants into groups of 5 each.
 - This exercise has 3 parts.
- Part 1:**
- Have the groups look at NMR 74 – 82 and develop a summary statement based on their understanding of those particular NMRs.
 - Debrief: Debrief each of the statements from the groups (responses should vary but all speak to the extreme importance of prison personnel and their professionalism).
- Part 2:**
- Distribute the case study (**Handout 1**) and give the groups the set of profiles (**CVs Handout 2**) of applicants who want to become prison officers. Their CV will reflect a varying degree of education and experience. Have the groups consider the profiles and discuss why or why not the candidate may or may not be a good fit. The groups need to label each individual CV as “Fit”, “Fit with support” or “Unfit”. Groups must provide justification based on characteristics, experience or other criteria identified in the NMRs.
- Part 3:**
- Use only the grouping “fit with support” for this part. Have each group discuss very specific forms of support to move these individuals into the “fit” category. Remind the groups that there are many forms of support, and they need to be creative. If they identify training, ensure they define the specific type of training.
- Examples of support:**
- Leadership/supervisory support
 - Policies/guidelines/post orders

- Standards NMR
- Role model/experienced colleague
- Mentorship

- **Debrief groups through examples and justifications**

- There are no right or wrongs for this exercise, discuss the profiles that the groups have placed in different categories.
- Having the right person in the right position will have an impact on all aspects of the service, from security to the possibility of implementing reforms.
- Finding qualified candidates can be challenging in any context.

2. Exercise: DDR Integration of personnel

Objectives

- Explore the impact of forced hiring as the result of a DDR reintegration strategy on developing prison services.
- Identify strategies of how integrate new institutional personnel from a DDR reintegration strategy.

Material

- Nelson Mandela Rules
- Handout 1 – Case Study
- Handout 2 – CV

Step-by-step (session plan)

- Ask the group: hypothetically, what can go right or wrong in the following scenarios?
 - The prison service is forced to integrate the following persons: massive DDR (Disarmament, demobilization, and reintegration) of ex-combatants' initiative, police rejects (those who don't qualify as police officers); and "old" / "seasoned" prison staff from the old regime prior to the peace operation.
- Make sure the participants identify, not only the challenges, but the possible solutions. As an example, in both South Sudan and Cote d'Ivoire the government implemented a significant DDR process and moved many ex-soldiers into the police, prison and border services (approximately 20 – 40 thousand ex-soldiers were in these programs). In both cases, the prison services received the remaining officers who didn't meet the selection criteria for the police and border services. Sometimes the prison service isn't able to control the decisions of the Ministries. The ideal solution would have been to work with the DDR process to establish a selection criterion that contained the elements identified in the NMRs (accounting for basic and ideal competencies). However, since the prison service was not involved in the selection process, it was extremely important to establish an integration plan, identifying strengths of each new officer, support the development of required skills with training, deploying individual officers to the most appropriate positions and then offer continued developmental support to ensure they succeeded in their roles.
- Points for consideration:
 - Make do / Work with what you got
 - Develop/ let personnel grow / mature
 - Give responsibility with accountability

Conclusion

Objectives

- Highlight key points of the session.
- Stress that the NMRs are merely written rules without institution personnel (of the variety of sectors and professions) engaging them into practice
- The values/character of institutional personnel are extremely important as a foundation to protecting the rights and dignity of prisoners

Material

- None required

Step-by-step (session plan)

- Point out the following key messages to wrap up the session:
 - The NMRs, while predominantly setting standards to protect the rights and dignity of prisoners, recognize the important role of prison staff in achieving these standards.
 - Oftentimes the NMRs are pressed on prison personnel with the focus on the rights and dignity of prisoners. They may not see the value of the NMRs in supporting them as prison officers and be resistant to their implementation. It is important as international experts to help the national authorities understand “what is in this for them”. In this particular session, the NMRs advocate for a professional service with opportunities for professional development.
 - Recruitment and training strategies are important elements of our work in overcrowded and resource-poor environments. We need to be advocates for adequate resourcing and recognition of prison staff (poor working conditions equates to higher levels of corruption or neglect of duty).
 - Professional prison services create a business case for enhanced resources and recognitions (nationally and internationally).
 - In integration or restructuring programmes uniformed personnel are forced into the ranks of prison services, we need to support creative integration strategies to enhance the capacity, understanding and values of these personnel.
 - In summary: the NMRs place significant responsibility on institutional personnel to uphold international human rights standards in their treatment of prisoners. By ensuring that all staff receive proper training, adhere to principles of proportionality and non-discrimination, and facilitate access to necessary services such as health care, education, and rehabilitation, personnel can help create a correctional environment that promotes rehabilitation and respects the human dignity of all incarcerated individuals.
 - Ultimately, the MNRs highlight that the role of institutional personnel goes beyond mere supervision of inmates; it involves a commitment to human rights, fairness, and the well-being of prisoners, contributing to a prison system that is both effective in its management and respectful of the rights of those in its custody.

Module 5: Nelson Mandela Rules

Session 6: Restrictions, Discipline and Sanctions 1h 30min

Overview

The Nelson Mandela Rules recognize the necessity of maintaining good order and discipline within prisons to ensure the safety and security of inmates and staff. However, these rules emphasize that such measures must be balanced with respect for prisoners' human rights and dignity. The application of discipline and sanctions must align with international human rights standards, including the prohibition of torture or cruel, inhuman or degrading treatment or punishment. In many cases, we experience an environment where punishment is harsh (not proportionate and often includes a form of torture, cruel, and degrading treatment). We rarely see the principles of fairness applied and the use of solitary confinement overused. It is important that we advocate rehabilitation over punishment (i.e. corrections, discipline, and rehabilitative measures) and ensure protection from abuse. The NMR help us better understand how to achieve these objectives, and, in many cases, we need to be creative in approaching our counterparts who see harsh regimes as a means of control.

Objectives

By the end of the training, the participants will be able to:

- Explain the importance of maintaining good order and control in prisons while upholding the human rights and dignity of prisoners.
- Differentiate between restrictions, discipline, and sanctions, and identify the safeguards required for their lawful and ethical application.
- Analyze real-world scenarios using Nelson Mandela Rules 36–49 to evaluate the legality, necessity, and proportionality of disciplinary measures.
- Assess the psychological and emotional impacts of harsh or disproportionate sanctions, including solitary confinement, on prisoners.
- Advocate for rehabilitative and corrective disciplinary approaches that align with international human rights standards.
- Engage in critical reflection on personal responses to discipline and relate these to broader principles of fairness, resistance to submission, and procedural justice in the prison context.
- Demonstrate understanding of key concepts such as legality, necessity, proportionality, and dignity through interactive discussion and group exercises.

Exercises

- Case study – Discipline and Punishment

Handouts

- Handout 1 – Case Study, Discipline and Punishment

Structure

- Contextualisation
- Restrictions, Discipline and Sanctions in a Prison Context
- Nelson Mandela Rules 36-49
- Conclusion

Contextualisation

Objectives

- Explore the impacts of restrictive regimes and punishments (without explanation) on the emotional and psychological well-being of prisoners
- Understand that “resistance to submission” is a natural human reaction

Material

- Flipchart and markers or Projector and PowerPoint Presentation

Step-by-step (session plan)

- **Group discussion**

→ Put the following question on the PPT screen and ask the participants to answer it either in pairs or in plenary:

- › Under which conditions would you submit to disciplinary sanctions imposed on you?
- › What type of disciplinary process would be acceptable to you and why?

→ Simplified question, if participant have difficulty understanding:

- › Have you ever been punished?
- › Did you accept your punishment?
- › If not, why?
- › If yes, why?
- › What would make you accept a punishment?

- **Debrief**

→ Discuss one’s “resistance to submission” as a natural human reaction and how it would apply in the prison context.

→ Explore participant responses, especially what would make them more compliant, likely to follow the rules, regulations and subsequent consequences, even if it is not desirable for them.

Another option

→ Ask all participants to come to the front. Inform them that you have to apply a sanction since there are 3 participants who arrived late (or you can find any other reason...).

→ Give them a common consequence (do push-ups, jumping jacks, burpees, stand at attention, etc...) See if they argue about this sanction or if they accept it. Point out the elements of the sanctions as in the exercise above.

Restrictions, Discipline & Sanctions in Prison Context

Objectives

- Explore the importance of maintaining “good order and control” in a prison context
- Explore the importance of a responsible disciplinary process in a prison context

Material

- Non required

Step-by-step (session plan)

1. Group discussion

Explore in plenary or in small groups.

- **Questions to participants:**

- Why are restrictions, discipline and sanctions important and necessary in a prison context?
- If restrictions, discipline and sanctions are imposed what safeguards should be in place to protect both prisoners and staff?

- **Expected answers:**

- Restrictions, discipline and sanctions are very distinct concepts with many elements. Their purpose is to maintain “good order and control.” Only with “good order and control” can both staff and prisoners feel safe and secure to engage in the services and programmes in the prison.
- For most people, including prisoners, there is a degree of respect for orderly living (especially in extremely uncomfortable environments), knowing what is happening when and why. It is also understood that with rules there must be consequences if the rules are not followed. Without consequences, rules risk becoming considered as “Optional” and therefore lose the purpose of maintaining good order and control in a prison environment.
- However, in any environment where there is a group in authority over another (officers / prisoners), the susceptibility of abuse of authority / corruption is high. This may take the form of inconsistent application of the rules based on a bias, unproportionate response to minor infractions (i.e. isolation for having extra food in your cell), and disciplinary processes not incorporating the principles of natural justice (i.e. adequate notice, opportunity to be heard, no bias, and decision must be based in fact or reasoning).
- Restrictions, discipline and sanctions are, under NO circumstances, applied in a punitive or arbitrary way. Meaning there is a process found in policy that must be communicated with and understood by the prisoner. Restrictions, discipline and sanctions must follow the principle of proportionality (i.e. sending someone to isolation for a first-time minor offence). Any form of restriction, discipline and sanction needs to be registered.

Nelson Mandela Rules 36 – 49

Objectives

- Explore, through case study, the application of relevant NMRs in reference to restrictions, discipline and sanctions

Material

- Handout 1 – Case Study Discipline and Punishment
- Nelson Mandela Rules

Step-by-step (session plan)

1. Exercise: Case Study Discipline and Punishment

- Distribute the case study to the groups.
- Ask the participants, within their teams, to READ and ANSWER the questions from the case study. The answers should refer to NMR 36 to 49.

2. Debrief

- Allow participants, individually or a representative of each group, to provide responses to the questions. Evaluate the merit of their responses and challenge responses as appropriate
- Use the NMR during the explanation of the debrief.
- If you believe any key points are missing, refer to the NMR.

3. Exploring the relevant NMRs:

- **Instructions:**
 - Assign each group all or one of the NMR clusters below (depending on time available).
 - Have them read and summarize the critical points in each cluster (focusing on key points that resonate with them individually or with their collective group).
 - Individuals can note key points on a flip chart or merely report back in plenary when called upon.
- **Solitary confinement/isolation NMRs: 43, 44, 45, 46**
 - Expected answers:
 - › Solitary confinement is defined as being confined more than 22 hours per day without meaningful contact (follow up discussion question: what does “meaningful contact” mean?)
 - › Last resort and kept to a minimum.
 - › Caution: Mental and/or physical disabilities
 - › Prohibited: Children/women
 - › Daily monitoring/reporting by health care staff
 - › Other points noted by participants

- **Instruments of restraint 47-49**

→ Expected answers:

- › Degrading or painful implements like collars, chains, iron bars are prohibited.
- › Use of restraints to be minimized and authorized by law.
- › Purpose: To prevent escape during transfer, and to prevent injuries.
- › Last resort to address risks posed by unrestricted movement.
- › Go for least intrusive method of restraint
- › Applied for the shortest amount of time possible.
- › Other points noted by participants

- **Searches NMRs: 50-53**

→ Expected answers:

- › Not used to harass, intimidate, or intrude on privacy (follow up question: define harassment or intimidation in this case?)
- › Cavity searched conducted by health professional but not primary caregiver
- › Prisoners should be allowed to keep in their possession any information related to their legal proceedings
- › Other points noted by participants

- **Searches continued:** Follow up question to participants to answer immediately or within a group discussion:

- NMR Rule 50 states the following: Searches shall be conducted in a manner that is respectful of dignity and privacy while observing legality, necessity and proportionality.
- Ask participants to explain the meaning of the following words: **respectful, dignity, privacy, legality, necessity and proportionality**. Ask the participants what these concepts mean and whether there is a hierarchy among the concepts.

Conclusion

Objectives

- Summarise the key points with respect to human rights standards relating to Restrictions, Discipline and Sanctions

Material

- Not required

Step-by-step (session plan)

- Wrap up the session by pointing out the following key messages:
 - Restrictions, Discipline and Sanctions require the highest degree of safeguards because they have a direct impact on the rights and dignity of prisoners and can result in serious psychological and physical harm to the prisoner.
 - Major mandatory principles – good order and control, corrective discipline, progressive in process, legality, necessity, proportionality, least restrictive measures, significant oversight and accountability.
 - A defined process is mandatory, authorized by law/policy, to protect staff and prisoners.
 - Alternative interventions are often more effective and should be attempted first.
 - Transparency and consistency with prisons is a means of trust building.
 - In summary: The Nelson Mandela Rules emphasize the importance of treating prisoners with respect for their human dignity while ensuring that the security and order of the facility are maintained. Sanctions and disciplinary measures should be humane, transparent, and proportionate to the offense committed. The ultimate goal of corrections is not only to maintain security but also to support the rehabilitation and reintegration of prisoners into society, helping them return as law-abiding and productive members of society.
 - In cases of United Nations engagement: any support by the mission in this area should pass the Human Rights Due Diligence Policy test, PDF in folder.

Module 5: Nelson Mandela Rules

Session 7: Rehabilitation & Social Reintegration 1h 30min

Overview

The Mandela Rules recognize that the primary goal of imprisonment is not just punishment but also the rehabilitation and social reintegration of prisoners. Rehabilitation is seen as essential to breaking the cycle of crime and recidivism, and it plays a vital role in creating a just, humane, and effective penal system.

Objectives

By the end of the training, the participants will be able to:

- Articulate and explain the basic principles of rehabilitation and social reintegration, emphasizing their importance in the correctional system.
- Relate and apply the Nelson Mandela Rules (NMR) to practical scenarios in under-resourced and overcrowded contexts, demonstrating how these principles can be effectively implemented.
- Identify and explain various rehabilitation and reintegration measures in a prison setting, evaluating their potential impact on the successful reintegration of detainees into society.

Exercises

- Guiding Principles
- Brainstorm on rehabilitation and treatment programmes
- Contextualization

Handouts

- Non required

Schedule

- Introduction
- NMR 87 – 90
- NMR 91 – 92
- NMR 96 – 104
- Conclusion

Introduction

Objectives

- Revisit the fundamental purpose of incarceration with respect to the NMR Basic Principles.
- Connect the importance of Session 4 (Risk and Needs Assessment) with the concept of Rehabilitation and Social Reintegration.

Material

- Nelson Mandela Rules

Step-by-step (session plan)

- Refer back to risk/need assessment (Session 4) and NMR Basic Principle specifically mentioned in rule 4: Part of preparing for life after completion of sentence.
- The path towards release and successful reintegration starts from day one in prison. Aspects of learning areas covered in previous sessions are related to and have a direct impact on rehabilitation and successful social reintegration of prisoners.
- The focus of this session will be on what rehabilitation and social reintegration looks like, including exploring what opportunities and challenges exist in a post-conflict setting.
- We will explore, amongst other things, ways to creatively support rehabilitation and social reintegration work with a focus on affordability and sustainability.
- The prison authorities' ability to build trust in the community as well as finding suitable partnerships and how to facilitate and support these efforts will be discussed.
- This session is based on discussions in smaller groups and in plenary and the participants are expected to have a lot of experience and knowledge to contribute to the topic.
- Facilitators are to ensure that discussions are not only relevant to the context but also include gender aspects and access to rehabilitation and social rehabilitation for all categories of prisoners.

Notes

- ✓ Consider the possibility of including a “field experience” on this topic: “Rehabilitation and Social reintegration in a UN mission environment.” The presentation should include partners, national interest, national framework for rehabilitation and reintegration, creative solutions, etc.
- ✓ Another option is to show one of UNODC’s videos on rehabilitation as an introduction or at the end of the session: [Videos \(unodc.org\)](https://www.unodc.org/videos)
- ✓ For reference also see UNODC [Roadmap for the Development of Prison-based Rehabilitation Programmes \(unodc.org\)](https://www.unodc.org/roadmap)

NMR 87 – 90: Exercise – Guiding Principles

Objectives

- Articulate the basic principles of rehabilitation and social reintegration
- Relate the NMRs in a practical conflict environment context

Material

- Nelson Mandela Rules
- Flipchart and markers

Step-by-step (session plan)

- **Exercise: Guiding principles**

- Walk the participants through the basic principles: NMR 87 – 90
 - › Gradual and supervised return to society
 - › Continuation as part of society
 - › Community involvement to support
 - › Individualized plans in “groups of peers”
 - › Differentiated security and as small as possible without compromising a prison’s necessary facilities
 - › Agencies (governmental or private) to support by lessening prejudice against prisoners.
- **Divide** the participants into 6 groups and allocate one principle to each group.
- **Ask** each group to define their assigned principle and describe what your particular principle can/should look like in practice, within a conflict environment context (high unemployment, political dysfunction/unrest, alternative social structures, culture and revenge, culture and forgiveness, etc.) with the task to discuss challenges and opportunities to these principles in a UN mission environment.

Debrief

- Gradual and supervised return to society NMR 87
 - › Expected responses: Establish contact with elders/clan leaders that might facilitate work opportunities and function as “parole officers” and keep supervising prisoners that work outside in society or run “halfway houses” of sorts.
- Continuation as part of society NMR 88
- Community involvement to support NMR 88
 - › Expected responses: Have access to the same sanitary, employment and education and other agencies that are active in the community in general. As well as facilitating continued contact with their families. Church groups and other NGOs could play a significant role in rehabilitation.

- Individualized plans in “groups of peers” NMR 89: 1
- Differentiated security and as small as possible without compromising a prison's necessary facilities NMR 89: 2-4
 - › Expected responses: violent extremists in one facility and petty crimes in an open facility or maybe “probation/parole” under the supervision of elders/clan leaders.
- Agencies (governmental or private) to support by lessening prejudice against prisoners. NMR 90
 - › Expected responses: Having other agencies, NGO's and Church groups etc. working in the prisons can help establish prisoner in the society again maybe by offering traineeship / help to get first employment/housing which later can permit reentering the normal market with fresh references.

NMR 91 – 92 Exercise, Brainstorm on Rehabilitation and Treatment Programmes

Objectives

- Have participants review and discuss specific NMR rules related to prisoner rehabilitation.

Material

- Nelson Mandela Rules

Step-by-step (session plan)

- Exercise: Brainstorm on rehabilitation and treatment programmes – NMR 91-92
 - Question to participants: What specific types of rehabilitation treatment programmes could be suggested in a prison context and whom could you suggest as a partner to help deliver such programmes?
 - › Expected / suggested responses: religion, singing & dancing, sports, work, vocational training, studies, rehabilitation programme against drug use, cognitive behavioral programmes, visits, release planning, support from organizations (NGO).
 - Summarize by asking participants to read NMR Rules 91-92.
 - › Remind participants of the purpose of having prisoners engage in programming: To promote willingness and capacity to lead law-abiding lives. To support self-respect and responsibility. education, vocational training, employment counselling and development of moral character. All based on an individual's aptitude and capacities.

NMR 96 – 104: Contextualization

Objectives

- Relate the NMRs in a practical conflict environment context
- Explain various possible rehabilitation and reintegration measures in a prison setting

Material

- Nelson Mandela Rules

Step-by-step (session plan)

1. Instructions

- **Divide** the participants into three groups. Each group is tasked with presenting to their peers what NMR says about their subject:
 - Educational programmes (group 1)
 - Vocational training programmes (group 2)
 - Social reintegration programmes (group 3).
- During the debrief, **ensure** the groups discuss the contextualization of the concept into under-resourced and Overcrowded environments.
 - Come up with arguments on how programmes can be linked to peace, security and broader stabilization efforts (control issues in prisons / rates of recidivism)?
 - What can be done without/with limited resources?
 - Challenges/risks
 - Potential partnerships?
- **Ask** participants if they have any additional comments on the concept of work, vocational training and education programmes that were not covered in the peer presentations. Use the following points to move the discussion if not mentioned:
 - Work in the prison should reflect the realities of the outside world to the greatest *possible* extent (discuss below in relation to under-resourced and overcrowded environments)
 - What is:
 - › Useful / meaningful work
 - › Normal working hours
 - › Safe (what is safe)
 - › Not degrading (**follow up question**: How would you define degrading work? Give examples)
 - › No forced labour (**follow up question**: What is forced labour? What can be incentives to work?)
 - › Not for individual profit (farms, profit making crafts)
 - › Vocational training relevant earning a living outside world (aligned with employment / vocational relevant opportunities in the community)
 - › Methods and organization similar to the outside world

- › Profits to be paid to the prison administration (for the benefit of prisoner population - without discrimination)
- › Wages/remunerations to working prisoners and set aside to be released upon completion of sentence
- › Health care and safety regulations are the same as in the outside world.

Questions and Conclusion

Objectives

- Review the key messages from the various discussion above
- Ensure participants understand that the NMRs are clear that the purpose of prisons includes creating safe environments through the rehabilitation and reintegration of prisoners.

Material

- Non required

Step-by-step (session plan)

- Wrap up key messages:
 - The Mandela Rules recognize that rehabilitation and social reintegration are essential goals of the penal system, and they place a strong emphasis on creating opportunities for prisoners to develop the skills, knowledge, and support systems they need to reintegrate into society successfully.
 - To fulfil these goals, prison systems are required to:
 - › Provide education and vocational training
 - › Facilitate psychological care and mental health treatment.
 - › Encourage social interaction, including family contact and participation in social activities.
 - › Offer work programmes that provide prisoners with marketable skills.
 - › Support rehabilitation programmes tailored to prisoners' individual needs, including substance abuse treatment, anger management, and cognitive-behavioural therapy.
 - › Help prepare prisoners for release with a focus on community reintegration, ensuring they are not left without support once they leave prison.
 - Investment in rehabilitation programmes in the prison helps create a safer environment inside the prison – contributes to prison security
 - By adhering to the NMRs, correctional institutions can promote not only the humane treatment of prisoners but also their successful rehabilitation and social reintegration, contributing to reduced recidivism, safer communities, and the overall rehabilitation of offenders into productive members of society.

Module 5: Nelson Mandela Rules

Session 8: Healthcare and Prisoners' Health

 1h 30 min

Overview

People entering prison usually have a poorer health profile than the general population, with a higher prevalence of serious diseases and mental health conditions, including tendencies toward self-harm and suicide. This is particularly evident when deprived of liberty in prisons that are significantly overcrowded and under-resourced. Many prisoners have pre-existing or untreated health issues due to a lack of prior access to appropriate medical care. Coming from marginalized and disadvantaged backgrounds, they are often more exposed to transmissible diseases and inadequate nutrition. Additionally, a significant number have a history of high-risk behaviours such as drug use.

Many prisoners, especially women prisoners, have been subjected to domestic violence and sexual abuse. The prison environment itself can worsen existing physical and mental health conditions, while overcrowding increases the risk of infectious disease transmission. Housed in poor conditions of detention and without proper medical attention, including early diagnosis, prisons can become incubators for contagious/communicable disease. As well, in post-conflict and conflict areas, both prisoners and prison staff often live with high levels of trauma. In overcrowded and under-resourced contexts, general public healthcare is also likely to be inadequate and equally under-resourced.

As a prison expert in these settings, ensuring that the conditions of detention adhere to the minimum standards as per the NMR/BKR, and that prisoners have reasonable access to healthcare, comparable to health standards in the community, is likely to be one of the key challenges to address.

Objectives

By the end of the session, the participants will be able to:

- Identify and articulate the importance of basic health services in prison, especially in relation to establishing safe, secure, and humane prison operations and administrative processes.
- Identify and apply relevant human rights standards (NMR/BKR) relevant to basic conditions of detention, the impact on prisoner health and the physical and psychological well-being of prisoners.
- Identify and apply strategies to improve basic conditions of detention, including to support the physical and psychological well-being of both prisoners and prison staff.

Exercises

- Exploring NMRs
- NMR Application – Case study
- Optional Exercise – Prison Physician Job Description

Handouts

- Handout 1 – Case Study
- Handout 2 – Optional Exercise (Prison Physician Job Description)

Structure

- Introduction
- Exploring NMRs
- NMR Application – Case Study

- Optional Exercise – Prison Physician Job Description
- Conclusion

Introduction

Objectives

- To introduce the topic prisoners health and access to health care in overcrowded and under-resourced contexts

Step-by-step (session plan)

1. Summary for the Introduction

Summarize the following elements of the introduction on prisoner health and access to health services. Acknowledge that all participants are already well familiar with the challenges related to providing health care to people in custody.

- In post-conflict, conflict and development contexts, access to basic health needs is often lacking with little access, if any, to medical specialists.
- Inadequate medical services tends to be magnified in overcrowded and under-resourced prison environments, therefore making principle of normality an extra challenge but doesn't dissolve the responsibility of the State.
- In general, prisoner populations generally have a poorer health status than the general population in the community.
- Many have pre-existing or untreated health conditions because they have not previously had access to appropriate health care.
- People in prison often come from poor and marginalized backgrounds – because of this, they may have experienced greater exposure to transmissible diseases and inadequate nutrition.
- Many people entering prison have a history of high-risk behaviour such as drug use.
- Healthcare professionals play a key role in detecting any signs of torture or other ill-treatment.
- Imprisonment is in itself a health risk and is likely to worsen already existing physical and mental conditions.
- In post-conflict and conflict areas, both prisoners and prison staff often live with high levels of trauma or even post-traumatic stress disorder (PTSD).
- Mental health is often stigmatised in the contexts we are talking about in this training and to attempt to commit suicide is often in itself a criminal offence.
- There has to be a strategy for how to quickly implement special preventive measures in a prison context in case of an outbreak of an epidemic or pandemic.

Exploring NMRs

Objectives

- To identify the relevant NMRs
- To discuss the relevant NMRs in overcrowded and under-resourced contexts

Material

- Nelson Mandela Rules
- Flipchart and markers

Step-by-step (session plan)

3. Provocative question to participants:

In a conflict, post-conflict, and in most developmental contexts, the average person doesn't have access to reasonable health services (the average life expectancy in such environments is 60 years). If this is the case for the general public, **why should we care about health services in the prison context?** Perhaps we should divert the funding to community health services for children.

Expected responses:

- The quality of health services in prisons should be comparable to the quality of health services found in the community.
- Prisoners are not in prison by choice, therefore the government has a responsibility to provide an adequate level of care.
- Detention conditions are frequently characterized by severe inadequacies and pose significant risks to health and well-being. Prisoners are in confined spaces, often with poor lighting, air quality, and nutrition. Not by choice, prisoners are also often in close proximity to others with poor hygiene and contagious disease making them very vulnerable to such diseases.
- Prisons can serve as high-risk environments for the transmission of infectious diseases, with potential outbreaks that extend beyond prison walls and pose a serious public health risk to the broader community. Poor conditions of detention significantly impact the psychological well-being of prisoners that increase the likelihood of prison incidents and possible escape.
- Prison staff have a right to work in a safe and secure environment.
- Facilitators to assess other responses provided by participants.

4. Exploring NMRs: Instructions

- **Prepare** flipcharts with the following headings:
 - Responsibility for health care in prisons
 - Continuity and equivalence of care
 - Confidentiality and informed consent
 - Independence and non-discrimination
- **Assign** one group to each flipchart heading. If time allows and there is a need to create a new dynamic, feel free to create new groups for this exercise.

- **Task** the participants in their groups to identify the NMRs applicable to their assigned heading and note down the numbers of the rules on the flipchart.
- **Refer** to the Carana scenario and task the groups to use their imagination and discuss the possible application of the identified rules in the Carana setting.
- **Instruct** the groups to keep the discussions constructive, focusing on realistic possibilities.

5. Debrief

- Ensure that the relevant rules (NMR 24-35) are listed on the flipcharts
- Ask the groups to summarize their discussion on application of the rules in the Carana setting.
- Allow groups to comment on each other's discussions.
- Open up the floor for questions.
- Follow up questions for participants
 - Rule 24: Every prison shall have in place a health-care service tasked with **evaluating, promoting, protecting and improving** the physical and mental health of prisoners, paying particular attention to prisoners with special health-care needs or with health issues that hamper their rehabilitation.
 - Questions (one question can be given to each group or they can be answered in the larger plenary all together):
 - Give some concrete examples of how the prison health-care service can:
 - › Evaluate the physical and mental health of prisoners
 - › Promote the physical and mental health of prisoners
 - › Protect the physical and mental health of prisoners
 - › Improve the physical and mental health of prisoners

NMR Application – Case Study

Objectives

- To identify and develop partnerships and strategies that enhance prisoners' access to health care in overcrowded and resource-limited settings.

Material

- Not required.

Handouts

- Handout 1 – Case Study
- Handout 2 – Case Study Part 2

Step-by-step (session plan)

1. Instructions

- Refer back to the exercise NMR application: advocating for prison populations from Module 4, session 2 Vulnerable groups, where participants argued for the instalment of a donated x-ray machine in Galasi Central Prison.
- Distribute Handout 1 – Case Study to the groups. Instruct participants to assume the role of deployed prison experts and collaboratively develop an action plan to address the scenario outlined in the case study.

2. Debrief

- Ask the groups to present their action plans. If time is limited or you want to avoid repetition, you can assign each group a different focus. For example:
 - **Group 1** – How would you approach the ministries?
 - **Group 2** – How have you addressed sustainability and local ownership?
 - **Group 3** – What partners and stakeholders would you seek to involve?
 - **Group 4** – How would you navigate the internal sensitivity of the issue?
- Link back to Institutional Personnel

3. Optional Exercise

- Inform the participants of the following:
 - The Director General of Carana prisons is significantly concerned with the issue of contagious disease in the Galasi Central Prison for men. The cases of TB and COVID are spreading quickly due to significant overcrowding and terrible conditions of detention. The Director General requests that the UNAC corrections team support with a recruitment process to find medical staff to work in the prison. But the DG has never attempted to hire a physician for the prison service. The Ministry of Finance has agreed to budget for a prison physician and the DG has requested your support

in drafting a Job Description for a hiring campaign. You are required to **outline ALL the responsibilities** for a prison physician according to the NMRs. The DG needs this to be thorough but can be completed in point form.

- Distribute the start of a Prison Physician Job Description (Handout 2). Participants need account for all the roles and responsibilities (in bullet form) required of the physician working in the Carana prison system

Conclusion

Objectives

- Highlight the key points of the session.

Material

- Flipchart and markers

Step-by-step (session plan)

- **Wrap up** the session with the following key messages:
 - In post-conflict, conflict and development contexts, access to basic health needs is often lacking with little access, if any, to medical specialists.
 - Inadequate medical services tends to be magnified in overcrowded and under-resourced prison environments, therefore making principle of normality an extra challenge but doesn't dissolve the responsibility of the State.
 - In general, prisoner populations generally have a poorer health status than the general population in the community.
 - Many have pre-existing or untreated health conditions because they have not previously had access to appropriate health care.
 - People in prison often come from poor and marginalized backgrounds – because of this, they may have experienced greater exposure to transmissible diseases and inadequate nutrition.
 - Many people entering prison have a history of high-risk behaviour such as drug use.
 - Healthcare professionals play a key role in detecting any signs of torture or other ill-treatment.
 - Imprisonment is in itself a health risk and is likely to worsen already existing physical and mental conditions.
 - In post-conflict and conflict areas, both prisoners and prison staff often live with high levels of trauma or even post-traumatic stress disorder (PTSD).
 - Mental health is often stigmatised in the contexts we are talking about in this training and to attempt to commit suicide is often in itself a criminal offence.
 - There has to be a strategy for how to quickly implement special preventive measures in a prison context in case of an outbreak of an epidemic or pandemic.

Module 5: Nelson Mandela Rules

Session 9: Internal and External Inspections

 2h 45 min

Overview

Internal and external inspections in prisons are essential mechanisms for ensuring that prisons operate in compliance with legal, human rights, and international standards (the NMRs). These inspections help to monitor the conditions of confinement, the treatment of prisoners, and the overall functioning of the prison and are essential mechanisms for ensuring that prison conditions align with the principles of human dignity, respect for human rights, and the protection of prisoners' fundamental freedoms. Both internal and external inspections serve different, complementary roles in improving accountability, transparency, and the protection of prisoners' rights. This Session will provide a mere introduction to the concept of inspections and the UNODC handbook, "Assessing Compliance with the Nelson Mandela Rules. A checklist for internal inspection mechanisms."

Learning objectives:

By the end of the training, the participants will be able to:

- Explain the concept and importance of internal and external inspections in a prison context, detailing their role in ensuring compliance with standards and improving prison conditions.
- Utilize the UNODC's Nelson Mandela Rules checklist effectively to assess and monitor prison conditions, ensuring adherence to international standards.
- Articulate and present well-founded recommendations based on findings from an internal inspection report, demonstrating the ability to contribute to improvements in prison management and operations.

Exercises:

- Internal Inspections

Handouts:

- UNODC handbook, "Assessing Compliance with the Nelson Mandela Rules. A checklist for internal inspection mechanisms." - applicable portions required to complete the assessment.

Structure:

- Introduction
- NMR 83 – 85
- Exercise: Internal Inspection
- NMR as a Safeguard
- Conclusion

Introduction

Objectives

- Explore the concept of internal/external inspections in a prison setting
- Explore typical reactions to being assessed

Material

- None required

Step-by-step (session plan)

- Q&A with participants:
 - What comes to your mind, as prison officers, when you hear “inspection and monitoring”?
 - Does it stir negative or positive feelings?
 - What does the concept of “inspections” mean to you personally and in your prison?
 - What do you think is the importance of these concepts in the prison environment?

Exploring NMR 83 – 85

Objectives

- Explore the concept of internal and external inspections as defined in the NMR.

Material

- NMR 83 – 85

Step-by-step (session plan)

- Instruct participants to read NMR 83 – 85
 - Engage participants in discussion using several of the questions below (use as many or as few as time permits). Ensure they approach the questions below considering the NMRs reviewed.
 - › Does reading the NMR change your initial feelings towards the concept of Inspections and Monitoring (as described before)?

Internal Inspections:

- What do you believe is the importance of Internal Inspections in relation to Ongoing Monitoring of Prison Conditions?
 - › Expected responses: Internal inspections help ensure that prison conditions meet the minimum standards laid out in the Nelson Mandela Rules. Inspectors can assess living conditions, overcrowding, sanitation, food, and access to healthcare. These inspections also allow for real-time identification and remediation of deficiencies.
- What do you believe is the importance of Internal Inspections in relation to immediate fixes?
 - › Expected responses: When issues are identified during internal inspections (such as inadequate food, sanitation, or security), prison authorities can implement corrective measures quickly, thus ensuring compliance with international standards.
- What do you believe is the importance of Internal Inspections in relation to staff Training and Accountability:
 - › Expected responses: Internal inspections evaluate staff conduct and performance. Staff must be properly trained to treat prisoners with respect and dignity, and internal inspections monitor whether staff adhere to these standards. Violations of prisoners' rights by staff, such as abuse or neglect, can be detected during these inspections.
- What do you believe is the importance of Internal Inspections in relation to prevention of Abuse and Mismanagement?

- › Expected responses: Regular internal inspections help deter potential abuse and corruption within the prison system. When conducted by internal bodies, these inspections help to identify misconduct, mistreatment of prisoners, or non-compliance with institutional policies before they become systemic problems.
- What do you believe is the importance of Internal Inspections in relation to building a Culture of Accountability?
 - › Expected responses: Internal inspections help foster a culture of accountability within the prison system. Prison authorities are responsible for maintaining conditions that comply with human rights standards, and regular internal checks help reinforce this responsibility.

External Inspections:

- What do you believe is the importance of External Inspections in relation to independent, Impartial Oversight?
 - › Expected responses: External inspections ensure that there is an unbiased review of prison conditions. Because these inspections are independent of the prison authorities, they are more likely to identify issues such as mistreatment, overcrowding, abuse, or substandard living conditions that might be overlooked or intentionally concealed by internal authorities.
- What do you believe is the importance of External Inspections in relation to enhancing transparency?
 - › Expected responses: External oversight enhances the transparency of the prison system. Independent inspections provide reports that are often made publicly available, ensuring that there is transparency regarding prison conditions, management, and treatment of prisoners. This helps hold prison authorities accountable and can lead to public pressure for reforms when needed.
- What do you believe is the importance of External Inspections in relation to protection from retaliation?
 - › Expected Response: Prisoners may fear retaliation from prison authorities if they report abuse or mistreatment. External inspections allow prisoners to communicate their concerns to independent inspectors, providing a safer environment for inmates to report human rights violations without fear of reprisal.
- What do you believe is the importance of External Inspections in relation to advocacy and reform?
 - › Expected responses: Reports from external inspections often advocate for changes in the prison system. These reports may include recommendations for improvements in living conditions, health services, staff training, or rehabilitation programmes. These external reports can put pressure on governments to address violations and implement reforms to improve the prison system.

Exercise: Internal Inspection

Objectives

- Practice conducting an assessment / inspection using the UNODC handbook, “Assessing Compliance with the Nelson Mandela Rules”
- Articulate recommendations from your internal inspection report

Material

- Handout 1 – Case Study
- Handout 2 – Correctional Officer’s Role
- Handout 3 – Registration / Risk Assessment
- Handout 4 – Checklist

Step-by-step (session plan)

1. Recap the previous session:

- Recall the two-fold system (internal-external) to secure compliance and promotion of laws, policies and procedures, to protect the rights of prisoners (recall the session above).
- International prison experts are more likely to support prison inspections in a mentoring capacity and should advocate for internal and external inspection as a tool for improvement and to communicate deficiencies through the hierarchy through the mandatory reporting.

2. UNODC handbook

- Present to the participants a copy of the UNODC handbook – “Assessing compliance with the Nelson Mandela Rules. A checklist for internal inspection mechanisms” (Handout 1 - Session 9) – and explain how to use it.
- Cover the following key points:
 - The handbook is very long and exhaustive. We will focus on a couple chapters only to have you practice using the checklist.
 - The target group for the handbook is clearly identified in **Section 3 (p. 4)** – intended for internal inspection use only.
 - Purpose (why do inspections): read Section 2 (p. 3-4). Points already discussed earlier during our Q&A – recap with participants.
 - Methods of collecting information: Interviews, anonymous polls for prisoners, internal / internal documents and observations: read **Chapter III p. 17-18**. Discuss the importance of relevant, accurate and complete information. The better the information the better the assessment (trash in = trash out).
 - Describe the seven categories in the checklist (Suggestion to show on PPT)
 - › Basic principles of treatment
 - › Safeguards
 - › Material conditions of imprisonment
 - › Security, order and discipline
 - › Prison regime
 - › Health care
 - › Prison staff

- › Explain that they will use an excerpt (for the exercise) from the checklist but that you can find it online.

3. Instructions: Set-up:

- Divide the participants into teams (3 or 4)
- This exercise involves all information, contextual exercises and other materials (videos) added (see Materials section above), to create a context where one can make reasonable assumptions to complete a portion of the UNODC checklist assigned to your group. The materials have been set up in the adjacent room and clustered into prison themes or sectors (vocational training, kitchen, cells etc.) that may or may not be relevant to your assigned Checklist.
- With all this information, participants should have enough information to begin making some preliminary assessments using the selected sections of the checklist assigned to your group. If there is a gap in the information - **meaning they don't believe they have enough information to assess or make a reasonable assumption, they MUST identify what they would want to see to ensure that that element of the checklist is met.**
- Some of the information included with be:
 - › All aspects of the growing case study (Carana) and specific case studies (Restrictions, Discipline and Sanctions / Prison Security)
 - › Correctional officer job ToRs – job description (assume that the officer followed and passed all training programmes identified)
 - › Registration, Allocation, and Risk and Needs Assessment information
 - › Photos from Introduction to NMR Session 1 (pasted on the walls)
 - › Relevant photos from “Field Experiences”
 - › Other relevant information as appropriate (some may be newly introduced: i.e. Training Curriculum for staff, an example of a prison routine / prison rules etc.)

4. Instructions: For participants:

- Give the following instructions to the participants:
 - **Task 1:** Participants will be assigned a portion of the “UNODC checklist for internal inspection mechanisms”. You have 60 minutes to review information from past Sessions, case studies, exercises and can wonder around the classroom that has numerous pieces of information (some useful and some not). Attempt to complete the portion of the checklist assigned to your group. If you feel you are lacking some information but can make a reasonable assumption, for the purpose of this exercise make a reasonable assumption but make a note in the comment portion of the checklist assigned to your group. At the same time, if you believe you don't have enough information to complete a part of the checklist assigned to your group, identify in the comment box the information you would like to see in order to make a positive assessment.
 - **Task 2:** Having filled out the checklist, the participants should choose three most pertinent/concerning/positive observations (in their opinion) and report on them along with concrete recommendations to rectify or mitigate the deficiencies or continue improvement. Choose one example from each group to discuss as part of the debrief.

5. Debrief and conclusion

- Select 3-4 participants to go through their general observations conducting this exercise.

- Select 1 participant from each group to discuss the pertinent/ concerning/ positive and subsequent recommendation they chose.
- Explain that conducting such assessments can be tedious and often the information required is rarely available. It is important that such inspections are conducted regularly to measure progress or regression and that such assessments are not used to place blame or shame but rather the focus create a plan to improve and achieve aspects of the NMRs.

Prison Inspections as Safeguards for Stakeholders

Objectives

- Explore and explain the importance / impact (positive and negative) of internal/external inspections on various stakeholders

Material

- Flipchart x 6
- Markers

Step-by-step (session plan)

1. Preparation

- Divide the group into 6 teams.
- Write the following words on six flipcharts:
 - Prisoner
 - Prison officer
 - Prison administration
 - Ministry
 - Community
 - International Prison Expert

2. Instructions

- The participants need to list the impact (positive and negative) of inspections and monitoring for each category of personnel.
- Start each group at one flip chart and give a couple minutes for each group to write their responses.
- Rotate the groups giving time at each flip chart for groups to add to the started list.
- Finish the exercise when the groups feel the list is exhaustive.

3. Debrief

- While standing by their flip chart, ask a member of the team to recap what is written on the flipchart with respect to the stakeholder identified on the flip chart.
- Add comments if needed.

Conclusion

Objectives

- Recap the points covered in this session.

Material

- None required

Step-by-step (session plan)

- Wrap up the session with the following key messages:
 - In our working environments, the concept of inspections may cause a negative reaction because in many cases the result of a poor inspection is staff discipline (and in some cases several days in detention).
 - International prison experts have an important role in advocating the positive aspects of transparency in the prisons to establish a positive rapport within the international community and national government.
 - The UNODC handbook provides an excellent model for conducting assessments to measure progress against the NMRs
 - Internal and external inspections are crucial tools for ensuring that prisons operate in accordance with international human rights standards. They provide essential mechanisms for identifying violations, promoting accountability, improving prison conditions, protecting vulnerable groups, and supporting rehabilitation.
 - By facilitating continuous monitoring and independent oversight, these inspections contribute to a prison system that respects the dignity and rights of prisoners while upholding the principles of justice, fairness, and human rights in line with global standards.

Module 6: The Bangkok Rules

 3h 15min

Overview

This module introduces the participants to the UN Bangkok Rules. The Bangkok Rules are the first international instrument that provides specific and detailed guidelines for responding to the gender-specific needs of women in the criminal justice system. They stand on the principle that women prisoners and offenders have a different profile of risks and needs from their male counterparts. As women prisoners are not the majority population in the criminal justice system throughout the world, correctional facilities as well as treatment programmes in prison in many countries are likely to be designed for male inmates. As a result, most correctional facilities do not effectively respond to gender sensitivity of women prisoners, such as hygiene and health care, children with mothers in prison, etc.

With the increase in the female prisoner population worldwide, there is a need to bring more clarity to the gender-responsive treatment of women prisoners and ways in which their needs should be addressed in prison. The Bangkok Rules are not intended to replace the Nelson Mandela Rules but rather to create an internationally accepted point of reference on the treatment of women prisoners for prison authorities worldwide. The module also deals with the definition of sex and gender and with gender stereotyping.

Objectives:

By the end of the training, the participants will be able to:

- Describe the concept of gender and articulate the purpose and key provisions of the Bangkok Rules (BKR), highlighting their relevance in addressing the specific needs of women in prison settings.
- Apply the Bangkok Rules (BKR) in diverse contexts and under varying conditions, demonstrating the ability to adapt these rules to ensure the protection and well-being of female detainees.
- Identify and provide examples of strategies to address the particular needs of women in prisons, especially in overcrowded and under-resourced environments, ensuring that their rights and dignity are upheld.

Exercises:

- Gender Boxes Exercise
- Round Robin
- Case Study – Sexual Abuse, Violence and Children

Handouts:

- BKR Handout 1: Case Study – Sexual Abuse, Violence and Children

Structure:

- Introduction to Gender
- Introduction to the Bangkok Rules
- Exercise: Round Robin
- Case Study: Sexual Abuse, Violence and Children
- Conclusion

Introduction to Gender

Objectives

- Describe the concept of gender.
- To explore gender norms and stereotypes and how they vary in different contexts and over time
- To introduce the fact that sex and gender norms play an important role in the prison context and have an influence on the behaviours and needs of the male and female prison population.

Material

- Flipchart and markers

Step-by-step (session plan)

5. Welcome & introduction

- In plenary, welcome the participants and introduce the topic of the session.
- Outline the learning objectives and write them on the flipchart.
- Explain to the participants that the group will be split into men and women to understand the basic framework which is underlying the Bangkok Rules

6. Gender Boxes Exercise

- Provide a male facilitator for the men and a female facilitator for the women group to explore the following question in a safe space:
 - The reason why it's best to split the groups according to sex is that based on experience, the same sex groups provide a safe space for participants to open up about past experiences based on their lived experiences as women/men without being confronted with questions, disbelief, misunderstanding, and defensiveness. Each facilitator should be in a separate room with their group.
- Prepare a flipchart that says “How to act like a woman” for the women’s group, and “How to act like a man” for the men’s group. Ask participants to give examples of how a woman/man should act in the societies they grew up in.
 - With participants from different cultures and countries, make sure that the answers reflect the diversity of experiences.
 - Ask a lot of follow-up questions and ask participants to be as precise as possible when describing what kind of behaviour, attitudes, clothing, looks, mannerisms, job prospects, roles, responsibilities etc. are expected when they have to act like a man/woman.
- After gathering all comments on a flipchart, turn over to the next page where you have prepared a simple drawing of a box with the label man/woman.
- Now, ask participants to explain what kind of “names” men/women are called when not conforming to all the behaviours listed on the previous page – for which the box is representative.
- Ask them moreover what kind of consequences men/women face in general when stepping outside of the box and not conforming to expectations.

7. Debrief

- Join the two groups back together and choose a couple of participants to debrief (ensure that geographical backgrounds are represented in facilitators debriefing) and to present the findings.
- Ask participants the following questions:
 - If this exercise had been conducted 50 years ago, how would the answers have differed?
 - If we conducted this exercise in country XY, how could the answers differ?
- Ensure that the following key messages of this exercises are understood:
 - There is a difference in the concept of sex and gender. Sex refers to the biological characteristics and features that humans are assigned by birth, for example male or female genitals. Gender, however, refers to the specific norms, roles and behaviours that a society in a specific time and place assigns to the two sexes. Gender, different from sex, can change over the course of time, and is dependent on the specific society that upholds these norms. Changing location or advancing in time can change the norms. Different from biological features, they are not set in stone and can be changed.
 - The consequences of not following gender norms can range from experiencing minor offenses (jokes) to major repercussions and being subjected to attacks (physical violence, sexual violence, exclusion from society, isolation). In some contexts, not conforming with gender norms can even be criminalized (same-sex relationships, adultery committed by women).
 - There are many gender norms which are harmful, and which encourage violent behaviour: For example, men are expected to “protect” and “be assertive and aggressive”, while women are supposed to be passive and accommodating.
 - Applying these gender norms to the prison population, we observe that male prisoners may still fit into the male gender norms, depending on the crime committed, because their display of violence and aggression is in conformity with the male gender norms. However, women prisoners are clearly outside of the box of the women gender norms, as we usually portray women as kind and caring members of society who do not harm others.
 - Wrap-up by explaining to the participants that sex and gender norms play an important role in the prison context and have an influence on the behaviours and needs of the male and female prison population.

Introduction to the Bangkok Rules

Objectives

- To introduce the Bangkok Rules, the history of the Bangkok Rules and establish the link between them and the Nelson Mandela Rules
- To Familiarize the participants with the content and structure of the Bangkok Rules

Material

- Flipchart and markers
- Bangkok Rules, one copy/participant

Step-by-step (session plan)

1. Introduction & Discussion

- Ask the participants why the Bangkok Rules were created when the Nelson Mandela Rules already existed.
- Ensure that the following key messages arise from the discussion:
 - Prison institutions are designed for the majority of the prison population which is male and does not consider the needs that women prisoners have, nor the context under which women have committed crimes.
 - Female prison population in post-conflict context is predominantly low-risk, often accused of minor offenses (theft) or criminalized acts (adultery, witchcraft). Many times, they are committed for crimes in which they have acted as accomplices of their male partners. In many cases, female prisoners have a history of victimization including physical, emotional or sexual abuse and gender-based violence.
 - This does not signify that women prisoners are only victims. In many cases, women prisoners perpetrated crimes but have been victims of crimes in the past as well. At the same time, we need to understand that men aren't always perpetrators either, but that men can also fall victim to crimes such as gender-based violence and sexual violence in conflict. Women aren't always the victims, nor are men always the perpetrators.
- Explain the history of BKR and establish the link between the NMRs learned in the previous session and the BKR. Can give some information on the statistics on the % of women incarcerated. Include the following points in your presentation:
 - The Bangkok Rules were adopted by the United Nations General Assembly on 21 December 2010.
 - The first international instrument which provides specific and detailed guidelines on responding to the gender specific needs of women in the criminal justice system, as well as of the children of such women.
 - The concept of the UN Bangkok Rules stands on the principle that women prisoners and offenders have a different profile of risks and needs from their male counterparts. As women prisoners are not the majority population in the criminal justice system throughout the world, correctional facilities as well as treatment programmes in prison in many countries are likely to be designed for male inmates. As a result, most correctional facilities do not effectively respond to gender sensitivity of women prisoners such as hygiene and health care, children with mothers in prison, etc.

- With the increase of the female prisoner population worldwide, there is a need to bring more clarity to gender responsive treatment of women prisoners and ways in which their needs should be addressed in prison.
 - The Bangkok Rules are not intended to replace the Nelson Mandela Rules, but rather to create an internationally accepted point of reference on the treatment of women prisoners for prison authorities worldwide, especially in relation to gender differences and unmet needs of women.
 - The implementation of the Bangkok Rules is regarded as an addition to the United Nations Standard Minimum Rules for the Treatment of Prisoners (SMRs) 1955 and United Nations Minimum Rules for Non-custodial Measures (Tokyo Rules) that would ensure that the treatment of women prisoners and non-custodial measures for women offenders is carried out with dignity and preserves their human rights as much as possible.
 - You can use this link to highlight the relevance of women in prison: <https://www.prisonstudies.org/highest-to-lowest/prison-population-total> (to get latest figures select - Female prisoners and select region)
- Hand out the BKR Booklet to the participants.
 - Allow participants to look through it.
 - Quickly review the different thematic areas.
 - Highlight that the standards follow a similar format and use the same headings, as the NMR (i.e. Admission, Register, Allocation etc.)

Exercise: Round Robin

Objectives

- To discuss questions related to women in prison and establish the relevance of the Bangkok Rules

Material

- Flipchart and markers
- 4 tables

Step-by-step (session plan)

1. Exercise

Instructions:

Prepare stations for the four questions:

- Divide the group into groups of 4-5 participants.
- Explain that there will be 4 discussion tables with different themes related to the learning of the Bangkok Rules.
- Ask the participants, divided in groups, to quickly brainstorm their ideas on a particular aspect of the theme and record them on a flipchart.
- Once it is done, ask the group to move on to the next station, where the participants will analyse a new aspect of the main theme.
- When a group starts working on a new aspect of the topic, it has to build on and add to what was already noted by the other groups.
- Allow 10 minutes for the first round, then 8, 6, 4 minutes for the following rounds since many items will have already been named.

- **Questions and Expected Answers**

- **Group 1:**

- › **Question: Is it possible to establish a general profile of the women who end up in prison? What are their characteristics?**

- ✓ For a number of women, incarceration is a direct or indirect consequent of discrimination and deprivation.
 - ✓ Women often commit minor offenses, such as theft, fraud or offenses linked to substances.
 - ✓ Small percentage of women are incarcerated for violent offences.
 - ✓ A significant percentage of these women are themselves victims of violence.
 - ✓ Offence cycle is frequently related / tied to poverty.

- **Group 2:**

- › **Question: Can you make a list of the special needs of women and girls in prison?**

- ✓ There are limited numbers of prisons that accommodate women so many will be geographically dislocated. Women need to keep contact with their family.
- ✓ Women have different needs, such as hygiene, medical, food, pregnancy, menstruation, menopause.
- ✓ They require greater protection (from inmate and officers) because of violence, rape, abuse.
- ✓ Many women have been the victims of violence and / or discrimination. Need for psychological support and regaining self-confidence.
- ✓ Conduct searches in a gender sensitive and trauma-informed manner. Searches of women must be carried out by women in order to preserve their dignity.
- ✓ Women have higher rates of mental health issues including self-injurious behaviours and attempted suicide. They need a medical follow-up appropriate to their condition.

→ **Group 3:**

› **Question: What are the most important challenges for prison administrations with regards to the detention of women?**

- ✓ Lack of cells
- ✓ Overpopulation
- ✓ Lack of female staff
- ✓ Meeting the specific needs of women
- ✓ Integrating the aspects of detention with the needs of motherhood
- ✓ Meeting the needs of children living with their mother
- ✓ Ensuring the rehabilitation component
- ✓ Maintaining contact with families outside the home
- ✓ Providing all the necessary health care
- ✓ Adapting measures for a small percentage of the population
- ✓ Training guards on issues specific to women's needs and concerns.

→ **Group 4:**

› **Question: What can you do to ensure that these rules (BKR) are followed? What can you recognize, suggest or recommend?**

- ✓ The purpose of this question is for EACH participant to feel responsible and concerned about the application and observance of the Bangkok Rules and to work to make the necessary corrections where possible.

2. Debrief

- Display the 4 flipcharts and summarize the answers in plenum making connections to the BKR

Exercise: Sexual Abuse, Violence & Children

Objectives

- Apply the Bangkok Rules (BKR) in various contexts and under significantly different conditions.
- Identify and give examples on how to address the particular needs of women prisons in an over-crowded and under-resourced context

Material

- Flipchart and marker
- Handout 1: Case Study – Sexual Abuse, Violence and Children

Step-by-step (session plan)

1. Exercise

- **Divide** the participants into groups of 4-5 and distribute Handout 1: Case Study to each group.
- **Ask** the groups to read it, discuss within their group and respond to the questions.

→ Pay careful attention to the discussion process amongst the group.

2. Debrief & Wrap-up

- In plenary ask the group to present the answers from the case study and summarize their discussions. Not all groups have to answer all questions.

Notes:

- ✓ In case you have limited time, divide the 3 parts of the case study between the groups so that not all groups do all parts.

Conclusion

Objectives

- Review the central concept of the lesson

Material

- Flipchart and markers or PowerPoint Presentation

Step-by-step (session plan)

- Gender norms and stereotypes vary over time and are different in different contexts and cultures
- The Bangkok Rules recognize that women prisoners have different profiles, risks, and needs compared to men. This includes considerations related to healthcare, hygiene, sexual and reproductive rights, and the care of children living with their mothers in prison. Many correctional systems are designed with male prisoners in mind, so the rules provide specific guidelines to address these gender-specific needs.
- The Bangkok Rules are not intended to replace the Nelson Mandela Rules, but rather to create an internationally accepted point of reference on the treatment of women prisoners for prison authorities worldwide

Module 7: Prison Security

 4h 15 min

Overview

Prison security is a fundamental aspect of effective prison management, ensuring good order and control of the prison environment, the protection of prisoner, and the safeguarding of staff, while also ensuring an environment that promotes rehabilitation and protects the dignity of prisoners. It encompasses a wide range of measures, including physical security, procedural controls, and dynamic security practices, all aimed at preventing violence, escapes, and other threats to safety. Prison security, therefore, plays a vital role in maintaining the overall functionality of a prison while adhering to international human rights standards (NMRs), which emphasize humane treatment, respect for human rights, and the rehabilitation of prisoners.

In many overcrowded and resource-poor prison environments, maintaining good order and control presents a significant challenge and a common approach is a default to over-restrictive regimes (i.e. restrict movement, association, access to programme/recreation). While this default approach may seem more pragmatic to many, restrictive regimes tend to precipitate violent rebellious behaviour and have a significant negative impact on the overall physical, emotional and psychological well-being of both prisoners and staff.

Objectives:

By the end of the training, the participants will be able to:

- Explain and articulate the importance of a balanced approach to prison security (good order and control balanced with prisoner rehabilitation), with emphasis placed on dynamic security practices.
- Explain and provide examples of the different elements within prison security, including physical, procedural, and dynamic security, illustrating how each element contributes to overall safety and order in a prison setting.
- Identify and articulate the various guiding principles related to prison security as outlined in the Nelson Mandela Rules (NMRs), emphasizing their role in maintaining humane and effective prison management.
- Apply the concepts of prison security, including both preventative and reactive responses, in a case study scenario, demonstrating the ability to implement comprehensive security strategies in real-world situations.

Exercises

- Prison Security Definitions
- Prison Security Case Study – Wall Exercise
- Prison Riot Case Study – Australian Experience

Handouts:

- Handbook on Dynamic Security and Prison Intelligence
- Prison Security Handout 1: Definitions Exercise
- Prison Security Handout 2: Definitions Key
- Prison Security Handout 3: Case Study – Wall Exercise
- Prison Security Handout 4: Case Study – Prison Riot (Australian Example)
- Prison Security: Case Study Keys – Prison Riot (Australian Example)

Structure

- Introduction
- Good Order & Control
- Three Types of Security in Prisons: Physical, Procedural and Dynamic Security
- Exploring Relevant NMRs
- Case Study: Prison Riot
- Conclusion

Introduction

Objectives

- Introduction of the topic of prison security to the participants.
- Explore the importance of prison security with respect to the role of an international prison expert

Material

- Flip-chart
- Markers
- [Handbook on Dynamic Security and Prison Intelligence](#)

Step-by-step (session plan)

8. Welcome & introduction

- In plenary, welcome the participants and introduce the topic of the session.
- Outline the learning objectives and write them on the flipchart.

9. Brainstorm (why prison security)

- Ask the participants the following question: Why is prison security important?
- Ask the participants to brainstorm their responses, either in a large plenary or in smaller groups.
- Debrief in a larger plenary.
- Capture key messages on a flip chart.
- Expected answers:
 - Prison security practices contribute to “good order and control” – required to ensure all administrative/operational/and services can be provided.
 - Makes the prison a safer place for prisoners – government has an obligation to prisoners, as wards of the state, to ensure their safety.
 - Makes for safer working conditions for staff.
 - Prison security can protect the public through prevention of mass escapes.
 - Prison security practices offer preventative measures to address issues prior to them becoming incidents that require response.
 - Some security practices ensure consistency in the prison – protecting prisoners from unknown limitations and restrictions.
 - Some security practices enhance relationship between officers and prisoners, thus opening opportunities for rehabilitation and reintegration engagement.

10. Brainstorm (prison security linked back to previous Modules)

- **Ask** the participants the following questions:

- How does the topic of prison security link back to previous Modules (MMA / NMRs)?
- Why should prison security be a focused session in pre-deployment training?
- How does the concept of prison security align with the broader concept of “peace and security” – the primary focus of anything to do as international prison experts?
- **Ask** the participants to brainstorm their responses, either in a large plenary or in smaller groups and then debrief in a larger plenary.
- **Flip-chart** responses and note correct statements and ideas provided by the participants.
- **Expected answers:**
 - Prison security supports the Protection of Civilians, Human Rights and Extension of State Authority themes.
 - CT/PVE are significant initiatives within the UN – corrections have a role to prevent the radicalization to violence of prisoners and to support the rehabilitation and reintegration of violent extremist prisoners.
 - Prison Security is one of the thematic areas of focus identified in the Prison Support Policy.
 - Rule of Law is a significant priority area in supporting peace and security and prisons are an important and equal partner in the criminal justice chain.
 - International corrections experts supporting prison services in PO contexts, require the fundamental knowledge and basic skills to mentor and train on enhancing prison security in overcrowded and under-resourced prison environments.
 - Without good order and control in the prison it is difficult to apply or realize international human rights standards.
 - Good prison security practices in prisons (prison intelligence) can support other governmental security initiatives.
 - Ensuring prison security is essential for upholding the human rights of prisoners, as it creates a safe environment where their rights and dignity can be respected and protected.

Good Order and Control

Objectives

- Explain the concept of Good Order and Control and the impact this has on overall prison management

Material

- None required

Step-by-step (session plan)

1. Explain the following to the participants:

- **Explain** what good order and control means. What are the elements to consider? What are the issues and implications?
- **Refer** to the following points in your discussion:
 - When establishing prison security protocols, prison leaders are pressed to assess/balance the rights/dignity of the prisoner(s) with the safety and security of staff, prisoners and the public. This may result in a further restrictions or limitations of some rights beyond the rights restricted / limited by arrest and detention.
 - Most people don't understand that in prisons, it is extremely important to ensure good order and control to ensure that all prisoners and staff are safe and secure, and that the environment allows prisoners to engage in various services and programmes (visits, religious services, work, recreation, etc.). However, to ensure such an environment, controls need to be put into place and in some cases, additional controls need to be applied if events / incidents disrupt the normal operations of the prison. Even if additional controls are put into place (prison lockdown, use of force options / tools, deployment of intervention teams etc.) with the intention of ensuring equitable treatment of the entire prisoner population and respecting the rights and dignity of prisoners (i.e. found in the Nelson Mandela Rules). It is, therefore, vitally important that policy supports the normal operations of the prison and when necessary, law/policy provides authorization for additional controls to be applied, for a limited duration, to support staff in returning the prison environment to normal operations.
 - The application of force has the potential to result in harm and injury if not applied appropriately and in the way intended by a nationally endorsed program. Staff applying force options without regard for policy and training standards is unacceptable and should not be supported by leadership. Significant safeguards must be in place to protect prisoners from cruel and unusual punishment, abuse, and even death. These same safeguards protect staff from accusation of cruel and unusual punishment and abuse and protect the organization's legitimacy and reputation. When staff apply force options using appropriate methods and tools that are prescribed by law and which adhere the various relevant principles (i.e. least restrictive, least intrusive, for the shortest duration possible, authorized, justified etc.), "good order and control" can be restored and prisoners are able to engage in services and programmes.

The Three Types of Security in Prisons

Objectives

- Define the 3 types of prison security (Physical, Procedural, Dynamic)

Material

- Flipchart
- Markers
- Prison Security Handout 1: Definitions Exercise
- Prison Security Handout 2: Definitions Key

Step-by-step (session plan)

1. Exercise

- In their groups, ask the participants to brainstorm each of the 3 types of security:
 - Physical Security
 - Procedural Security
 - Dynamic Security
- Ask participants to provide a description for each, explain why each component is important and if each concept on their own is enough to ensure good order and control.
- Distribute Handout 1: Prison Security Handout 1: Definitions. Have participants review.

2. Wrap-up

- Ask if there are any point of confusion or explanation required.

Physical, Procedural, and Dynamic Security

Objectives

- Identify the 3 types of prison security within a real-world context

Material

- Flipchart
- Markers
- Post-its of three different colours
- Three large cards with inscription: Physical, Dynamic, Procedural (one on each)
- Adhesive tape
- Handout 2: Case Study – Wall Exercise

Step-by-step (session plan)

1. Review Examples of Physical Security

- Perimeter Security (walls, fences, towers, lighting)
- Security Doors and Locks
- Surveillance Systems
- Barriers and Dividers
- Control of Access Points
- Security Staff positions/locations

2. Review Examples of Procedural Security

- Prisoner Classification
- Search Protocols
- Movement Control
- Movement Routines
- Staffing and Shift Management
- Incident Response
- Communication Protocols

3. Review Examples of Dynamic Security

- Staff – Prisoner interaction
- Risk Assessment and Monitoring
- Conflict Resolution
- Behavioural Monitoring and Intelligence Gathering
- Rehabilitation and Engagement Programmes
- Leadership and Staff Training
- Humanizing the prison environment

4. Exercise

- Split the participants into three groups.
- Assign each team a colour and give cards of the same colour (15 cards/team).
- Put three large headings (physical, procedural, dynamic) on the wall in the classroom in a location all groups can get to easily.
- Distribute Handout 2: Case Study – Wall Exercise to the groups (a copy to each participant or have them work in pairs).
- In teams, ask the participants to read through and identify **5 examples of each type of security** and write these on individual Post-it notes (one example per Post-it)
- As groups write down examples of the 3 types of security, the team will need to send a runner to stick the Post-it under the appropriate Security heading. First team with 5 examples under each Security heading wins the competition.

5. Debrief

- Debrief the accuracy of the responses and challenge groups to explain why they placed questionable responses under certain headings.
- Follow up question to participants:
 - If you had to invest in one of the three types of security, where do you feel you would get most “impact” (bang for buck) and “sustainability” and why?
 - What are the challenges / results if the prison administration decided to invest in one over the others (i.e. invest in physical security without investment in procedural and dynamic security elements – change this example around and discuss)
 - What typically causes prison incidents in prisons? Can your answers at all link back to any of the 3 security components we have been discussing?
- Debrief the responses.

Exploring Relevant NMRs

Objectives

- Identify and explore the relevant NMRs related to Prison Security

Material

- Nelson Mandela Rules
- Bangkok Rules
- Flip-chart
- Markers

Step-by-step (session plan)

1. Exercise

- **Explain** to the participants that NMRs make several references to the 3 types of security we have been discussing. Given the NMRs are international human rights standards in prisons, they will highlight various principles that need to be respected when engaging technical practices (i.e. use of restraints, types of searching, solitary confinement etc.).
- **Ask** the participants to, in their groups, read through the following NMRs and BKR's and identify the **overarching principles** (encourage them to use their own words if they wish) that need to be respected when engaging in prison security activities:
 - NMR: 43, 45, 47, 48, 49, 50, 51, 52, 75, 76, 77, 82 (others if applicable)
 - BKR: 19, 20, 21, 22, 24, 25, 31, 32 (others if applicable)
- **Provide** these examples to help participants understand the exercise:
 - Protect rights and dignity – Rule 1, least restrictive – Rule 82.

2. Debrief

- **Debrief** the responses from the group and ensure they hit on the following concepts (they may word concepts slightly differently or add to the list below). **Press participants to give a concrete example of when the principle isn't being followed:**
- **Expected responses (not exhaustive – participants may come up with additional points):**
 - Legality / Authorized by law (ex. NMR 50, 82)
 - Justified (ex. NMR 82)
 - No activity that can amount to torture or other cruel, inhuman or degrading treatment or punishment (ex. NMR 43)
 - Proportional (ex. NMR 50, 82)
 - Least Restrictive (ex. NMR 48b, 82)
 - Least Invasive / intrusive (ex. NMR 48b, 49)
 - Shortest /duration time possible to regain control (ex. NMR 48c)
 - De-escalation if time allows
 - Protection of Rights (ex. NMR 1)
 - Protection of Dignity (ex. NMR 1)
 - Personal safety
 - Public Safety

Prison Riot – Case Study (Australian Example)

Objectives

- Apply prison security concepts and relevant NMRs in a real-world context (case study scenario)

Material

- Flipchart
- Markers
- Prison Security Handout 4: Case Study – Prison Riot (Australian Example)
- Prison Security Handout 5: Case Study - Prison Riot Keys (Australian Example)

Step-by-step (session plan)

1. Exercise

- **Explain** to participants that for this particular exercise we will be withdrawing from the Carana environment to explore a real-life scenario from Australia that presents a good prison security case study.
- **Have** participants **work** individually or in teams (facilitator to decide – might be easier to work as individuals or in pairs)
- **Distribute** Prison Security Handout 3: Case Study – Prison Riot (Australian Example)
- **Instruct** participants to read the case and then answer the underlying questions provided in the handout.

2. Debrief

- **Distribute** Prison Security Handout 5: Case Study - Prison Riot Keys (Australian Example)
- **Give** participants time to review their responses with the Case Study Keys
- In plenary, **ask** participants if they want to discuss an aspect of the Case Study, any observations they have made.
- If participants are quiet, **review** the expected response or use prompting questions to begin a discussion (i.e. Would a harsher prisoner routine (stricter) prevented this from happening?)

Conclusion

Objectives

- Review the central concept of the lesson

Material

- None required

Step-by-step (session plan)

2. Key messages (have the following key points on the flip chart or PowerPoint Presentation):

- Three different, yet interconnected, prison security concepts exist (Physical, Procedural, Dynamic)
- Prison security is critical to maintaining a safe and effective prison environment that supports the rehabilitation of prisoners and ensures the safety of all involved—prisoners, staff, and the public. The goal of prison security should not only be to maintain good order and control and prevent escapes but also to support a rehabilitative and humane prison environment in line with the NMRs. Effective security practices help foster discipline, reduce violence, and provide a foundation for the reintegration of prisoners into society.

Module 8: Prison Design

 2h 45 min

Overview

The design of prisons plays a critical role in upholding international human rights standards. Effective prison design ensures that prisons are secure, and that the treatment of prisoner complies with human dignity, humane conditions, and the promotion of rehabilitation, all of which are fundamental principles in international human rights law. Throughout the training programme, participants will be challenged to apply various human rights standards (elements of the NMRs) in complex overcrowded and resource-poor prison environments, defined by aging, and often, deteriorating prison infrastructure. Participants will quickly realize that creative thinking and solutions will be necessary, albeit not always the “ideal”. This exercise will be conducted in two parts. Firstly, participants plan an ideal prison design that embraces easy application of human rights standards drawing on the training Modules and Session as appropriate. Secondly, participants will be challenged to think creatively, making difficult choices on prison design to accommodate a significant lack of funding which is common in most prison infrastructure projects.

Note: this particular exercise is modelled after a real-life scenario that took place in Somali where international prison experts were consulted on an intended prison build with a limited budget.

Objectives

By the end of this exercise, the participants will be able to:

- Evaluate prison design in relation to human rights standards using a variety of frameworks (i.e. process flow, humane treatment and the right to dignity, access to rehabilitation, protection of vulnerable groups, prevention of overcrowding, contact with the outside world, ensuring security without excessive use of force, promoting mental and physical health, and accountability and oversight)
- Prioritize the realization of critical human rights standards within a resource-poor real-life context.

Exercise

- Prison Design Exercise: one large exercise with 2 parts that will be run over the course of several days.

Handouts

- Handout 1: Introduction and Information
- Handout 2: Kismayo Master Plan (to be printed in A5 for participants)
- Handout 3: The Shift
- Handout 4: Design Elements
- Handout 5: Costing Sheet
- Handout 6: Donor Resources
- Handout 7: Picture of Prison Build

Structure

- Introduction
- Prison Design Exercise: Part 1
- Prison Design Exercise: Part 2
- Conclusion

Introduction

Objectives

By the end of this module, participants will be able to design a prison facility that upholds international human rights standards, incorporating principles of security, humane treatment, and rehabilitation. Participants will also be able to creatively address the challenges of overcrowding, resource constraints, and deteriorating infrastructure, while making informed, practical decisions that balance ideal human rights principles with real-world limitations.

Material

- None required

Step-by-step (session plan)

1. Introduction

- In plenary, welcome the participants and introduce the Prison Design Exercise.
- Explain the learning objectives.

Notes:

- ✓ The design plans used are real and should not be shared beyond this training environment. Ensure that the maps and blueprints are destroyed after the exercise.
- ✓ This Exercise will be run in 2 parts (**participants will not be aware of Part 2 – it will be a surprise**)
- ✓ This exercise is it to be run over the period of several days, giving time to participants to work on their prison designs after specific Modules and/or Sessions to incorporate new knowledge into identifying / labelling different aspects of prison blueprint.
- ✓ The exercise should be introduced early into the training schedule (even during Module 1: Introduction PDT).
- ✓ Sporadic time should be given to the groups over the first week of the programme.
- ✓ 60-90 minutes should be identified in the schedule (during week 2) for Part 2 of the exercise.

Prison Design Exercise: Part 1

Objectives

- Identify elements of prison design/infrastructure that support the implementation of human rights standards in prisons using a real-life prison architectural plan.

Material

- Previous Module notes / handouts
- Post-it notes
- Handout 1 – Introduction and Information
- Handout 2 – Kismayo Master Plan (print in A5 for participants)

Step-by-step (session plan)

1. Detailed Explanation

- In plenary, explain the instructions for the exercise.
 - Have participants work in their assigned group but in separate spaces so groups don't interfere with each other.
 - Explain that time will be provided on an ad hoc basis for groups to discuss and label the various areas of the prison blueprint (couple minutes after a specific Module and/or Session, at the end of the day or in the beginning of the day).
- Distribute the Handout 1: Introduction and Information – the instructions are self-explanatory.
- Distribute Handout 2: Kismayo Master Plan – this will be the basis for their meeting with the prison director (as described in the handout).
- Identify a meeting time with the prison director for each group. Reserve 90-120 minutes for this meeting. At the onset of this meeting, Part 2 of the exercise will begin – “The Shift” - and will require 90-120 mins to complete.

Prison Design Exercise: Part 2

Objectives

- To challenge participants to make critical decisions, prioritizing human rights standards, in order to identify a plausible prison design with limited financial resources.

Material

- Handout 3: The Shift
- Handout 4: Design Elements (Need to be cut into slits so they can be placed on a table to form a prison design)
- Handout 5: Costing Sheet (To be used on participant computer to keep a running cost of the prison build)
- Handout 6: Donor Resources (for instructors only – elements to be cut out and placed into an envelope)
- Handout 7: Picture of Prison Build (used for debriefing)

Step-by-step (session plan)

2. Exercise Part 2: “The Shift”

- Have each group individually come into a meeting with the prison director (as original instructions).
- The meeting should be interrupted after approximately 2 minutes by the Financial Donor (or a messenger) asking to talk to the Commander regarding urgent news. They step out for a quick conversation and then the commander returns with important news (“The Shift”).
- The Prison Director will explain he was just informed that donor funds have been reduced significantly and that there has been a “Shift”.
- Distribute the Handout 3: The Shift.
- Distribute the Handout 4: Design Elements
- Explain that the group will need to cut the design element into slits of paper and build a prison using the slits of paper (using a table to lay out different design elements), keeping the cost withing funding amount identified.
- Explain that each group will need to use Handout 5 – Costing Sheet. This should be emailed to each group, and a member of the group can use the Excel Costing Sheet on a participant’s computer. A formula has been put into the excel spread sheet. Each and every design element needs to be written into a separate excel row and the total cost will automatically populate.
- After each group has been introduced to “The Shift”, have the groups go back to their respective rooms and build their prisons, using the information / handouts provided.
- Instructors should walk around and listen in to the discussion as each group attempts to build a functional prison with limited financial resources.

Extra Donor Funding or additional loss of funds:

- Groups will have the opportunity to get additional funding or possibly lose funding as they request possible Partners and Donors for support. The possibility of donor support is embedded in the instructions provided.
- Possible Financial Partners and Donors can be found in the Resource Folder of this module - Handout 6: Donor Resources (for instructors only). Multiple copies should be cut out, placed into an envelope and handed out as groups make specific requests for support.
- After around 45 – 60 minutes, if questions have not been raised about external donor funding, start hinting at it so that groups start requesting it. **Once groups start demanding extra funding, this exercise requires more than one facilitator to handle this. Keep separate folders to separate**

different groups but avoid showing them what they can request (say you will check, leave the room. prepare, return.) Remember some actors can be corrupt. And it could also be wise to add potential actors that are discussed during the training.

3. Concluding the Exercise

- Take a photo of each completed design (can be used in the larger plenary debrief if groups are not able to walk around to each of the prison designs)
- For the debrief, have all the groups visit each prison design and debrief the group responsible for each prison design (or use the pictures in the main classroom). Use some of the following questions for the debrief:
 - How did it go?
 - What were the easiest things to agree upon?
 - Was there anything you didn't agree upon? If so, how come you made the choice you made?
 - Are there any parts of the design they remain unhappy with and why?
 - Do you feel that their prison design respects all the various human rights standards they have been learning about throughout the training programme.
 - Ask individual groups if they have any other observations linked to the process of attempting to build a functioning prison with limited resources.
- Explain that there is no correct design as prioritizing human rights standards is not an easy task nor is it an ideal exercise. Show the final design that was negotiated and accepted and while falling short in many ways, this design was far better than the existing prison that existed.
- Hand out or put on Power Point for debrief: Handout 8 – Picture of Prison Build (used for debriefing). Explain that this exercise was taken from a real-life exercise in Somalia where funding was significantly reduced. If a solution all funds would have been returned to the donor. A reduced prison design was negotiated

Conclusion

Objectives

- Review the central concept of the lesson

Material

- None required

Step-by-step (session plan)

3. Key messages

- Outline the key messages:
 - With unlimited funds, it is easy to ensure that prison design can ensure the implementation of the NMRs. However, this is a rare reality in the context which you will be deployed. As international corrections experts we will be called upon to support the design of prisons and it will be a challenge to prioritize the many aspects of human rights standards that we have been working with (much like the Prioritization Exercise done early in the training course). It is critical that we can support creative thinking and articulate the suggestions we are making, knowing that the prison design will have a direct impact on the well-being of prisoners and staff.
 - In summary, prison design is not merely about the architecture or aesthetics of a facility but plays a crucial role in shaping how prisoners are treated and how their human rights are respected. A prison system that complies with international human rights standards ensures that prisoners' dignity, health, and rehabilitation are prioritized. It also supports the broader goal of reducing recidivism, promoting social reintegration, and upholding the values of justice and human rights within society. Properly designed prisons are an essential component of a fair and just legal system, where the rights of all individuals, even those incarcerated, are protected.

Module 9: Carana Exercise (ADIMA)

Overview

The Carana Exercise – also known as A Day in the Mission Area (ADIMA) — is an immersive, simulation-based training activity used to help participants understand the complex dynamics of a mission environment. The goal of this exercise is to simulate real-life conditions, requiring participants to navigate through complex, challenging situations while adhering to principles such as human rights, safety, effective communication, and resource management, as knowledge and skills that have been practised during previous Modules and Sessions. Participants must address the difficulties of working in dynamic, unpredictable environments while striving to achieve mission objectives.

Objectives

By the end of the module, the participants will be able to:

- Practice the knowledge and skills learned throughout the training programme in real-world situations.
- Apply International Human Rights Standards
- Apply decision-making skills under resource constraints
- Practice critical thinking skills in stressful situations
- Practice Monitoring, Mentoring, Advising, Communication skills (negotiation and conflict resolution)

Exercises

- Detailed scenario exercises are identified below.

Handouts

- Overall Scenario briefs for Role Players (Handouts 1 – 4)
 - Handout 1: Exercise 1 – Prison Director
 - Handout 2: Exercise 2 – Admission
 - Handout 3: Exercise 3 – Checkpoints
 - Handout 4: Exercise 4 – Accident, Mine Field
 - Handout 5: Exercise 5 – Disrespect and Prison Security
 - Handout 6: Exercise 6 – Prisoner in Charge (PIC)
- Participant Scenario instructions
 - Handout 1, Exercise 1 – Prison Director
 - Handout 2, Exercise 2 – Admission
 - Handout 3: Exercise 3 – Checkpoints
 - Handout 4: Exercise 4 – Accident, Mine Field
 - Handout 5: Exercise 5 – Disrespect and Prison Security
 - Handout 6: Exercise 6 – Prisoner in Charge (PIC)

Structure

- Introduction Part 1: Preparation – Carana Exercise

- Introduction Part 2: Carana Exercise 1 – Prison Director
- Carana Exercise 2 – Admission
- Carana Exercise 3 – Checkpoints
- Carana Exercise 4 – Accidents and Mine Fields
- Carana Exercise 5 – Disrespect and Prison Security
- Carana Exercise 6 – Prisoner in Charge (PIC)

Introduction Part I: Preparation – Carana Exercise

Objectives

- Brief the participants
- Prepare the environment (Mission Areas)
- Prepare the Role Players
- Prepare the Instructors

Material

- Module 1, Handout 2: Carana Scenario
- Module 1, Handout 3: Carana Prisons Background Brief
- Module 1, Handout 4: Carana UNSCR 1544 Resolution
- Handouts from all previous Modules will be applicable for participants' reference
- Props identified below (to create realism)
- Role players (10 or more)
- Overall Scenario briefs for Role Players (Handouts 1 – 4)
 - Module 9: Handout 1, Exercise 1 – Prison Director
 - Module 9: Handout 2, Exercise 2 – Admission
 - Module 9: Handout 3, Exercise 3 – Checkpoints
 - Module 9: Handout 4, Exercise 4 – Accident, Mine Field
 - Module 9: Handout 5: Exercise 5 – Disrespect and Prison Security
 - Module 9: Handout 6: Exercise 6 – Prisoner in Charge (PIC)
- Participant Scenario instructions
 - Module 9: Handout 1, Exercise 1 – Prison Director
 - Module 9: Handout 2, Exercise 2 – Admission
 - Module 9: Handout 3, Exercise 3 – Checkpoints
 - Module 9: Handout 4, Exercise 4 – Accident, Mine Field
 - Module 9: Handout 5: Exercise 5 – Disrespect and Prison Security
 - Module 9: Handout 6: Exercise 6 – Prisoner in Charge (PIC)

1. Participants' Briefing

- Conducted a day prior to the Carana Exercise; reiterated again in the morning of the Carana Exercise
- In line with the context of the entire training programme, participants will be entering a specific mission environment that will include travel to the central prison, meeting with various institutional personnel, possibly interact with prisoners, and likely be exposed to a variety of challenging circumstances. This has caused anxiety amongst many participants in the past; therefore, **participants should be briefed the day before the Carana Exercise** in order to prepare within their groups, at least review the Carana briefing materials and notes from the past Modules.
- Participants will need to work in their designated groups, where the group lead will change for each scenario. However, the lead can change during the scenario if the circumstances dictate. Being the lead in the group does not necessarily mean you are the only one to engage in the scenario. Your team will, should, could be very valuable during the scenarios.
- The scenarios will challenge groups to use the knowledge and skills from each of the past Modules / Sessions (review some of the key learning points from past Modules).
- Some of the scenarios will be challenging but they are NOT intended to have the group fail. If your group is stuck and not sure how to move forward, the lead instructor (wearing the safety vest) can pause the scenario and have the group internally discuss how to move forward. When ready, the scenario will continue. The assigned lead in the group can also pause the scenario if they feel stuck. If they do, the lead instructor will guide the group through a constructive discussion and then resume the scenario.
- After each scenario, the lead instructor will conduct a debrief of that scenario using the debrief instructions developed. Points of success and improvement will be discussed. The groups need to remember that there is no one way to succeed.
- Groups will rotate through the selected scenarios; therefore, they should not discuss their experience with other groups. After the Carana Exercise is completed, there will be time to discuss experiences in a larger debrief.

2. Prepare the Environment – Carana Exercise

- The Carana exercise should be considered when identifying a location for the PDT. Preparations for the exercise should begin before participants arrive (i.e. designated locations for each scenario, available role players and equipment/props etc.) The exercise area can look very different, and the scenarios will require adjustment based on the space and resources available. Past exercises have been run in classroom buildings, military training sites, in shipping container yards, etc. In ideal cases, you have dedicated space with cells and buildings but if this is not available, the training team can be creative and make the scenarios as life like as possible.
- For the scenario included in this package, you will need access to two areas that mimic a registration office and an office for a Prison Director.
- It is also important to think how to run the logistics during the day, and how to avoid that the groups see and hear what is going on in the other scenarios before being part of them. How to run the scenarios
- You need to identify how many role players you can access to (to run all the suggested scenarios you need approximately 10 role players) and find time for a preparation meeting with the role players.

Scenarios:

- Four real-world scenarios are included in this training package. These scenarios are descriptive and provide instructions for the setup, for role players and for participants. These scenarios can be modified according to space and resources available (i.e. building, rooms, number of role players and equipment). Running 4 scenarios at a time, using the suggested schedule, has been

effective in the past but this may need to be modified given the amount of space and resources available. More scenarios may be in the resource folder, some more resource intensive than others.

- **Critical note:** Participant groups will be provided with short briefs prior to each scenario. Groups should have a couple minutes to read and discuss an approach before starting that particular scenario. These are found in the Resource Folder as Handouts for Participants.

3. Preparation meeting with role players:

- Schedule a meeting with the role players before the actual exercise day, this can be done on-line.
- Distribute the scenario instructions and the roles.
- Stress that the objective of the Carana Exercise is for participants to enact the knowledge and practice the skills they have learned during the PDT. The role players are critical in supporting this process. Ideally, role players challenge participants to demonstrate skills, sometimes requiring the role player to adjust their approach at the moment. The point is NOT to have participant fail the scenario. Overacting is common (getting into the excitement of the scenario) but this will become counter-productive and disrupt the learning process.

4. Preparation for trainers:

- Assign trainers that will observe and manage the scenarios, one for each scenario. These trainers will remain at this scenario for all group.
- Assign trainers to follow the groups around all the scenarios, one for each group of participants. This trainer will follow the group to each scenario.
- Review the feedback structure, feedback is given to each group after the scenario before heading for the next scenario. The whole Exercise is briefed in plenary after all groups are through all scenarios.
- Ideally Decide on how is going to act Security Base and ensure that instructions on how to operate Security Base are clear.
- Make a flowchart for the Carana Exercise (i.e. a schedule for each group so the overall Carana Exercise has a good flow).

5. Required Equipment and Role Players for sample scenarios provided

The following equipment list is not exhaustive. Adjustment can and should be made given resources available. The purpose of the equipment is to make the scenarios as lifelike as possible. Below is an example of an equipment list that has been used in the past based on the scenarios identified in this Module.

<u>Clothing</u>	
<u>National Prison Personnel:</u> <ul style="list-style-type: none"> • Military (camo) pants • Military (camo) shirts • Prison Officer uniform • Uniform hats/caps 	<u>Prisoners:</u> <ul style="list-style-type: none"> • Prisoner Uniforms (examples below): <ul style="list-style-type: none"> ○ Orange jumpsuits ○ Striped tops ○ Striped bottoms ○ Striped caps • Dolls (baby)
<u>Civilians:</u>	<u>Bandits (at checkpoints):</u>

<ul style="list-style-type: none"> Assorted Clothing (relevant to the scenario context – examples below) <ul style="list-style-type: none"> Skirt Dress & belt Grey T-shirt (long sleeved) Strip of black corduroy Grey sweatpants Shawls (varying sizes) Satchels (green, woven) 	<ul style="list-style-type: none"> Balaclava Gloves Inactive weapons (fake guns / knives / batons) <hr/> <p><u>International Prison Experts:</u></p> <ul style="list-style-type: none"> Uniforms UN Armband Beret
<u>Miscellaneous</u>	
<ul style="list-style-type: none"> Bottles of alcohol Warning Signs (Mines, Ebola, danger, handwashing) Rope Police tape Socks Safety vests (for instructors / observers) 	<p><u>First Aid related items:</u></p> <ul style="list-style-type: none"> First Aid kits Fake blood / blood capsules Wound gauze Tensor bandages and fasteners Scissors Electric tape Scotch tape

<u>Scenarios</u>	<u>Roles</u>	<u>Material</u>
Scenario 1: Prison Director	<ul style="list-style-type: none"> Prison Director Prison officer who enters the room 	Prison director with appropriate outfit Bottle of liquor present One officer with baton Contrabands (telephones and drugs) and some bedding
Scenario 2: Admission	<ul style="list-style-type: none"> Corrections Officer Detainee Police officer (depending on if you want the prisoner to be dropped or not). 	<ul style="list-style-type: none"> Correctional Officer Uniform Clothes for detainee Registration book Handcuffs
Scenario 3: Checkpoint	<ul style="list-style-type: none"> Role players (if one checkpoint – at least 2 if not more) 	<ul style="list-style-type: none"> Official looking uniforms Weapons (if available – but fake) Head coverings for participants (can be used or not) Rope / handcuffs / something to tie hands (may or may not be used) Cans of water – to act as gasoline in case participants refuse to get out of vehicle

		<p>For participants:</p> <ul style="list-style-type: none"> • Vehicle • Water • Medical bag • Anything else that might be of value to corrupt checkpoint guards • Radios – radio contact card • UN identification (or some form of it)
Scenario 4: Mine field	<ul style="list-style-type: none"> • Injured person (if not using a dummy) • Person in panic (likely in shock) because their friend/family member/spouse is in the mine field. • Someone from the base to answer to the radio call 	
Scenario 5: Disrespect & Prison Security	<ul style="list-style-type: none"> • 2 GPP • 1-2 national staff members who is/are mentees 	<ul style="list-style-type: none"> • An environment that is realistic to the location where the GPP will be working with the national staff member • GPP uniforms (caps, armbands etc.) • National staff member uniform components (if possible)
Scenario 6: Prisoner in Charge (PIC)	<ul style="list-style-type: none"> • Prison Director • Prisoner-in-charge 	<ul style="list-style-type: none"> • First location: office for prison director (or anything that can simulate a meeting space) • Second location: location that has a locked door (simulating the entrance into the prison). This will be where the Prisoner-in-charge will be located). • Set of keys, the more the better to simulate that the PIC controls all the keys to the prison. • Uniform or appropriate attire for the Prison Director • PIC (can have a uniform or not). If without a uniform the scenario will become more difficult as the participants will need to

		<p>determine if the PIC character is a prisoner or not.</p> <ul style="list-style-type: none">• Props for luxury cell (for PIC), such as a fan, radio, clean bedding, chair, etc.• Optional: printed handouts of NMR 69–71 for participants to refer to.
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Introduction Part II: Carana Exercise Day

- Explain to the participants the following points:
 - In the Carana exercise, participants will be exposed to different situations in a mission area context. Participants will apply the knowledge that they have acquired throughout the training to handle different situations. Each scenario will take around 20 minutes, following which the group will have a debrief.
 - Participants who typically wear a uniform at work are requested to wear it during the Carana exercise. Others may wear practical clothes for the climate.
 - Carana is not an exam, but an opportunity to learn and reflect on what the participants have learnt, what they did well and/or what they could have done differently.
 - The participants' ability to cooperate and communicate within the group will be crucial
 - Instruct the groups to rotate as team leaders for the different scenarios.
 - Participant groups will be provided with short briefs prior to each scenario. Groups should have a couple minutes to read and discuss an approach before starting that particular scenario. These are found in the Resource Folder as Handouts for Participants.
- **Proposed timetable (for 4 scenarios running simultaneously for approximately 20 participants):**

Scenario	Prison Director, searches	Mines	Roadblock	Prisoner Admission	Kitchen/mentally ill
Instructor Feedback					
09.30	Group 1	Just passing	Group 2	Group 3	Group 4
10.30	Group 2		Group 1	Group 4	Group 3
11.30	Lunch		Lunch	Lunch	Lunch
12.15	Group 3		Group 4	Group 1	Group 2
13.15	Group 4		Group 3	Group 2	Group 1
Debriefing 15.00	In main classroom				

Notes:

- ✓ The schedule will need to be tailored to your specific needs whilst considering space and resources.

Carana Exercise Scenarios

- The following scenarios are pre-made, in detail, and have been used several times in previous training programmes. More scenarios can be added as instructors deem necessary and required based on space and resources available. These Scenarios are also found in the Module 8 Resource Folder.

Carana Exercise 1: Prison Director

Objectives

- Press participants to be mindful of their surrounding (situational awareness), focus on communication skills (listening, questioning, challenging, educating, advising), including in difficult situations when the prison director has a different perspective due to experience, culture, education etc.
- Press participants to discuss aspects of the NMRs, including on admissions process, training of personnel, searches, discipline and sanctions and whatever else may come up. Advocate for the reasons why implementing the NMRs is beneficial to the prison administration.
- Press participants on appropriate and inappropriate behaviour as based on the UN values and international human rights norms and standards, including as found in the code of conduct.

Material

- Appropriate outfit for the prison director
- Bottle of liquor present
- One officer with baton
- Contrabands (telephones and drugs) and some bedding

Actors

- Prison Director
- Prison officer who enters the room

Step-by-step (session plan)

1. Scenario & Instructions for the role-players:

- **Scenario:**
 - The team meets the Prison Director (PD) in his office. It is the second time they have met the PD; the first meeting went really well, and you feel that you managed to establish good relations. When you arrive, the PD offers you and your team some alcohol. While the PD seems to respect you, he has neither negative nor positive attitude towards the assistance from UN advisors. The PD tries to get assistance in terms of infrastructure, weapons and equipment for prison security, and money etc.
 - After a while, a Correctional Officer (CO) knocks on the door to the office, telling the PD he/she has conducted searches and found some contraband (telephones, drugs, and money). The officer also says he/she got upset with the prisoners because they were upset that he took their stuff but he/she took care of it (showing them the baton and slapping it in his/her hand) and because they were disrespectful, he punished

them by taking their bedding (pillows and blankets). The officer also claims that the benefit of taking away the bedding is that they can't hide anymore contraband!

- The PD says that it was good that he conducted the searches, found the contraband and was proactive to prevent the prisoners from hiding more contraband. The CO then leaves. The PD then turns to the UN international corrections experts, praises his officer and tells them that he needs more officers like this one.
- See if the corrections expert asks the PD about the contraband, search procedures and the treatment of prisoners as the PO also punished the prisoners. If corrections experts don't hit on these issues, the PD should push harder to have corrections expert address the officers report – behaviour.

- **Instructions:**

Prison Director:

- If questioned or insulted, continue to be respectful but get a bit angry (raise voice and criticized the UN) and try to have the international corrections expert make you promises to provide money, weapons, equipment (vehicles, boots, anything you can think of from expensive to cheap costs). If they are using good communication skills, lighten up but if they don't, become more difficult. In the end, ensure that the participants move to a positive resolution despite it moving up and down. The participants must end on a positive note.

- **Prison officer entering the office:**

- Coming into the PD's office, thinks he/she has done a great job, is cocky, and thinks that he is untouchable. You are even more excited after finding the contraband and that he himself took the decision to take their bedding so the place will be much safer both for the staff and the prisoners. If asked by any of the participants on the searches or what he did with the baton, just tell them you have done what you always do/how you have been trained and ask them who they are and why they ask him questions – it's the PD who decides everything.

2. Learning points

- Ask participants to refer back to what is stated in international instruments (Mandela rules), UDHR, and other conventions – convention against torture, Principles on use of force (justifiable, lawful, proportional...)
- Will they be able to talk about staff training?
- Do they make any promises to the PD?
- Security issues (dynamic, technical)
- Cultural awareness
- Corruption issues
- Values – ethical, moral
- Mentoring and advising process

3. Scenario for Participants

- You and your team are on your way to the prison for a scheduled visit. You have visited many times and have enough of a relationship to ask difficult questions, but he expects decent

information and expert advice from you. He has a long military career, is super proud of his accomplishments and of his staff, who he has likely trained personally. The prison director also has a reputation for being slightly explosive, meaning he can go from super friendly to aggressive if he sees or hears something he may not like.

- You aren't sure but you also hear that he has an alcohol issue, likely due to his many years in the military in active combat. The prison director, however, is very proud to work at the UN, loves to flirt with women and connects better with the men, sometimes belittling international women international corrections experts.

3. Debrief & Feedback

- **Walk through** the scenario step by step by asking participants what happened.
- **Ask** participants what they think went well.
- **Ask** participants if there was anything they think they could have done differently and, in that case, why. Let them identify several items if they wish but don't let participants begin a long list of their mistakes. Always push participants to offer a positive solution to every challenge they identify.
- **Formulate** your feedback by starting off from something that was done well, followed by something that can be improved, and ending with something positive. Focus on the skills and behaviours we wanted to see during the programme.
- **Invite** the actors for feedback using the process above.
- **Ask** everyone what are their takeaways from this exercise.
- **End** the exercise with a few positive words.
- **Be** time conscious due to the different scenarios running.
- When the scenario is finished, **send** the group **back** to the parking lot. Another trainer should make sure the participants are ready to go to the next scenario.
- Remind the group they need to change their team leader before they start the next scenario.

Notes:

- ✓ If required, use a time-out during the exercise and let the group gather and agree on the way forward (or if the scenario takes a wrong turn).
- ✓ Our aim is that the participants leave the scenario with a feeling of success.

Carana Exercise 2: Admission

Objectives

- Test participants on aspects of Advising and Mentoring and in various elements of the NMR – specifically around the admissions process.
- Participants need to demonstrate good communication skills, explaining a good admissions process from the perspective of the NMR. They need to support international corrections expert in conflict situations and advocate for appropriate care for prisoners at time of admission.

Material

- Correctional Officer Uniform
- Clothes for detainee
- Registration book
- Handcuffs

Actors

- Corrections Officer
- Detainee
- Police officer (depending on if you want the prisoner to be dropped or not).

Step-by-step (session plan)

1. Scenario & Instructions for the role-players:

- **Scenario:**
 - The participants (International Corrections Experts) will arrive for a scheduled prison visit, with the emphasis on supporting the admissions process, which was one of the Prison Director's concerns. The participants have met the admissions officer before and while they haven't had a lot of time to establish a solid relationship, they know the officer enough to offer advice.
 - When they arrive at the prison admissions office, they meet the corrections officer who, for the moment, is all alone in the office: either with one new prisoner or alone cleaning the office (depending on if there is a detainee being dropped by police or if the detainee is already there). The corrections officer is fairly new, has no authority to take decisions and isn't confident in what he needs to do because he hasn't had any training.
 - In the case that the corrections officer is alone, after a few moments of talking with the corrections officer, you will hear a knock on the door and the police will bring in a detainee. The police officer will explain that he is in a hurry and was told to deliver the detainee. The detainee might try say something, but the police officer will slap him and tell him to shut up. The officer will take off the handcuffs and try to leave the prisoner. The corrections officer, in a hesitant voice will ask for the paperwork (warrant), but the police officer will say he didn't get paperwork to deliver. The corrections officer should ask again for paperwork and the police officer, now

frustrated, should grab a pen and paper and write something on it and give it to the corrections officer saying that this should be enough. Regardless, the police officer needs to leave, and the detainee is now responsible for the detainee and if the corrections officer chooses to release the prisoner, it would likely end up in his/her arrest.

- If the detainee is already in the admission office, they should be handcuffed to something uncomfortable, waiting for the admissions officer to process them. When the corrections officer finally gets to the intake process (after the participants arrive or when the prisoner is dropped off), the officer will ask for the prisoner's name and put another count on the wall (Male or Female) and tell the prisoner that he/she has to wait for a while since he is not sure which block has any room for the prisoner. *"It's full everywhere, but don't worry, there will always be room somewhere for you. But you will have to sleep on the floor for the first couple of months at least."*
- The detainee may start to ask questions, but the admissions officer will ignore them. If the prisoner continues, the officer may undo one handcuff and move the detainee to the furthest area of the room, so they don't disturb the officer as they try and fill in the books and speak with the participants (International Corrections Experts)
- The detainee seems to have injuries, maybe from the police.
- The participants (International Corrections Experts) should be encouraged to engage with the corrections officer from the beginning, questioning everything, including the police officer when they arrive with the detainee (if this is the scenario chosen). If participant (International Corrections Expert) is not engaging, the corrections officer should prompt this with questions to the participants (i.e., I am not sure what to do here, this is the first time I experienced a police officer dropping off a detainee without paperwork, what should I do?

- **Instructions:**

Corrections Officer (pick a name):

- You are alone at admission and just received a new prisoner or are expected to receive one. If the detainee is already there, he/she just arrived two minutes before the participants did. You (corrections officer) are new and have started the intake without any warrant or checking the status of the prisoner. You put another number on the wall and ask for the prisoner's name, sex, tribe and admission date and put it in the registration book and says that the prisoner is now ready for the blocks. There is no warrant. You ask the prisoner why he/she is there and when he/she can't answer, you don't really seem to care.
- Tell the prisoner to sit on a chair a bit further away so you will leave it up to the group if they would like to talk to you more privately (mentoring).
- If the mentors tell you about the necessary documentation, listen with interest but inform them that you never received any warrant orders and wonder what it is and who is supposed to bring it. Ask questions about contents of the warrant order (from whom, what information needs to be there etc.). If they ask to see the registration book, show them there are only names and crimes in the book, nothing else.

- **Police Officer:**

- You are in a hurry and need to drop this detainee. You are not aggressive but become slightly annoyed if the corrections officer delays you much longer with questions of paperwork or what happened to the detainee (they may have some blood on their face). If the detainee tries to speak, slap them a little to shut them up. Don't let the detainee speak. You want to drop them and go. If the corrections officer asks for paperwork too many times, grab a piece of paper and write your name, the name of

prison and that the prisoner needs to be put in prison. Give the paper to the corrections officer. Before you leave make sure that you tell the corrections officer that if they release the detainee, they will likely be arrested themselves and put into prison. Uncuff the prisoner and leave.

- **Prisoner:**

- You are injured. You have no idea why you have been taken by the police so when the corrections officer asks you why you are there, you can't answer. You are asking multiple times if the police officer who arrested you will be there again. You seem to be really afraid of him.

2. Learning points

- Admission processes
- Record keeping
- Separation of prisoners
- Health screening
- Attitudes and approach
- Communications within the group
- Did they ask the CO how this is normally being handled? (against staff training)
- Importance of correct documentation

3. Scenario for Participants

- The instructions below will be given to the participants in their handouts:
 - They are visiting a prison with a focus on the admissions process. They have been to the prison before and have begun to establish a relationship with the corrections officer assigned to admissions. They have enough of a relationship to ask questions and help them do their job appropriately. They know that the corrections officer is fairly new to their job and is unsure of what to do, mainly because there are no clear policies.
 - They arrive at the admissions office and the scenario begins.

4. Debrief & Feedback

- **Walk through** the scenario step by step by asking participants what happened.
- **Ask** participants what they think went well.
- **Ask** participants if there was anything they think they could have done differently and, in that case, why. Let them identify several items if they wish but don't let participants begin a long list of their mistakes. Always push participants to offer a positive solution to every challenge they identify.
- **Formulate** your feedback by starting off from something that was done well, followed by something that can be improved, and ending with something positive. Focus on the skills and behaviours we wanted to see during the programme.
- **Invite** the actors for feedback using the process above.
- **Ask** everyone what their takeaways from this exercise are.
- **End** the exercise with a few positive words.
- **Be** time conscious due to the different scenarios running.
- When the scenario is finished, **send** the group **back** to the parking lot. Another trainer should make sure the participants are ready to go to the next scenario.

- Remind the group they need to change their team leader before they start the next scenario.

Notes

- ✓ If required, use a time-out during the exercise and let the group gather and agree on the way forward (or if the scenario takes a wrong turn).
- ✓ Our aim is that the participants leave the scenario with a feeling of success.

Carana Exercise 3: Checkpoints

Objectives

- Practice situational awareness (observation, sight, sounds, smell etc.).
- Make participants aware of risks and difficulties in the environment (Mission Area).
- Consider personal security, use effective communication skills – including conflict management and low-level negotiations.

Material

For Role players:

- Official looking uniforms
- Weapons (if available – but fake)
- Head coverings for participants (can be used or not)
- Rope / handcuffs / something to bind hands (may or may not be used)
- Cans of water – to act as gasoline in case participants refuse to get out of vehicle

For participants:

- Vehicle
- Water
- Medical bag
- Anything else that might be of value to corrupt checkpoint guards
- Radios – radio contact card
- UN identification (or some form of it)

Actors

- If one checkpoint – at least 2 checkpoint officers

Step-by-step (session plan)

1. Scenario & Instructions for the role-players (number may vary):

- The team, while on the drive to the prison, encounter a check point. The check point appears legitimate, and the guards are very polite at the start. Use the following points to guide the scenario, you can make variations but NOTE: the scenario can't end if any participants are dead or seriously wounded. Participants need to succeed to the point of being able to get in the car and drive away. You need to push and try to convince them to follow your instructions. Be forceful but your intent is not to hurt anyone, you want to get supplies, money and maybe a visa. Use different languages from the participants if you are able.

→ When the vehicle is stopped, ask to see the ID of everyone in the vehicle (they can make small talk – ask where people are from, what they do, if they are married, have

children etc.). Stop the vehicle from moving and when the participants ask if they can leave, tell them that they shouldn't be driving towards the prison because there are military operations taking place down the road. If they ask to turn around and leave, don't let them.

- Ask for any supplies they may have – water, food, medical supplies. The group could negotiate to keep these supplies but, in the end, they should give these items up if it means their personal safety.
- Ask to take their identification cards to verify / report their presence with your field base. If they give up their badges, take them and throw them in a trash bin. If they don't give them up, press harder and explain that bad things can happen if they don't comply. At some point, explain that they either give up their identification or they may be hurt, and it would be stupid not to comply. The idea is that they attempted to keep their identification but keeping the ID isn't worth a risk to their safety.
- Ask them to get out of the car. Tell them that if they comply, they won't be hurt, you just want to search for the vehicle. If they don't comply, get frustrated and try to open the doors to get the passengers out. Threaten them if they don't comply. They need to be convinced that their personal safety is the most important.
- Once out of the car, line them up and begin to search their pockets, question the things you find. Make them feel uncomfortable.
- Try to separate the group. Tell a couple that there is a village around the corner / in the bush but out of sight of the checkpoint. Tell them that you live in the village and several women just gave birth to babies and need medical and food supplies. Ask a couple participants to go to the village to deliver the supplies. Try get the women to go because they can connect better with the new mothers.
- Don't press this issue too hard because we prefer the group to stay together. If some decide to go, as they walk away make sure you make them feel uncomfortable enough that they want to return to the group. To make the women doubt, tell a different story as to why they will be going to the village. Tell them that the village was attacked by rebels and there are many wounded. Hopefully the change of story will trigger the women to want to return to the group. LET THEM RETURN.
- After about 10/15 mins, somehow indicate that your supervisor/commander is coming to visit to do an inspection. Get everyone back in the vehicle and tell them to leave.
- As they drive away, STOP the scenario for a debrief.

2. Learning Points

- Mission Security / Situational Awareness: observation skills, identify threat (weapons, attitude/body language and language of checkpoint officers, surrounding – escape routes, items that can be used to protect oneself). Radio communication. Comply when possible and when needed (if serious threat to personal security).
- Attempting to remain as a group (strength and support in numbers).
- Communication skills: Attempting to de-escalate conflict, reading and reacting to body language, remaining calm and managing stress.

3. Skills & behaviours to observe during the exercise:

- Polite and truthful, yet assertive to ensure everyone remains safe (it is always the assessment of individuals how much they want to resist).
- Attempt to keep ID-card – but not at the expense of person safety or the safety of others. If forced, give ID and follow orders.
- Submit to a search if you believe you have no other choice.
- Always observe the location and activities of others (checkpoint guards and colleagues). Keep track of people when they are in your car. Are they taking something? Planting something?

Don't be naive.

- If you are put in danger and cannot drive away, leave the car, get to cover and if possible, run (In this scenario, it is not very likely you will be able to run away!)
- You are more important than your equipment and supplies.
- What would they do after leaving the check point? Call Security, turn back home...?

4. Scenario for Participants

- The instructions below will be given to the participants in their handouts:
 - Participants are told they need to conduct a visit to a prison. They and their team need to transport themselves from the base to the prison to begin the scenario (prison visit). This is not their first visit, and they have taken the time to establish a reasonable rapport with the prison director. Their meeting with the prison direction was scheduled to include a visit to the admissions office and observe the admissions process. They are excited about the visit because they were told that there was a new officer there who was requesting their support as UN international corrections experts.
 - Participants will be driving to the prison and while they would typically drive themselves, in this scenario they will have a driver. Their driver won't do anything unless they tell him/her to. They must be sure to talk to their driver, a local staff member, who speaks the local language but is shy.

5. Debrief & Feedback

- **Walk through** the scenario step by step by asking participants what happened.
- **Ask** participants what they think went well.
- **Ask** participants if there was anything they think they could have done differently and, in that case, why. Let them identify several items if they wish but don't let participants begin a long list of their mistakes. Always push participants to offer a positive solution to every challenge they identify.
- **Formulate** your feedback by starting off from something that was done well, followed by something that can be improved, and ending with something positive. Focus on the skills and behaviours we wanted to see during the programme.
- **Invite** the actors for feedback using the process above.
- **Ask** everyone what their takeaways from this exercise are.
- **End** the exercise with a few positive words.
- **Be** time conscious due to the different scenarios running.
- When the scenario is finished, **send** the group **back** to the parking lot. Another trainer should make sure the participants are ready to go to the next scenario.
- Remind the group they need to change their team leader before they start the next scenario.

Notes

- ✓ If required, use a time-out during the exercise and let the group gather and agree on the way forward (or if the scenario takes a wrong turn).
- ✓ Our aim is that the participants leave the scenario with a feeling of success.

Carana Exercise 4: Accident / Mine Field

Objectives

- Assess situational awareness and personal security.
- Depending on the variation of the scenario, the participants can be tested on communication skills and conflict management skills.

Material

- Mine warning signs (be creative)
- Possibly put a car on the side of the road with open doors
- Person/dummy lying in the mine field – if a dummy they will look as if they are injured and if a person, they should be calling for help but in a different language if possible.
- First aid kit – should be carried by participants to give them a feeling that they can do something

Actors

- Injured person (if not using a dummy)
- Person in panic (likely in shock) because their friend/family member/spouse is in the mine field.
- Prison sign (to be taped somewhere within sight of the mine field to ensure that participants will pass by the field).

Step-by-step (session plan)

1. Scenario & Instructions

- The participants (International Corrections Experts) have been briefed that they will be conducting a prison visit. They will be on their way and have likely already been stopped at a check point and pressed hard before being told to get back in the car and continue. If in their car, the role player needs to jump out in front of the vehicle in a panic and ask for help. Tell them somehow (but not in English) that your friend/family member/spouse needs help. Perhaps use simple English words (i.e. brother, hurt, help or sister help). If they refuse to get out – which they may give their last experience at the check point, be persistent and try assuring the group that you are friendly, know many UN staff and really need help.
- If the participants are walking, the task will be easier (they may be kicked out of the car and told to walk the remainder of the way to the prison for whatever reason – this is the ideal). When they get close, run out to them and do the same as above. Have them follow you, look in panic, perhaps in shock, and pull them over so they can see your friend/family member/spouse. If the person in the mine field is a person, have them also call out for help (but in another language). If it is the dummy in the mine field, ensure that they understand that they need help. Perhaps point to their medical/first aid kit and point to the person in the mine field.
- If the participants, begin to enter the mine field, stop them (they CANNOT enter the mine field as it may mean death and failure of the role play). Hopefully they will have picked up on the mine field signed/signals and not enter. If they continue towards the mine field, stop them and point to the signs/indicators.

- When the participants radio to base and indicate to you that they have radioed for help – providing enough information - identifying there is a mine field and they provide some detail on the location and that someone is injured, STOP the scenario. This can happen very quickly and if so, the scenario can be stopped. There is no point in drawing it out, however, if it happens immediately, feel free to panic and see how they react, how they interact and treat you.

2. Learning Points

- Communications within the group
- Radio/phone communication with UN security base – providing enough information so base understand what exactly they are dealing with
- Personal security, situational awareness

3. Scenario for Participants

- The instructions below will be given to the participants in their handouts:
 - Participants are told they need to conduct a visit to a prison. They and their team need to transport themselves from the base to the prison to begin the scenario (prison visit). This is not their first visit, and they have taken the time to establish a reasonable rapport with the prison director. Their meeting with the prison direction was scheduled to include a visit to the admissions office and observe the admissions process. They are excited about the visit because they were told that there was a new officer there who was requesting their support as UN international corrections experts.
 - Participants will be driving to the prison and while they would typically drive themselves, in this scenario they will have a driver. Their driver won't do anything unless they tell him/her to. They must be sure to talk to their driver, a local staff member, who speaks the local language but is shy.

4. Debrief & Feedback

- **Walk through** the scenario step by step by asking participants what happened.
- **Ask** participants what they think went well.
- **Ask** participants if there was anything they think they could have done differently and, in that case, why. Let them identify several items if they wish but don't let participants begin a long list of their mistakes. Always push participants to offer a positive solution to every challenge they identify.
- **Formulate** your feedback by starting off from something that was done well, followed by something that can be improved, and ending with something positive. Focus on the skills and behaviours we wanted to see during the programme.
- **Invite** the actors for feedback using the process above.
- **Ask** everyone what their takeaways from this exercise are.
- **End** the exercise with a few positive words.
- **Be** time conscious due to the different scenarios running.

Notes

- ✓ If required, use a time-out during the exercise and let the group gather and agree on the way forward (or if the scenario takes a wrong turn).
- ✓ Our aim is that the participants leave the scenario with a feeling of success.

Carana Exercise 5: Disrespect & Prison Security

Overview

GPP work in teams. Two (2) GPP are deployed to a prison to monitor, mentor, and advise prison staff on a specific task (doesn't matter on what). They don't get along and their dislike/disrespect for each other is very visible. The national staff (1 -2) are impacted by this and start to take the side of one GPP. The participant group arrives on scene for a post-handover brief and witness the disrespect and that the national staff are joining in. The participant group needs to address this conflict in a way that demonstrates professionalism and upholds the values of the United Nations.

Objectives

Two main issues to address: firstly, the disrespect towards another GPP in front of a national staff member; secondly, the attitude of the national staff member in that hard security measures are the only way to achieve a safe environment in the prison.

- UN Values (inclusion, integrity, humility, humanity)
- UN Behaviours (connecting and collaborating / teamwork)
- Principles of monitoring, mentoring and advising
- Effective communications (conflict management, active listening skills)
- Ability to communicate that a safe environment can be achieved using soft skills (dynamic security practices)
- Stress management (ability to address the issues in a rational way, free from showing – demonstrating emotional decision making)

Further explanation of UN Attitude and Behaviours

Attitudes:

- **Inclusion:** Take action to create an environment of dignity and respect for all, regardless of difference.
- **Integrity:** Act ethically, demonstrating the standard of conduct of the UN and take prompt action in case of witnessing unprofessional or unethical behaviour
- **Humility:** Demonstrate self-awareness and willingness to learn from others.
- **Humanity:** Act according to the purpose of the United Nations – peace, dignity and equality on a healthy planet

Behaviours:

- **Connect and collaborate** - building positive relationships with other to advance the work of the United Nations and work coherently as One UN

Materials:

- An environment that is realistic to the location where the GPP will be working with the national staff member
- GPP uniforms (caps, armbands etc.)
- National staff member uniform components (if possible)

Actors:

- 2 GPP role players – i.e. one man and one woman (also consider different cultural and/or religious backgrounds if same sex).
- 1 -2 national staff members (role players) who is/are mentees.

Instructions for Role-players:

GPP aggressor (your underlying issues are conditions of service, exhaustion, and missing your family which is making you narrow focused to new ideas, and you are taking this out on your GPP partner):

- You are a security specialist back in your home country and your GPP partner is a rehabilitation specialist with little security background. The main challenge in the prison is simple security practices (including the use of appropriate static security measures) and you feel that your GPP partner is undermining your opinions with too much discussion about creating a safe space for prisoners and discussing rehabilitation.
- You have a fantastic connection with the National Staff member because of similar (outgoing and excitable) personalities. You can create the similarity how you wish (i.e. shared interest in sports, women, guns and other “manly” topics or act in “typically female” ways of creating hierarchies, and loyalties). Most importantly, you and the mentee believe that static security and hard security practices are the only way to force good order and control (you don’t buy into the approach that dynamic security practices and treating prisoners with respect achieves a safe environment).
- Because of your frustrated and emotional state, you start to openly disrespect your GPP colleague in front of the national staff member. You need to criticize your partner both professionally and personally (get creative – for example, be sexist, culturally insensitive and rude – keep it realistic and not over the top). Keep it realistic.
- Start slowly but elevate your level of emotion and insults as your interaction with the participants continue. Get the national staff member on your side and have them join in on the insults against the other GPP role player.
- If the participants don’t effectively address the situation (separate you from the national staff and GPP partner or take other appropriate action) continue to show your frustration against your GPP partner. Try to get them to understand that you are justified in your attitude and behaviour.
- If participants begin to effectively address the conflict / disrespect and try to understand your underlying needs begin to share the following: frustrations and emotions are high because the conditions of service are challenging. You aren’t sleeping well, there is a lack of social and recreational activity on the FOB, you are tired of the powerful smell of body odor, you are constantly hungry because you don’t like the food, and you miss your family. You are struggling with the realities of different cultures (time management, motivation to work, personal hygiene and styles of communication). It isn’t that you don’t like your colleagues but because of your frustrations, you have some strong opinions of other genders and cultures approach to prison security.

GPP partner:

- You are the newest GPP member of the team. You have a clinical background and have become a rehabilitation specialist in your home country. By nature, you are quiet and very conflict adverse (you become quiet when confronted with conflict rather than loud). You don’t feel the need to always share your opinion, especially with people who become aggressive.
- You try to stand up for yourself but quickly become quiet when confronted.
- The mission environment is new to you and you are also tired, frustrated with living conditions and amount of work required of you.

- While you understand the importance of prison security, you find it more effective to safe environment through dynamic interaction and role modelling rather than the use of static security measures.

National Staff member:

- You know both GPP well. They have been working with you for several weeks. However, you like the aggressive GPP more than the GPP partner. Your connection with the aggressive GPP is because of a similar (outgoing and excitable) personality and some form of shared interest or loyalty.
- You look up to and admire the aggressive GPP. You often parrot / mirror his or her attitude and behaviour.
- In this case, you start to join in the comments against the GPP partner. Keep this going even when/if participants attempt to deal with the aggressive GPP.
- If your attitude/behaviour is questioned by participants, mention that you thought this was normal and acceptable.
- If the aggressive GPP is removed as a technique, lessen the disrespect towards the GPP partner.
- Once the participants manage to address the disrespect, continue to press them on the issue that hard security practices are the only way to have order and control in the prisons. Force the participants to attempt to “reshape” your thinking regarding the effectiveness of dynamic security practices / softer approaches to creating a safe environment where prisoners feel empowered to engage in rehabilitation program and prosocial interactions with prison officers and other prisoners.
- If there is a second national staff member, they can follow the instructions above as well.

Scenario for Participants

You have been in mission for several months and are assigned to a remote prison 6 hours from the capital city where the main UN base is located. Due to the distance from UN HQ, you and your colleagues (GPP) are required to live in the UN forward operating base (FOB). The base is small, and you all live in barrack style tents (women are separated from men). There is no staff welfare program (no gym, no space for social activities other than a bar). The internet works a couple of hours a day (if you work off base, you miss the window to use internet and speak to home). The electricity supply is extremely poor. Staff members have been promised televisions, but they have not yet arrived. Access to laundry is an issue and most need to wash uniforms by hand but the lack of water makes this nearly impossible (most uniforms are dirty and smell), and the menu at the mess consists of fish head soup and rice with a mystery sauce. Welcome to the hardships of Mission life.

The working environment is a challenge and GPP return to the main UN base every 8 weeks. Typically, GPP get time off during the week but due to several GPP colleagues recently got food poisoning from the mystery sauce, staff have been required to work 7 days a week, 10 hours a day for the past 5 weeks. Everyone is extremely tired, miss home, and need a shower.

You have a diverse group of GPP from several different countries. To help with psychological wellbeing of GPP, the Chief of Corrections has groups rotating posts at the national prison every 5 hours. GPP are assigned to mentor national staff at the central prison where you are supposed to focus on security practices and creating a safe, security and humane environment. You are at the prison and are about to rotate posts. You and your small team arrive at your new location of work, the part of the prison that houses male convicted prisoners (primarily convicted of minor crimes). This wing of the prison significantly over-crowded... And the scenario begins!

Expected behaviours / shown skills

- Monitor at first – don't jump to conclusions. Try to fully understand what is happening before addressing the issue.
- Participants should engage with both GPP (for different reasons) and the national staff member:
 - Aggressive GPP for his outward aggression towards the GPP partner.
 - GPP partner who is visibly upset and angry for the attitude towards them
 - National Staff for both the outward aggression (mirrored behaviour) towards the GPP partner and his hardline attitude towards hard security practices to gain control and order in the prison.
- Engage with aggressive GPP through conversation (distract aggression away by changing the focus. Through conversation get more information to better understand what is happening – try to understand the underlying issues (if any)).
- If conversation alone doesn't work, try physically separate the GPP (pull away either the aggressive or partner) and have a discussion.
- Once dialogue begins with the aggressive GPP, show empathy if underlying needs are being identified.
- Address the inappropriateness (use UN values – behaviours and attitudes), explain the role modelling to national officers.
- Use the same techniques to address the mirrored behaviour demonstrated by the National staff member.
- Engage the National staff member on a conversation about security practices and how to achieve a safe environment through the use of dynamic security practices and prosocial interaction with prisoners.
- Draw on appropriate mentoring skills

No Go areas (red flags): DO NOT jump in without understanding what is happening or in a blaming way. DO NOT encourage ongoing overt conflict with fellow GPP, especially in front of national staff members. DO NOT encourage the idea that hard security practices is the only and correct way to achieve a safe prison environment.

Carana Exercise 6: Prisoner in Charge (PIC)

Objectives

- Practice mentoring and advising techniques in a complex correctional environment.
- Apply international human rights standards (NMR/BKR) to real-world issues, including deaths in custody and prison governance.
- Strengthen skills in communication, negotiation, and conflict resolution in politically sensitive contexts.
- Identify signs of improper delegation of authority and challenge unethical power structures with integrity.

Material

- First location: office for prison director (or anything that can simulate a meeting space)
- Second location: location that has a locked door (simulating the entrance into the prison). This will be where the Prisoner-in-charge will be located).
- Set of keys, the more the better to simulate that the PIC controls all the keys to the prison.
- Uniform or appropriate attire for the Prison Director
- PIC (can have a uniform or not). If without a uniform the scenario will become more difficult as the participants will need to determine if the PIC character is a prisoner or not.
- Props for luxury cell (for PIC), such as a fan, radio, clean bedding, chair, etc.
- Optional: printed handouts of NMR 69–71 for participants to refer to.

Actors with character context:

Prison Director: The PIC controls the director (through threats of harm to his/her family) but appears very likeable and supportive of the Director in front of international visitors (fighting with the director would be counter-productive to the control he/she has). PIC has ordered the Director to have all conversations with international visitors in front of him/her. Should demonstrate the following behaviours:

- From minority tribe (Tatsi)
- The majority of his staff are also from the minority clan/tribe
- Is very concerned about his/her safety (including the safety of his/her family)
- Thinks that the Prison Authority and responsible Ministries won't support him (but this is not true).
- Very welcoming of visitors, especially international prison experts
- Wants to learn about human rights standards (NMR/BKR) in principle but backs away from any application of the standards without consulting the PIC
- Unwilling to make any decisions on the running of the prison (unless approved by the PIC but won't openly admit this)
- Gains a little confidence when speaking to the international corrections experts alone but hints that he isn't in charge and that all decisions need to be approved by the PIC.

Important behaviours:

- The director doesn't understand why a prisoner can't be in charge. The PIC helps keep order, mainly because his staff have no training and don't know what to do.
- The director will attempt to have all discussions with the PIC present
- Will leave most of the talking to the PIC
- If participants manage to separate the director from the PIC, the director will open up a little about the power dynamics (how he would like to be fair to all prisoners and prevent any mistreatment and especially death in the prison).

- When asked about the bodies in the cell: if alone, try avoid talking about it but then hint that it was because their families refused to bring in additional food items or medication intended for the PIC. The PIC ordered the punishment and the beating went too far. It was a mistake and the prisoners never should have died.
- The director doesn't know what to do with the bodies. He/she is afraid to report because he/she will likely be disciplined by the Director General of prisons.
- If this conversation is in front of the PIC, change the story to natural causes and that the bodies will be buried quickly (then let the PIC do all the taking).

Prisoner-in-charge (PIC): The intention of the PIC is not to bring attention to the prison; this will disrupt his power base and expose the fact that the prison director has NO control.

He/she should demonstrate the following behaviours:

- Holds all the power in the prison
- Is in a single cell (like a comfortable apartment) while all other prisoners are in overcrowded cells. PIC collects items from the families of prisoners who come to visit (as a form of payment)
- From majority clan/tribe
- In control and confident but NOT rude
- Very respectful towards the prison director, especially in front of international visitors (trying to convince prison experts that the director needs the PIC to help keep order and discipline and not get in trouble from the DG prisons)
- Runs the prison like his/her personal business (efficiently and effectively to make his/her life better and establish a strong power base)
- Controls the prison director and staff (mainly due to threats to their families).
- Makes all the decisions regarding the prison (i.e. the distribution of food and medication, sets the prisoner routines, and dictates who can have visits based on what items the families will bring for him/her).
- The PIC has a couple of powerful prisoners who enforces his/her orders, who also manage any disciplinary measures on staff and prisoners.
- PIC controls all the keys to the prison and is able to access all aspects of the prison, including the main gates and the woman's block.

Important behaviours:

- If questioned by international corrections experts alone: explain that the Director is from a minority clan/tribe and needs support. He is weak and has no control, so you are helping him/her keep order and control. You can explain that you try treat everyone fairly but because of your status and responsibility, you deserve the single cell and ongoing payments from the visitors of prisoners. Make clear that you also provide protection to some vulnerable groups (for payment).
- If asked about the bodies, mention that they died of natural causes and that they need to be removed.
- If questioned by international corrections experts with the Director present: Claim that the Director has asked that you help him/her manage the prison. Mention that the Director is afraid of losing his/her job. Make clear that the Director has all the power and that you are just making sure people listen to him.
- Take, or attempt to take control of all conversations (the prison director will allow this).

1. Scenario & Instructions – Context:

At this particular prison, the prison director and prison staff have no authority. The PIC has all this power due to clan/tribe connections. The Prisoner-in-charge (PIC) controls all aspects of the prison and realizes that it is

important not to bring attention to anyone outside of the prison. This is the reason there are no riots, escapes, incidents reported etc. From the outside, this prison is seen by the government and others as one of the better run prisons.

A Human Rights team, located in the field, often conducts prison visits. During one visit, they observed several bodies of prisoners piled into a cell. The team tried to gather information but were unable to get straight answers from the prison director and staff. The prison director did mention that staff were digging graves behind the prison so that the bodies could be removed from the cell and buried. The Human Rights group wrote a Flash report which mentioned that the deaths were suspicious and didn't appear to be the result of natural causes. At the request and concern of Mission Leadership, the Corrections Chief requests that the team of international corrections experts go to the prison and gather more information that can supplement the Flash report.

This team has been to this prison a couple times and is getting to know the prison director better with each visit. The Director is an older person of a minority clan/tribe, somewhat submissive in nature and who doesn't appear to have any decision-making authority. He seems to gain confidence when around international prison experts.

Expected Participant Responses:

- Communications skills (open ended questions) to better understand what is happening in the prison (specifically with the death in custody incident). Gather more information firstly before attempting to discuss solutions.
- Participants, if focused on the death in custody issue, should be able to offer advice (protocols related to NMR 69-71).
- If participants start to understand that the Director is allowing the PIC to manage the prison, they should begin to discuss how the NMR relate to fair and equitable treatment of all prisoners, the responsibility of staff and the director).
- They can carefully discuss the beginning of a strategy to gain control of the prison, starting with smaller issues and with the partnership and support of other national entities.
- The fear of asking support from the prison administration and responsible Ministry (MoJ or MoI), is very misplaced and the corrections team knows that the leadership would be very willing to support the Director.
- Participants should separate the Director from the PIC for separate conversations (this will be a challenge).

2. Learning Points

- Mentoring and Advising: Asking questions, Active listening, Negotiating and Conflict Resolution.
- Application of NMR and BKR: apply applicable rules as required during the scenario.
- Demonstrate UN values and behaviours: Humility, Humanity, Inclusion and Integrity (professionalism, teamwork, self-control, respect for national ownership, gender responsiveness)

3. Scenario for Participants

- The instructions below will be given to the participants in their handouts:

The Chief of Corrections received a Flash report from the OHCHR team located in the field. The report states that during the Human Rights visit, they observed several bodies of prisoners piled into a cell. They were assured that the bodies would be removed and buried behind the prison. They don't believe that these deaths were the result of natural causes and there are suspicions that staff and other prisoners may have been involved. At the request and concern of Mission Leadership, the Chief of corrections was asked to investigate

in more detail. Since your team has visited this prison a couple of times as part of your Monitoring, Mentoring and Advising duties, you agree to go to the prison and gather more information.

The Government has claimed that this prison is a model prison that is well run without any incidents or escapes. You have been to this prison a couple times and you are getting to know the prison director better with each visit. The Director is from a minority clan/tribe in the area. He/she is somewhat submissive in nature and doesn't appear to have or want any decision-making authority. He/she doesn't know the NMR/BKR well. He/she doesn't want any trouble in the prison. He/she seems to gain confidence when your team is around. You arrive at the office of the Director and the scenario begins.

4. Debrief & Feedback

- **Walk through** the scenario step by step by asking participants what happened.
- **Ask** participants what they think went well.
- **Ask** participants if there is anything they think they could have done differently and, in that case, why. Let them identify several items if they wish but don't let participants begin a long list of their mistakes. Always push participants to offer a positive solution to every challenge they identify.
- **Formulate** your feedback by starting off from something that was done well, followed by something that can be improved, and ending with something positive. Focus on the skills and behaviours we wanted to see during the program.
- **Invite** the actors for feedback using the process above.
- **Ask** everyone what are their takeaways from this exercise.
- **End** the exercise with a few positive words.
- **Be** time conscious due to the different scenarios running.

Notes:

- ✓ If required, use a time-out during the exercise and let the group gather and agree on the way forward (or if the scenario takes a wrong turn).
- ✓ Our aim is that the participants leave the scenario with a feeling of success.

Module 10: PDT Conclusion

 4 hours

Overview

This module is the final module and contains reviewing the initial expectations and the learning objectives as well as the course evaluation.

Objectives

By the end of the module, the participants will be able to:

- Summarize the key messages from the course.

Activities

- Review the participants initial expectations
- Review the learning objectives for the course and quick overview of the modules.
- Clear the Parking lot
- Individual Feedback
- Training evaluation
- Return of equipment, if needed
- Hand out of course materials
- Hand out certificates
- Recommendations for future deployment facilitators)

Handouts

- None.

Structure

- Review and Conclusion
- Individual Feedback
- Course Evaluation
- Final Remarks & Distribution of Certificates
- Recommendations for future deployment facilitators)

Review and Conclusion

Objectives

- Final conclusions and evaluation of the training.

Material

- Flipchart and markers
- Course Evaluation
- USB-sticks for participants
- Course Certificates
- Prises and give aways (optional)

Step-by-step (session plan)

- In plenary welcome the participants and remind them of how it was when they first entered the room the first day of the training.
- Review participants expectations from Module 1, Introduction to PDT and allow for reflections from the group.
- In an interactive way make a quick overview of the whole programme, for example ask for one sentence describing each module.
- Clear the parking lot (if the tool has been used as intended there should not be any questions left at the parking lot at this stage).

Individual Feedback

Objectives

- To give individual feedback to participants to recommend ways for their further development of skills and knowledge.
- To assess the participants' values

Material

- Pen and notebook.

Step-by-step (Session plan)

- Provide feedback with the focus on behaviours (communication, team work and participation).
- Communicate the following to the participant you are providing feedback to:
 - Explain the process of feedback and that it is based on observations made by the whole team of trainers.
 - Let the participant start by talking about his/her own thoughts of what has gone well and what they believe they can improve. Ask if there is anything he/she would have done differently.
 - Share what has been working well and why, from the perspective of the facilitators; be *specific* and encouraging.
 - Discuss with the participant possible areas of improvement or ways they could have done things differently. Be *specific* and constructive (think about the purpose).
 - Ask the participant for response on your feedback. What are their takeaways from this feedback?
 - Finalize with some encouraging, positive words about the participants achievements in the training.

Notes:

- ✓ As it takes some time to give Individual Feedback it can be done parallel to the next step, the course evaluation.
- ✓ Ensure you have time to give individual feedback to all the participants.
- ✓ Focus on the positive and what the participants can do to move forward and develop.
- ✓ Pay attention to red flags:
 - Inability to work in a group (doesn't listen to the ideas of others, takes too much/too little space,
 - Racism, sexism, inappropriate behaviour inside and outside of class, breaking the code of conduct.

Course Evaluation

Objectives

- Evaluate the course and give suggestions for next training.

Material

- Course Evaluation
- USB-Sticks

Step-by-step (Session plan)

- ✓ Distribute handouts with course evaluations and explain that they are anonymous.
- ✓ Allow the participants time to fill them out (can be done parallel to the individual feedback).
- ✓ Once the course feedback is provided, ensure that participants return any borrowed equipment (if needed).
- ✓ Distribute USB-sticks with accumulated material from the training, pictures, handbooks etc. (if not done earlier).

Final Remarks and Distribution of Certificates

Objectives

- Distribute Certificates to participants and trainers (if not done earlier).

Notes:

- ✓ End the course in a positive spirit, make a slideshow with pictures from the course, a playlist reflecting the different nationalities of the participants or something else, be creative.

Assessment Criteria for Corrections Experts

Objectives

- To make a recommendation regarding each participant's suitability for deployment, based on their overall performance throughout the course.

If required by the sending entity, candidates considered for deployment as corrections experts should be screened against the substantive requirements for the specific post and role they may be performing.

Such requirements may vary greatly depending on the deploying entity and the context to which they may be deploying, as well as the specific deployment modality.

Corrections experts considered for service should exhibit the following **four values**:

Inclusion	Take action to create an environment of dignity and respect for all, regardless of age, culture, disability, ethnicity, gender, gender identity, gender expression, geography, grade, language, nationality, racial identity, religion, sex, sex characteristics, sexual orientation, social origin or any other aspect of identity.
Integrity	Act ethically, demonstrating a standard of professional conduct and taking prompt action in case of witnessing unprofessional or unethical behaviour, or any other breach of the established professional standards.
Humility	Demonstrate self-awareness and willingness to learn from others.
Humanity	Act according to the purposes of the deploying entity, i.e.: peace, dignity and equality on a healthy planet.

Furthermore, they would have to also exhibit the following five behaviours:

Connect and collaborate (teamwork)	Build positive relationships with others to advance the work of the deploying entity.
Analyse and plan	Seek out and use data from a wide range of sources to understand problems, inform decision-making, propose evidence-based solutions and plan action.
Deliver results with positive impact	Hold oneself and others accountable for delivering results and making a positive difference to the people and causes that the deploying entity serves.
Learn and develop	Pursue own learning and development and contribute to the learning and development of others
Adapt and innovate	Demonstrate flexibility, agility and the ability to think and act in novel ways

For further information and as an example of how these values and behaviours look in practice, consult the [United Nations Values and Behaviours Framework](#).

Refer to Handout 1, Module 10: Template for the Assessment Criteria for Corrections Experts