

Module 1: Introduction to the PDT

Handout 1: Carana Scenario

Pre-deployment Training Materials for UN Corrections Carana Scenario



Case Study

The contents of this document provide the basis for all Case Studies that will be used for many of the sessions throughout the pre-deployment course. It will provide the overall framework to help situate the participant into a context in which to understand the training materials and practice the application of the materials presented.

This information should be handed out to participants at the beginning of the training program.

The Multidimensional United Nations Assistance Mission in CARANA (UNAC)

After a longstanding civil war demanding thousands of victims and causing more than 700,000 Caranese citizens to become internally displaced, the warring factions in the Carana Civil War, the Government of Carana and two rebel groups, finally agreed to engage in peace negotiations. The Kalari Peace Agreement was signed on 1 August 20XX by the parties to the conflict.

Given the host nation consent for a UN peacekeeping mission on Carana territory, the detailed plan of how to engage in peaceful transition, and the consent of the parties to the conflict to lay aside their arms, the UN Security Council (UN SC) passed Security Council Resolution 1544 (20XX) and authorized a United Nations Peacekeeping Mission in Carana.

The UN SC decided to establish the Multidimensional United Nations Assistance Mission in Carana (UNAC) for an initial period of 12 months. The mandate set UNAC troop strength at up to 13,135 UN military unit personnel, 182 military observers, 40 liaison officers and 300 staff officers, and up to 1,882 civilian police officers including formed police units and corrections officers.

UNAC was given the following mandate (see handout of Security Council Resolution 1544):

- a. Support for Implementation of the Ceasefire Agreement
- b. Support for Disarmament, Demobilization and Reintegration
- c. Protection of civilians and United Nations Personnel, Facilities and Civilians
- d. Promotion and protection of human rights
- e. Support for Humanitarian Assistance
- f. Support for Security Sector Reform
- g. Support for Implementation of the Peace Process

Under points c), d), and f) above, the Corrections Component of UNAC is tasked to assist the new Carana transitional Government in strengthening the capacity of existing prisons in Carana, consistent and aligned with the international human rights standards in prisons (Nelson Mandela Rules and other relevant standards), to develop safe, secure and human prisons with a particular focus on the prevention of mass escapes and enhancing prison conditions.

CARANA – Country Study Excerpt

Carana Fact Sheet

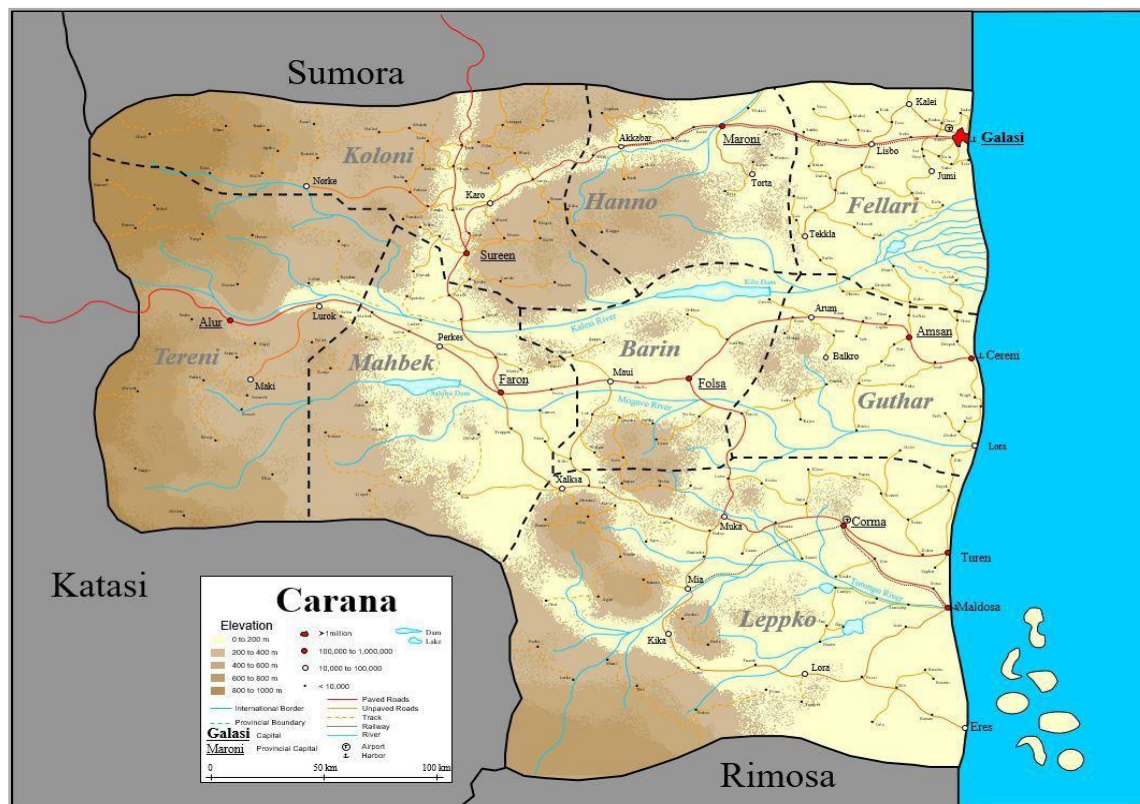
Republic of Carana	
Country name:	Republic of Carana (conventional long form); Carana (short form)
Capital:	Galasi (1.28 million registered inhabitants)
Legal system:	Based on the national constitution and a legal code from 2013. Customary law is also observed based on unwritten traditional practices for the indigenous sector
Climate	Most of the year the weather is mild, except for the mountain areas in the North-West. The North has a milder climate.
Population	
Population:	~17 million (2015 census); 3.6 % annual growth
Disability:	An estimated 300,000 people have physical and mental disabilities, including conflict- and mine/UXO-related injuries
Languages:	More than 20 original languages or tribal dialects spoken. The official and administrative language is French.
Main ethnic groups:	Falin 60 %, Kori 20 %, Tatsi 15 %.
Main Religions:	Roman Catholic (40%), Protestant Lutherans or Baptists (35%), Muslims (20%), many with indigenous influences
Literacy:	40 % of adult population can read and write (77.5% males, 62% females); 20 % of youth can read and write (under 18)
Economy and Infrastructure	
GDP (in 2015):	14.05 billion; 174th in a global ranking
Communication:	Supported by telegraphy, telephony and weak (unreliable) radio connections
Railways:	Two railway tracks operated by Carana Rail (CR), one from Galasi to Akkabar and the other from Maldosa to Mia
Highways:	Several paved roads and highways remain intact, though there are a number of unpaved roads and tracks that are fairly robust. Car and coach are the predominant forms of transportation.
Telecommunications	The landline telephone system covers less than 20% of the country and is unreliable. Cellular telephone coverage is expanding and generally covers the main towns and routes throughout the country.

People and Culture

Human development in Carana has been shaped by differences in climate zones, creating a divided society featuring disparate social structures organized around different modes of subsistence. The most visible difference is between the semi-nomadic pastoralists inhabiting the pasturelands in the southwest, and the largely sedentary farmers and miners in the east.

The three major ethnic groups—the Falin, Kori and Tatsi—represent 95 percent of the population.

- The Kori (20%) live in the West and are the dominant ethnic group in the provinces of Tereni and Koloni.
- The Falin (60%) are the ethnic majority in the country and mainly live in the East and centre of Carana.
- The Tatsi (15%) live in the South and are the majority in Leppko Province.



Administration

The state of Carana is divided following the French model into eight provinces (Tereni, Koloni, Mahbek, Hanno, Barin, Fellari, Guthar, and Leppko) and a special capital zone of Galasi.

The administrative system of Carana is a centre-oriented administration. The central government has intervened particularly in Hanno, Barin, and Leppko provinces to assure the selection of local District Heads predominantly from among the Falin group, who are often outsiders.

Economic System

Carana is rich in natural resources. The mining of coal, diamonds and copper is an important

contributor to the GDP. Hanno district has several coal mines in Akkabar and Maroni. At the end of the last century the mining industry was controlled by private enterprises; since then, the government has progressively taken control of the industry. Illegal exploitation of natural resources and exportation by private businesses to neighbouring countries is rife and armed groups and rogue security force elements are heavily involved.

Media

There are approximately 20 daily newspapers, two radio stations and two television channels in the country. The radio stations are operated by state cooperatives, while most newspapers are privately owned.

- In principle, the Ministry of Information controls all media.
- Censorship is limited in the case of the small, local media but is nearly absolute in the case of the official radio stations and main newspapers.
- A significant part of the population is very active on social media, which they can access through mobile phones. Social media is used as a tool for awareness raising and democratic mobilisation, but also to spread hate speech and incite ethnic violence.

Judicial System, Police, and Prison System

Legal System

In theory, the Constitution and judicial (legal) system in Carana is based on democratic principles comprising three levels of courts (Supreme, provincial and district). De facto, the judiciary sector has lacked institutional capacity and resources for years and has suffered from limited territorial coverage (with no actual presence in some districts) and endemic corruption.

- Core administrative tools are missing.
- Court decisions take extremely long. This has led to overcrowding of prisons, from which convicts regularly manage to escape.
- Salaries of judicial staff often are unpaid for months, leading to absenteeism and corruption.
- Legislation remains outdated and often discriminatory against women, ethnic minorities and other vulnerable groups.
- Prosecutorial and other repressive measures taken by judicial actors and by LEAs are based on a Criminal Code and a Criminal Procedures Code. LEAs further base their preventive actions on the Caran Police Act.

Police and Civil Security

Prior to the conflict, the Carana police were organized under the Ministry of Interior. Policewere generally trained and equipped to a sufficient standard, especially in the urban areas. Police generally functioned according to fairly modern policing principles. Due to the conflict and the dominance of the military confrontation, all parties to the conflict neglected the police force in Carana.

- The Carana law enforcement agencies are divided into the Carana National Police (CNP) and the Gendarmerie. CNP are in population centers and are controlled by the Ministry of Interior via the

provincial administration. The Gendarmerie is part of the Ministry of Defence and maintains the police presence in rural areas and is responsible for border security.

- In recent years, CNP and Gendarmerie have suffered a critical shortage of qualified personnel, low morale due to unpaid salaries, and a lack of logistical and financial resources and training.
- Police corruption is a severe problem in most government-controlled areas.
- Police stations have little or no equipment.
- Within government-controlled areas, a national police presence is visible but not able to deal effectively with the high level of crime.
- Police detention facilities are overcrowded. In addition, they have been plagued by heavy politicization, corruption and mismanagement.
- Police presence in Carana is very low. The estimated number for CNP and Gendarmerie officers amounts to 10,000 officers, or one officer for every 1,400 citizens. Out of this number, only 5% are female officers and they are largely in administrative roles.
- Most police are ethnic Falin, including in areas populated mainly by minorities.
- Land and marine border policing, immigration, customs, port authority and other related sectors of internal security have ceased to function. In recent months, evidence of organised criminal activities, especially drug and human trafficking have increased.
- Crime rates particularly in population centres are high and there are numerous reports of human rights abuses and looting perpetrated by the law enforcement agencies.
- Only small numbers of officers report human rights abuses. This inefficiency and erosion of professional standards has led to a widespread loss of credibility and trust from the population.

Prison System

The prisons in Carana have historically been under the authority of the police and have a history of being places of intense interrogation and abuse where conditions were considered dire and seldom people were released alive. Over the past 10 years, the government has attempted to improve prison conditions by moving the authority of the prisons under the Ministry of Justice (MoJ), however, as a result most officers refused to report to duty as they viewed themselves as police and continue to be loyal to the Ministry of Interior. As in most conflict contexts, the prisons have been significantly neglected, overcrowded and under-resourced.

- There are several prisons around Carana, the exact number is unknown. There are rumours that many prisons exist but who is responsible for the prisons is unknown, meaning they are not under the authority of the recognized government.
- The exact numbers of prisoners throughout the country is unknown but Human Rights colleagues have indicated that the numbers are high, and it is difficult to determine if they are detained with warrant or not.
- The government has identified one central prison, located in the capital, and is trying to establish a system based on international human rights standards but that can also contain very high-risk and high-profile prisoners.
- The MoJ has no authority or oversight into police detention facilities. The police detention sites are also overcrowded with high-valued detainees (mainly of interest to political parties). Since police have no additional room, they are transporting detainees to the prison. The rate of pre-trial detainees is near 40% of the prisoner population.
- A handful of prisoners are gang members and have been convicted of gang related violent crimes. The majority of convicted prisoners are there for theft. Most pre-trial detainees are considered high-risk and are affiliated with armed groups or organized criminal gangs. The women in prison are in for moral crimes (prostitution or infidelity).
- The central prison has an official capacity of 300 (as per the last ICRC assessment on the building), but the lack of categorization and the need to house women and juveniles' places significant strain

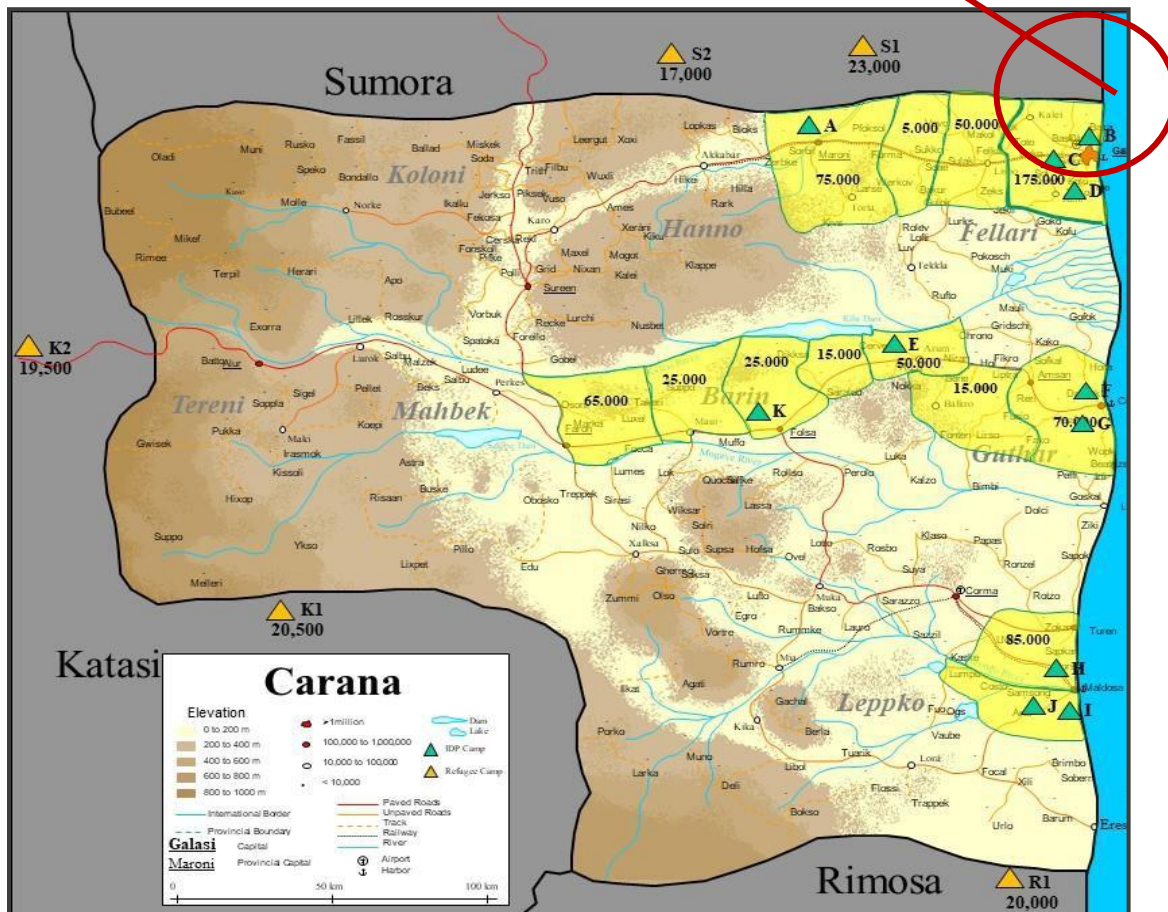
on space. The current count is 500 prisoners, 5 women (2 with babies and 1 pregnant) and 8 prisoners are under the age of 18 years old.

- The Carana prison service has a very small, but proud HQ that seems to have the support of the Minister of Justice. There are approximately 30 prison officers in total and they do all the administrative and security work in the prisons. Most come over from the police when the prisons were moved under the authority of the MoJ.

Humanitarian Situation

Many people in Carana fled their homelands as result of the fighting, but most remained in the country. An estimated 100,000 have taken refuge in the neighbouring countries of Sumora (app. 40,000 refugees), Katasi (appr. 40,000 refugees) and Rimosa (appr. 20,000 refugees).

Another 700,000 settled in IDP camps around the harbour cities where they are now clustered in makeshift camps and shantytowns in or near urban areas. The largest part of internally displaced persons (IDPs) currently live in the camps around Galasi.



News of the possible arrival of a UN mission has buoyed the hopes of the nearly 900,000 refugees and IDPs to return home.

Conditions of health, sanitation and hygiene in these areas are dangerously inadequate and increasingly provide a breeding ground for extremist discontent. The situation in the IDP camps is poor and has significantly deteriorated during the last months.

During the conflict, landmines were used by all sides as a means of terror and deterrent and to prevent access to certain areas.

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Handout 3: Carana Prisons Background Brief

Deployment to UNAC – hand out at beginning of program with the Carana overview

Background Brief:

The prison service in Carana has recently been placed within the Ministry of Justice (formerly under the Ministry of Interior) and the best guess from limited and vague information is that there are an estimated prison population of 6,540 prisoners throughout the country. The Human Rights groups estimate there are approximately 100 women prisoners and approximately 200 are considered foreign prisoners. UNAC is tasked to support the national government in the management of the prisons, the exact number unknown with on 1 prison under the direct authority of the government in the capital city.

The central prison is located next to the old courthouse in the centre of the capital Galasi. The infrastructure and penal law date back to the early 1900's and is in significant need of modernization. The infrastructure was originally built for 300 male prisoners but the current count is 500 (300 convicted and the remaining detainees), including 5 women and 8 minors (persons under 18 years of age) but it is unclear if they are convicted or detainees. All space has been converted into accommodation leaving little to no space for anything else. While the national government has not reported any COVID-19 concerns in the prison, there are reports from the regional health department and the well-known prisoner health NGO, Health through Walls, that infectious disease is of considerable concern, including the presence of TB and Hepatitis.

Over the past year, there has been an increase of violent extremists being arrested and placed into the central prison since it is the prison with the highest security protocols. The known population of violent extremist persons in the central prison is 50 and there are rumours that these prisoners are attempting to radicalize other vulnerable prisoners. There are no reports that this group is causing violent clashes inside the prison at this time, although several staff members are concerned that this might happen.

Unemployment is extremely high in the country and while the city centre offers some diversity in terms of jobs, the unemployment rate is still at 65%. The prison service currently employs a total 30 uniformed staff members, all hired under the old government, former police officers and still loyal to the Mol. The number of officers throughout Carana is unknown. A deeper look into the national capacity-building program for officers, shows that the majority of training focuses on military style drill, memorization of the penal legislation and special guest lectures on human rights from relevant UN agencies (OHCHR, UNODC etc) and the ICRC but there are not records of any recent training taking place.

The morale of the prison staff is extremely low due to poor working conditions, low salaries, low recognition and little opportunity for professional development and advancement. The national police pay better salaries, and they have better public recognition for their services.

Overall, the Ministry of Finance is not clear with its budget to the prison service but says that prisons are not a priority. What little money dedicated to the prison is distributed in a cash transaction because there isn't a banking platform that can allow for electronic payments. The cash payment is intended for all operational and administrative costs, including infrastructure maintenance, operational supplies, and prisoner food. Rumours indicate that much of the intended funds for prisoner food is disappearing resulting in high rates of malnutrition and some death in custody due to malnutrition. All prison officer salaries are paid directly to them by the Ministry of Finance.

There are many international stakeholders for addressing the issues in the prisons. Many have visited the central prison but are quickly frustrated with the lack of coordination and prioritization of prison issues within the Ministry of Interior and therefore find any donor investment to be too risky.

Based on a report a previous UNAC corrections GPP submitted regarding growing concerns of security in the central prison due to the growing numbers of violent extremists and already overcrowded conditions, the Minister of Interior, through the Director General of Prisons, requested that the ICRC provide realistic yet low cost and strategic recommendations to ensure all prisons follow international standards on improving the general well-being of all prisoners, with specific focus on this group. The ICRC is scheduled to commence its assessment next week.

There is a strong United Nations country team located in the capital, including WHO, UNICEF, OHCHR, UNDP, WFP, UNODC and several others. The national government is also based here and several NGOs have been established to support many of the national government priorities.

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Handout 3: Carana UNSCR Resolution 1544



Security Council

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10 September 20xx
Original: English

Resolution 1544 (20xx)

Adopted by the Security Council at its 5000th meeting, on 03 May 20xx

The Security Council,

Recalling its Presidential Statements of 14 December 20xx (S/PRST/20xx/24) and statements on Carana,

Reaffirming its strong commitment to the sovereignty, unity and territorial integrity of Carana,

Reaffirming the basic principles of peacekeeping, including consent of the parties, impartiality, and non-use of force, except in self-defence and defence of the mandate, and *recognizing* that the mandate of each peacekeeping mission is specific to the need and situation of the country concerned,

Expressing its utmost concern at the dire consequences of the prolonged conflict for the civilian population throughout Carana, in particular the increase in the number of refugees and internally displaced persons,

Remaining seriously concerned over the significant ongoing food and humanitarian crisis in Carana and over the insecurity which hinders humanitarian access, the presence of landmines as well as the continued proliferation of weapons from within and outside the region that threatens the peace, security, and stability,

Emphasizing the need for all parties to uphold and respect the humanitarian principles of humanity, neutrality, impartiality and independence in order to ensure the continued provision of humanitarian assistance, the safety of civilians receiving assistance and the security of humanitarian personnel operating in Carana and stressing the importance of humanitarian assistance being delivered on the basis of need,

Stressing the urgent need for substantial humanitarian assistance to the Carana population,

Deploring all violations of human rights, particularly atrocities against civilian populations, including widespread abduction of men, women and children, the use of landmines and sexual violence against women and children and,

Taking note with appreciation of the reports of the United Nations Commission on Human rights Special Rapporteur on the Situation of Human Rights in Carana,

Noting the continued conflict in the western border region, with regard to El Hasar fighters penetrating into Carana and inflicting violence on local communities there,

Observing the increasing tensions between Carana and Rimosa with regard to territorial disputes about Exclusive Economic Zone (EEZ) and oil field exploration in the Indian Ocean,

Emphasizing the need for all parties to safeguard the welfare and security of humanitarian workers and UN personnel in accordance with applicable rules and principles of international law,

Deploring all violations of human rights, particularly against civilian population, and urging the new transitional Government of Carana to take all necessary measures to put an end to impunity and to ensure that the continued promotion and protection of human rights,

Mindful of the need for accountability for violations of international humanitarian law and urging the transitional government once established to ensure that the protection of human rights and the

establishment of a state based on the rule of law and of an independent judiciary are among its highest priorities,

Taking note of the report of the Secretary-General (S/20xx/4711), dated

27 July 20xx, on the situation in Carana, including recommendations and options for establishing a United Nations Mission in Carana,

Taking note of the Kalari Peace Agreement reached by some of the key parties on 11 August 20xx in Kalari, Sumora and urging all parties to work without delay towards a broad political consensus on the nature and duration of the political transition,

Reaffirming that the primary responsibility for implementing the Kalari Peace Treaty rests with the parties, and urging the parties to move forward with implementation of these agreements immediately in order to ensure the peaceful formation of a new transitional government,

Stressing that lasting stability in Carana will depend on peace in the sub-region, and emphasizing the importance of cooperation among the countries of the sub-region toward this end, as well as the need for coordination of UN efforts to contribute to the consolidation of peace and security in the sub-region,

Noting the co-operation agreement between the Government of France, the Government of Carana and the MPC allowing French Forces (FRAFOR) to cross into Carana to pursue El Hasar elements, as well as noting the need for close coordination between the French Forces "Operation Aigle", Carana and the UN,

Encouraging the international community to provide broad support to resolve the crisis in Carana through coordinated actions for immediate and long-term needs, encompassing security, governance, development and humanitarian issues,

Looking forward to the high-level international donors' conference in Accra on 25 October

20xx to support the development of Carana, commending the contributions already made toward the 20xx Humanitarian Response Plan for Carana and urging all Member States and other donors to contribute generously for humanitarian operations,

Determining that the situation in Carana continues to constitute a threat to international peace and security in the region and to the peace process for Carana,

Acting under Chapter VII of the Charter of the United Nations, the Security Council

1. *Decides to establish the Multidimensional United Nations Assistance Mission in Carana (UNAC) for an initial period of 12 months;*

2. *Calls for tangible achievements in the political process in Carana, which are of critical significance for the successful deployment and activities of UNAC;*

3. *Requests the Secretary-General to expeditiously appoint a Special Representative for Carana and Head of Mission of UNAC, who shall, from the date of appointment, assume overall authority on the ground for the coordination of all the activities of the United Nations, and its agencies, funds and programmes, in Carana and shall use good offices and coordinate efforts of the international community, and coordinate the overall support of the international community in Carana, including in the field of Disarmament, Demobilization and Reintegration (DDR) and Security Sector Reform (SSR), further emphasizes that the Special Representative shall ensure optimal coordination between UNAC and the United Nations Country Team in Carana, in connection with the aspects of their respective mandates, and optimal coordination between UNAC, the Government of Carana, the Mouvement Patriotique du Carana (MPC) and French Forces Operation Aigle;*

4. *Decides that UNAC will comprise up to 13,155 United Nations military unit personnel, up to 182 military observers, 40 liaison officers and 300 staff officers, and up to 1,882 civilian police officers including formed units, and 20 government provided corrections officers to assist in the maintenance of law and order throughout Carana, and the appropriate civilian component; calls upon Member States to provide troops and police with adequate capabilities and equipment in order to establish the capacity of UNAC to operate, and discharge its responsibilities, effectively and requests the Secretary-General to recruit qualified staff, who have the professional experience and skills appropriate to the tasks defined under applicable competency areas;*

5. *Decides* that UNAC shall have the following mandate:

(a) Support for Implementation of the Ceasefire Agreement:

- i.to observe and monitor the implementation of the ceasefire agreement and investigate violations of the ceasefire;
- ii.to establish and maintain continuous liaison with the field headquarters of all parties' military forces;

(b) Support for Disarmament, Demobilization and Reintegration:

- i.to assist in the development and implementation of a voluntary national disarmament, demobilization, and reintegration (DDR) programme for all armed parties, and to collect, store or destroy weapons and ammunition as part of an organized DDR programme as agreed by the Kalari Peace Treaty of 11 August 20xx, and in cooperation with relevant international organizations and donor nations;
- ii.to support the reintegration and rehabilitation of former combatants with particular regard to the needs of child soldiers, women, and addressing the inclusion of non-Carana combatants;
- iii.to assist and carry out voluntary disarmament and to collect and destroy weapons and ammunition as part of an organized DDRR programme;

(c) Protection of civilians and United Nations Personnel, Facilities and Civilians:

- i.to protect without prejudice to the efforts of the government, civilians under imminent threat of physical violence, within its capabilities and areas of deployment,
- ii.to provide specific protection for women and children affected by armed conflict, including through the deployment of Child Protection Advisors and Women Protection Advisors, and address the needs of victims of sexual and gender-based violence in armed conflict;
- iii.to protect UN personnel, facilities, installations and equipment, ensure the security and freedom of movement of United Nations and associated personnel;

(d) Promotion and protection of human rights

- i.to monitor, help investigate and report to the Council on any abuses or violations of human rights or violations of international humanitarian law committed throughout Carana and to contribute to efforts to prevent such violations and abuses;
- ii.to support, in particular, the full deployment of UNAC human rights observers throughout the country;
- iii.to monitor, help investigate and report to the Council specifically on violations and abuses committed against children as well as violations committed against women including all forms of sexual violence in armed conflict; iv.to assist the authorities of Carana in their efforts to promote and protect human rights;

- v.to ensure an adequate human rights presence, capacity and expertise within UNAC to carry out human rights promotion, protection and monitoring activities;

(e) Support for Humanitarian Assistance:

To facilitate the provision of humanitarian assistance, including by helping to establish the necessary security conditions to protect refugees and internally displaced persons; in accordance with humanitarian principles, and the voluntary return of internally displaced persons and refugees in close coordination with humanitarian actors.

(f) Support for Security Sector Reform:

- i.to assist the new Carana transitional Government in monitoring and restructuring of the police force of Carana, consistent with democratic policing and international standards, to develop a police training programme, and to otherwise assist in the training of police in cooperation with interested organizations and interested States;

- ii. to help reinforce the independence of the judiciary, build the capacities, and enhance the effectiveness of the national judicial system as well as the effectiveness and the accountability of the penitentiary system.
- iii. to assist the new transitional Government in the formation of a new and restructured Carana military in cooperation with international organizations and interested States; (g)

Support for Implementation of the Peace Process:

- i. to assist the new transitional Government in conjunction with other international partners to re-establish national authority throughout the country, including the establishment of a functioning administrative structure at both the national and local levels;
 - ii. to assist the new transitional Government in restoring proper administration of natural resources;
 - iii. to assist the new transitional Government in preparing for national elections to be held no later than six months after the adoption of the new constitution of Carana;
 - iv. to assist the new transitional Government in conjunction with other international partners in developing a strategy to consolidate governmental institutions, including a national legal framework and judicial and correctional institutions;
6. *Urges* all parties in Carana to cooperate fully with the deployment and activities of UNAC, in particular by ensuring their safety, security and freedom of movement with unhindered and immediate access throughout the territory of Carana to enable UNAC to carry out fully its mandate;
7. *Calls* upon Member States, especially those in the region, to ensure the free, unhindered and expeditious movement to and from Carana of all personnel, as well as equipment, provisions, supplies and other goods, including vehicles and spare parts, which are for the exclusive and official use of UNAC;
8. *Stresses* the importance to provide UNAC with the necessary performance capacities to fulfil its mandate in a complex security environment that includes asymmetric threats while ensuring the best possible level of safety and security for its personnel;
9. *Urges* Member States to provide troops and police that have adequate capabilities, including regarding language skills, pre-deployment and, where appropriate, in situ training, and equipment, including enablers, specific to the operating environment, notes the potential adverse effects on mandate implementation of national caveats which have not been declared and accepted by the Secretary General prior to deployment, and calls on Members State to declare all national caveats, provide troops and police with the minimum of declared caveats, and to fully and effectively implement the provisions of the Memoranda of Understanding (MoU) signed with the United Nations;
10. *Requests* the Secretary-General to ensure the full, effective and meaningful participation of women in all aspects of operations;
11. *Reiterates* that the training, consolidation and redeployment of the Carana Defence and Security Forces is vital to ensure Carana's long-term security and stability and to protect the people of Carana and stresses the importance of the Carana Defence and Security Forces assuming full responsibility for providing security throughout the Carana territory;
12. *Demands* that the parties cease hostilities throughout Carana and fulfil their obligations under the Kalari Peace Treaty;
13. *Calls upon* all parties to cooperate fully in the deployment and operations of UNAC, including through ensuring the safety, security and freedom of movement of UN and associated personnel throughout Carana;
14. *Calls upon* the parties to engage for the purpose of addressing the question of DDR on an urgent basis and urges the parties, in particular the Government of Carana, the Mouvement Patriotique du Carana (MPC) and Combattants Indépendants du Sud Carana (CISC), to work closely with UNAC, relevant assistance organizations and donor nations in the implementation of a DDR programme;

15. *Calls upon* the international donor community to provide assistance for the implementation of a DDR programme and sustained international assistance to the peace process, and to contribute to consolidated humanitarian appeals;

16. *Calls upon* the Government of Carana, the Government of Katasi, the French Government and the French Operation in Katasi to coordinate the efforts to address the terrorist threat posed by El Hasar in order to ensure the implementation of the peace agreement, force protection and the protection of the civilian population in border regions of Carana and Katasi;

17. *Calls upon* the Government of Carana and the Government of Rimosa to settle their disputes with respect to the territorial ownership of the islands, the Exclusive Economic Zones (EEZ), the exploitation of the oilfields as well as fishing rights of the coast of Carana;

18. *Emphasizes* that the protection of civilians, as described in paragraph 5, subparagraph (c), must be given priority in decisions about the use of available capacity and resources, over any of the other tasks described in that paragraph,

19. *Stresses* the need for an effective public information capacity, including the establishment as necessary of United Nations radio stations to promote understanding of the peace process and the role of UNAC among local communities and the parties;

20. *Encourages* UNAC within its capabilities and areas of deployment to support the voluntary return of refugees and internally displaced persons;

21. *Requests* the new transitional Government to conclude a Status-of-Mission Agreement (SOMA) and Status-of-Force Agreement (SOFA) with the Secretary-General within 30 days of adoption of this resolution, and notes that pending the conclusion of such an agreement, the model Status-of-Force Agreement dated 9 October 1990 (A/45/594) shall apply provisionally;

22. *Calls upon* all parties to comply with obligations under international humanitarian law to respect and protect all civilians, including humanitarian personnel and civilian objects, as well as all medical personnel and humanitarian personnel exclusively engaged in medical duties, their means of transport and equipment, as well as hospitals and other medical facilities, and take all required steps to allow and facilitate the full, safe, immediate and unimpeded access of humanitarian actors for the delivery of humanitarian assistance to all people in need, while respecting the humanitarian principles and applicable international law;

23. *Reiterates* that the transitional authorities of Carana have primary responsibility to protect civilians in Carana, further recalls its resolutions 1265 (1999), 1296 (2000), 1674 (2006), 1738 (2006) and 1894 (2009) on the protection of civilians in armed conflict, its resolutions 1612 (2005), 1882 (2009), 1998 (2011) and 2068 (2012) on Children And Armed Conflict and its resolutions 1325 (2000), 1820 (2008), 1888 (2009), 1889 (2009), and 1960 (2010) on Women, Peace and Security and calls upon UNAC and all military forces in Carana to take them into account and to abide by international humanitarian, human rights and refugee law, and recalls the importance of training in this regard;

24. *Demands* that all parties cease all use of child soldiers, that all parties cease all human rights violations and atrocities against the Carana population, and stresses the need to bring to justice those responsible;

25. *Reaffirms* the importance of a gender perspective in peacekeeping operations and post conflict peace building in accordance with resolution 1325 (2000), recalls the need to address violence against women and girls as a tool of warfare, and encourages UNAC as well as the Carana parties to actively address these issues;

26. *Reiterates* its demand that all States in the region cease military support for armed groups in neighbouring countries, take action to prevent armed individuals and groups from using their territory to prepare and commit attacks on neighbouring countries and refrain from any actions that might contribute to further destabilization of the situation in the region, and declares its readiness to consider, if necessary, ways of promoting compliance with this demand;

27. *Calls upon* the international community to consider how it might help future economic development in Carana aimed at achieving long-term stability in Carana and improving the welfare of its people;

28. *Recognizes* that the effective implementation of peacekeeping mandates is the responsibility of all stakeholders and is contingent upon several critical factors, including welldefined, realistic, and achievable mandates, political will, leadership, performance and accountability at all levels, adequate resources, policy, planning, and operational guidelines, and training and equipment;

29. *Requests* the Secretary-General to ensure full compliance of UNAC with the United Nations zero-tolerance policy on sexual exploitation and abuses and sexual harassment, including by making full use of the existing authority of the SRSG to ensure accountability of the Mission's staff and through effective mission support arrangement and to keep the Council fully informed if such cases of misconduct occur, and urges troop- and police-contributing countries to take appropriate preventative action, including vetting, pre-deployment and in-mission awareness training, and to ensure full accountability in cases of such conduct involving their personnel, including through timely investigations of all allegations of sexual exploitation and abuse, and repatriate units when there is credible evidence of widespread or systemic sexual exploitation and abuse by those units;

30. *Recalls* its request to standardize a culture of performance in UN peacekeeping, recalls its requests in resolution 2378 (2017) and resolution 2436 (2018) that the Secretary-General ensures that performance data related to the effectiveness of peacekeeping operations is used to improve mission operations, including decisions such as those regarding deployment, remediation, repatriation and incentives, reaffirms its support for the development of a comprehensive and integrated performance policy framework that identifies clear standards of performance for evaluating all United Nations civilian and uniformed personnel working in and supporting peacekeeping operations that facilitates effective and full implementation of mandates, and includes comprehensive and objective methodologies based on clear and well-defined benchmarks to ensure accountability for underperformance and incentives and recognition for outstanding performance, and calls on him to apply it to UNAC, in particular by investigating and taking action on underperformance, to include the rotation, repatriation, replacement or dismissal of any under-performing UNAC uniformed or civilian personnel, consistent with resolution 2436 (2018), and notes the efforts of the Secretary-General to develop a comprehensive performance assessment system;

31. *Requests* UNAC to consider the environmental impacts of its operations when fulfilling its mandated tasks and, in this context, to manage them as appropriate and in accordance with applicable and relevant General Assembly resolutions and United Nations rules and regulations;

32. *Requests* the Secretary-General to provide regular updates, including a formal report every 90 days to the Council on the progress in the implementation of the Kalari Peace Treaty and this resolution, including the implementation of UNAC's mandate;

33. *Decides* to remain actively seized of the matter.

Module 2: Monitoring, Mentoring and Advising

Handout 1: Providing Constructive Feedback and Feedforward

There are a few principles that can help you provide effective feedback:

- When possible, prepare your thoughts before you speak, and if possible, write your feedback down. You should select the points that are most important to discuss and that would be most urgent, useful and applicable for the recipient. Do not pour a mountain of criticism on the recipient.
- Be specific. You should base your comments on concrete examples, instead of making generalized comments. Comments that are too general tend to provide little useful information.
- Focus on the topic/issue and not on the person. Feedback is not an assessment of the person, but information on how to improve in performing a specific task or to go deeper on a specific issue.
- Be honest.
- Be timely. Feedback should be given right after the exercise/answer to ensure that everyone has all the details fresh in their mind.
- Be respectful. Use positive language and be aware of your non-verbal posture.
- Allow time for the recipient to respond to your point. You should listen actively to what the recipient has to say.

A three-step feedback process

This technique entails, firstly, naming a specific observation and, secondly, connecting it to your subjective reaction.

- Name a specific **observation**. Make an observation on something that the other person will understand what the feedback is about. Usually, an observation contains what a video camera can register: images (what you see) and/or sounds (what you hear). By expressing clear observations, you avoid judgments, thus enhancing the likelihood that the other person is ready to listen to your feedback.
- Communicate your **subjective reaction** to the concrete observation your feedback refers to. Keep in mind that this reaction can differ from person to person. For example, you might have opened a window in the training room (observation). Some participants might appreciate it because of the fresh air and others might not because they are cold. Use phrases such as “In my point of view” or “from my perspective”.
- Provide recommendations for next time.

Module 2: Monitoring, Mentoring and Advising

Handout 2: Mentoring and Advising

Interaction Techniques for Mentors

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

Technique 1: Use 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

Listening techniques to understand your mentee:

- 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.
- Don't judge what the mentee is saying; don't 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.
- Repeat: Adds little or no meaning or emphasis to what the mentee said.

Mentee: "I want to start taking my medication again."

Mentor: "You want start taking your medication again."

- Rephrase: Slightly alter what a client says.

Mentee: "I really want to start taking my medication again."

Mentor: "Taking your medication is very important to you."

Consider: Are there any give-aways 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

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 occurs before a real incident occurs.

Exercise 1:

There is a food shortage at the Galasi central prison since 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%).

Mentor: you will try to find a way out by "gaming".

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. You also may have cultural differences between you.

1. 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.
2. 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.
3. Look for parts of your mentee's point of view that you can support and state your 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.
4. If your mentee shows any movement in the direction you want him or her to go, support this movement positively.

Exercise 2: Your 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.

Mentor: How might you negotiate change in the right direction? What would you say at each step?

Module 2: Monitoring, Mentoring and Advising

Handout 3: Meeting the Prison Director

Exercise

Setting

Refer to the prison related information in the Carana Scenario (Module 1: Introduction PDT Handout 2 – Carana Scenario) and the background brief on Carana Prison Service (Module 1: Introduction PDT Handout 3 Carana Prisons Background Brief). You arrived in mission, and you are familiarizing yourself with your duties, the central prison and meeting partners. The chief of the corrections unit has asked you to go to the central prison to meet the Director. You have read up on the central prison and see that there are many challenges but also some opportunities with the complex prisoner population, rates of pre-trial and, more specifically, with the staffing issue. There are also hints of corruption – a rumour that the Director is stealing from the cash disbursements given from the Ministry of Finance. You have a meeting set up with the Director, but you only have a 15-minute timeframe. It is a hectic day.

Instructions to the team conducting the interview

- Prepare before the meeting with the prison Director. As a team identify enough issues from the briefing materials so that each team member can address at least one issues with the prison director.
- Time for preparation: 15 mins.
- During the meeting, focus on the skills discussed in the Module (the different roles and approaches for a trainer, adviser, coach and mentor). At this point, the substance / issues you are discussing are less important than your approach with the prison director (focus on your communication skill and interaction approach).

Observing Team

- Look and listen to the exercising team's use of roles and approaches (trainer, adviser, coach and mentor), the variety of good communication skills they demonstrate along with the interaction techniques they use.
- Prepare a couple notes on the use of their skills that can be provided as feedback during the short debrief.
- Provide constructive feedback when asked by the instructor.
- Use the basic template below to prepare your feedback:
 - What did they do well (what skill did they use well)?
 - What can they do to improve next time?

NOTE: THE EXERCISE FOCUSES ON COMMUNICATION, NOT CONTENT

Module 3: Report Writing

Handout 1: Report Writing, Quick Reference Guide

<p>Report writing is a means of communication through which events or incidents are revealed and/or reported. These are of critical importance for information sharing, decision making and monitoring the progress of activities.</p> <p>At the United Nations, reports can take different formats: daily and weekly reports (SitReps), flash report, incident reports and others. The reporting principles remain the same for all reports.</p> <p>It goes without saying that in order to prepare a complete and accurate report, good notes must be taken at the event.</p> <p>Writing principles:</p> <ol style="list-style-type: none"> 1. <u>Personal data, including:</u> <ul style="list-style-type: none"> - If necessary, names of persons, involved (including maiden name) - Sex - Nationality/ethnic origin/country/citizenship, if necessary - Identity card (type and number) - The coordinates (address with street, village, country and phone number). - Occupation/workplace/title - Status of inmate 2. <u>Report content must respond to:</u> <p>Who, When, What, Where, How, Why</p> <ul style="list-style-type: none"> - WHO did you talk to? Who said what? Who did what? Who committed the crime? Who was a witness? - WHEN did you receive the information (date and time)? When did the incident occur? When did you contact the parties involved? - WHAT happened (incident, accident, crime)? What role did each person involved play? What action did you take? - WHERE did the incident occur (location, coordinates)? - HOW did the incident/event occur? - WHY did it happen? 	<ol style="list-style-type: none"> 3. <u>Precision, conciseness, completeness, clarity, objectivity and format:</u> <ul style="list-style-type: none"> - ACCURACY: Use clear, specific, precise and international language. Ensure clarity of facts before describing them in a report. Write facts, never hearsay or personal opinions. - CONCISION: A report should be short and concise, while covering the essential facts. Avoid irrelevant information. A concise, well-written report is more effective than a long, detailed report. - EXHAUSTIVITY: Partial facts can give an erroneous picture. A good report should cover all the relevant facts to arrive at a logical conclusion. - CLARITY: Keep it simple and avoid ambiguity in the report in order to convey the desired message. In all reports, terms should be carefully chosen to provide the reader with clear information. Facts should be presented in chronological order. (From the first fact to the most recent). - OBJECTIVITY: To maintain the objectivity and impartiality of the report by citing the facts as they are, without adding personal opinions. To report all facts, even those that are to the advantage of the accused. 4. <u>Basic writing rules: abbreviations, format, date-time group, names and places, numbers, spelling:</u> <ul style="list-style-type: none"> - ABBREVIATIONS or acronyms must be explained when they are first used in a document. For example, the "Department of Peace Operations (DPO)". - FORMAT: Reports should have a header and a footer at the bottom of the report page with a United Nations classification level. Graphic maps used to illustrate a particular point should be included in the report, if possible, depending on the technical means. - DATE TIME GROUP: Dates should always be complete, starting with the day, followed by the month and year, for example, 26 April 2008 (always write the month in letters). To indicate the time, use the 24-hour system, for example 07:45h / 23:40h. - NAMES AND PLACE NAMES: Insert titles, e.g. "Mr. or Mrs. Inspector Kasumo", title and name must be in capital letters. Names of places and regions must be written in capital letters, for example: CÔTE D'IVOIRE, LE SAHEL, MALI etc. - NUMBERS from one to nine are usually written in letters, for example "eight". Above 10, numbers are used. Example: 42. - ORTHOGRAPHY: Use correct spelling in the recommended language. Avoid local expressions.
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ANNEX C

Format for 'Daily Situation Reports'

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DAILY SITUATION REPORT

[MISSION NAME]

Daily Situation Report Covering Period: [Date] (00:01-24:00hrs)

HIGHLIGHTS

[The purpose of this section is to ensure that key developments and events are not overlooked by SitRep readers. Three or four bullet points should summarise the most significant events during the reporting period. In addition (and as appropriate), specific mention should be made under 'HIGHLIGHTS' of any developments pertaining to:

- New challenges to mandate implementation [indicate either NSTR or reference relevant report section]
- Protection of civilians [indicate either NSTR or reference relevant report section]
- Sexual and gender-based violence [indicate either NSTR or reference relevant report section]
- Security of peacekeepers [indicate either NSTR or reference relevant report section]

POLITICAL

[This section should cover events, incidents or developments with a notable political impact.]

OPERATIONAL

[This section should cover events, incidents or developments with a notable operational impact, irrespective of the mission component(s) affected, e.g. humanitarian, human rights, civil affairs, logistics, military, police, mine action and others, as applicable.]

SECURITY/SAFETY

[This section should cover incidents or developments with a significant impact on the security situation in the mission area. It should cover any new threats to personnel, special security measures established or lifted during the reporting period, and an update on any personnel missing, seriously wounded or killed during the reporting period, where applicable.]

[OTHER SUB-HEADINGS IF REQUIRED]

[Additional sections can be added if considered necessary for purposes of clarity. However, the most simplified reporting format is preferable.]

COMMENTS

[This section is optional. Comments can also be added to specific events described in the main text as long as they are clearly indicated as such.]

Module 3: Report Writing

Handout 2: Report Writing Exercise

Instructions:

1. Take a look at the weekly report below and underline the elements that seem problematic to you.
2. List the precision questions that come to mind, in accordance with the notions of report writing.

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'Weekly Situation Reports'

CONFIDENTIAL WEEKLY SITUATION REPORT

Weekly Situation Report Covering Period: Tuesday 2021-02-23 (00:01hrs) to Monday 2021-02-24(24:00hrs)

Weekly Report :

During the past week, there has been an out-of-town event. Officers from our department were conducting an inmate transfer when the vehicle was blocked by a van with three individuals on board. The correctional officers were concerned that this was an escape attempt. I believe the driver was a Carana national. It was a nice temperature outside, at least 24 degrees Celsius. One of the passengers in the van asked for directions to the nearby town. Our agents directed them. The van left without incident. Upon their return to the prison, my officers reported the situation to me. I find it strange and I wanted to share it with you. One of the correctional officers had been on duty for over 12 consecutive hours. The inmate was returned to his cell after we conducted the usual intake search. One of the officers felt that it might have been tourists. Another person in the prison said that maybe it could be family members of an inmate who was testing safeguards during a transfer. I submit this for your information and guidance if necessary.

[illegible]

Module 3: Report Writing

Handout 3: Well-Written Report

Weekly Report of the Corrections Unit

Prison security

- *Transfer of a convicted prisoner from the prison of XXX to the court of first instance in XXX.*

On 25 May, JCS supported the transfer of a high security detainee of Carana nationality from the prison of XXX to the Court of First Instance of XXX. JCS has coordinated the transfer of this prisoner after the judicial authorities requested support from the SRSG. The escort of the prisoner from the prison took place in the early afternoon ensured by a team of the Cameroonian contingent, UNPOL and the JCS. At 12h30 the vehicle, as it was leaving the exit road from XXX prison leading to the main road, was blocked by a van with three unidentified, seemingly unarmed individuals allegedly of Carana nationality asking for direction to the nearby town. The vehicle was a grey Toyota Sedan, plate number CAR 1424. After they received the directions, they took off and left. Upon return to the prison, JCS informed the Prison Director about the incident and advised him to take adequate security measures. In addition, the prison director was advised to ensure that information regarding future transports is not shared in order to minimize the risk of attacks during transports. The COVID-19 preventive measures were mainstreamed during the process.

On several occasions, it has been confirmed that members of Carana's armed groups have coordinated attempts to attack transportation of detainees (see JCS report on 15 April 2021). In order to prevent this type of major incident, that can lead to prisoners escaping during transports, JCS continue to support the national prison staff to conduct secured transports.



Module 5: Nelson Mandela Rules

Session 1: Introduction to NMR

Handout 1: Fill in the Blank Exercise

Rule 1

1. All prisoners **shall** be treated with the respect due to their inherent _____ and value as human beings. No prisoner shall be subjected to, and all prisoners shall be protected from, torture and other cruel, inhuman or degrading treatment or _____, for which no circumstances whatsoever may be involved as a justification. The safety and security of prisoners, staff, service providers **shall** be ensured at all times.

Rule 2

1. The present rules shall be applied impartially. There shall be no _____ on the grounds of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or any other status. The religious beliefs and moral precepts of prisoners **shall** be respected.
2. In order for the principle of non-discrimination to be put into practice, prison administrations **shall** take account of the individual needs of prisoners, in particular the most _____ categories in prison settings. Measures to protect and promote the rights of prisoners with special needs are required and **shall** not be regarded as discriminatory.

Rule 3

1. Imprisonment and other measures that result in cutting off persons from the outside world are afflictive by the very fact of taking from these persons the right of self-determination by depriving them of their _____. Therefore, the prison system **shall** not, except as incidental to justifiable separation or the maintenance of _____, aggravate the suffering inherent in such a situation.

Vulnerable, liberty, discipline, punishment, discrimination, dignity

Rule 4

1. The purposes of a sentence of imprisonment or similar measures deprivative of a person's liberty are primarily to protect society against crime and to reduce _____. Those purposes can be achieved only if the period of imprisonment is used to ensure, so far as possible, the _____ of such persons into society upon release so that they can lead a law-abiding and self-supporting life.
2. To this end, prison administrations and other competent authorities **should** offer education, vocational training and _____, as well as other forms of assistance that are appropriate and available, including those of a remedial, moral, spiritual, social and health- and sports-based nature. All such programmes, activities and services **should** be delivered in line with the _____ treatment needs of prisoners.

Rule 5

1. The prison regime **should** seek to minimize any differences between prison life and life at liberty that tend to lessen the _____ of the prisoners or the _____ due to their dignity as human beings.
2. Prison administrations **shall** make all reasonable accommodations and adjustments to ensure that prisoners with physical, mental or other disabilities have full and effective access to prison life on an _____ basis.

Recidivism

responsibility

work

respect

Individual

reintegration

equitable

Module 5: Nelson Mandela Rules

Session 1: Introduction to NMR

Handout 1: Fill in the Blank Exercise (Keys)

Rule 1

1. All prisoners **shall** be treated with the respect due to their inherent dignity and value as human beings. No prisoner shall be subjected to, and all prisoners shall be protected from, torture and other cruel, inhuman or degrading treatment or punishment, for which no circumstances whatsoever may be involved as a justification. The safety and security of prisoners, staff, service providers **shall** be ensured at all times.

Rule 2

1. The present rules shall be applied impartially. There shall be no discrimination on the grounds of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or any other status. The religious beliefs and moral precepts of prisoners **shall** be respected.
2. In order for the principle of non-discrimination to be put into practice, prison administrations **shall** take account of the individual needs of prisoners, in particular the most vulnerable categories in prison settings. Measures to protect and promote the rights of prisoners with special needs are required and **shall** not be regarded as discriminatory.

Rule 3

1. Imprisonment and other measures that result in cutting off persons from the outside world are afflictive by the very fact of taking from these persons the right of self-determination by depriving them of their liberty. Therefore the prison system **shall** not, except as incidental to justifiable separation or the maintenance of discipline, aggravate the suffering inherent in such a situation.

Rule 4

1. The purposes of a sentence of imprisonment or similar measures depriving of a person's liberty are primarily to protect society against crime and to reduce recidivism. Those purposes can be achieved only if the period of imprisonment is used to ensure, so far as possible, the reintegration of such persons into society upon release so that they can lead a law-abiding and self-supporting life.
2. To this end, prison administrations and other competent authorities **should** offer education, vocational training and work, as well as other forms of assistance that are appropriate and available, including those of a remedial, moral,

spiritual, social and health- and sports-based nature. All such programmes, activities and services **should** be delivered in line with the individual treatment needs of prisoners.

Rule 5

1. The prison regime **should** seek to minimize any differences between prison life and life at liberty that tend to lessen the responsibility of the prisoners or the respect due to their dignity as human beings.
2. Prison administrations **shall** make all reasonable accommodations and adjustments to ensure that prisoners with physical, mental or other disabilities have full and effective access to prison life on an equitable basis.

Module 5: Nelson Mandela Rules
Session 1: Introduction to NMR
Handout 2: Prioritization Exercise

Cut out the three headings below for each group.

IMPORTANT

**VERY
IMPORTANT**

**EXTREMELY
IMPORTANT**

- Cut out each of the articles below and give each group a full package of all the articles in the form of slits of paper.

**Access to religious material
and spiritual leaders**

Provision of water

Provision of food

**Separation of detainees from
sentenced prisoners**

Toilets in each cell

Access to sanitary facilities

Prohibition of torture

Medical screening at time of admission

Medical treatment for prisoners with infectious diseases

Admission briefing to all new prisoners

Access to shower

Registration book

Adequate living space with appropriate ventilation and lighting

Access to bedding and clothing

Fair standards of prisoner discipline

Prisoner visitation with friends and family

Internal prison inspections

Code of conduct for staff

Policy on use of force

Staff training on appropriate use of force

Prisoner access to legal support

Special medical attention for pregnant women

Appropriate and clean clothing

**Written Prison Routines in the
language prisoners
understand**

**Opportunity for open air
exercise for prisoners**

**Development of prisoner work
programmes**

**Development of prisoner pre-
release programmes**

**Access to the prison from
external inspections**

Dynamic security training for staff

Development of risk assessment tools

Prisoner classification regime

Vocational training programmes

Mental Health Services for women prisoners

Partnerships with civil society groups (local businesses, NGOs)

**Separation of juveniles from
adult prisoners**

**High security cells for high-
risk / violent extremist
prisoners**

Module 5: Nelson Mandela Rules

Session 2 – Vulnerable Groups

Handout 1: Vulnerability Walk Exercise – Profile Cards

Cut the following profiles into stripes and distribute to the participants:

1. Male rural small-holder farmer; married; 6 children – boy in school, girls not, ethnic minority
2. Female widow, labours in people's fields, depends on kindness of neighbours, ethnic majority
3. Male NGO worker with university education, married, 2 children, ethnic majority
4. 10-year-old girl, not in school, sells candy on city street, abusive father with alcohol addiction, ethnic majority, parents illiterate
5. Female divorced restaurant owner, 3 children in secondary school, ethnic minority
6. Male local government official, university education, ethnic majority
7. 13-year-old boy, mechanic's apprentice, no formal schooling, ethnic majority
8. Male restaurant owner, married 4 children, primary school education
9. Female maize farmer, co-wife, 10 children, no schooling, ethnic majority, illiterate
10. Male secondary school teacher, single, no children
11. Female fishmonger, primary school education, married, abusive husband, 4 children, savings group member, ethnic majority, illiterate
12. Female primary school teacher, married, 1 child, ethnic majority
13. Sixteen-year-old girl, primary school education, working as nanny in city, ethnic majority
14. Male widower, blind, lives with son, cannot work, ethnic minority
15. Male butcher, married, 2 children under age 5, ethnic majority, illiterate
16. Female smallholder farmer, 5 children, husband left, eldest child is day labourer, ethnic majority, illiterate
17. Male cell phone shop owner, no schooling, married, 4 children, 2 in school, ethnic majority
18. Female NGO worker with university education, single, ethnic minority
19. Male taxi driver, no education, single, ethnic majority
20. Fourteen-year-old female student, parents struggling financially, may leave school to work, ethnic minority, refugee without legal documents, illiterate
21. Male cow herder and seller, 2 wives, 12 children, illiterate
22. Female pharmacy worker, single, 1 child, refugee without necessary documentation

23. Female maize farmer, her and husband HIV+, no children
24. Female prison officer, basic education, married, first time pregnant
25. Male ex-convict, former member of a rebel group, recently released from a 10-year sentence. Received basic education and vocational training in prison
26. 17-year-old, male, in prison for stealing bread from a family of 6 children (all younger than you), father disappeared and mother unable to work due to illness

Module 5: Nelson Mandela Rules

Session 2: Vulnerable Groups

Handout 2: Status Cards Exercise

Status Cards:

A prisoner with pregnancy

Is illiterate

A prisoner with a refugee status

A transgender

A prisoner of ethnic majority

Of 1.90m height

A juvenile prisoner

Conditioned with asthma

A three-year-old child

Needs regular medical check-ups

An elderly person

Belongs to an ethnic minority

A prisoner of an ethnic majority

Uses a wheelchair

A prisoner with mental health disabilities

Has close family ties with prison director

A female prisoner of an ethnic majority

With high-risk pregnancy

A male prisoner of ethnic majority

Receives conjugal visits by a male partner

Module 5: Nelson Mandela Rules
Session 2 – Vulnerable Groups
Handout 3: Language Signs

BATHROOM

KITCHEN

VISITING AREA

HEALTH CARE

卫生间

مَطْبَخ

स्वास्थ्य देखभाल

Зона посещения

TRANSLATION OF THE LANGUAGE SIGNS:

卫生间 (bathroom)

مَطْبَخ (kitchen)

स्वास्थ्य देखभाल (healthcare)

Зона посещения (visitors' area)

Module 5: Nelson Mandela Rules

Session 4: Risk, Needs & Categorization

Handout 1: Case Study – Allocation Exercise

You have now been in mission for over 6 months, and you are assigned to visit and provide support to the Maroni prison, located approximately 3 hours' drive outside of the capital, in the province of Hanno. Since your first meeting with the prison director, approximately 5 months ago, you managed to convince him that by investing in the prison farm, he can eliminate the various nutrition and health challenges in the prison. More specifically, convinced him to identify various prisoners to work on the prison farm, thus providing gainful employment skills, fresh air and ultimately a sustainable source of food for both the prisoners and staff. The Prison Governor has asked for your advice on how to best allocate the prisoners within his facility including the prison farm. And you have been given access to the prison register (NMR 4 Handout 02 Allocation exercise) for this reason.

The prison infrastructure is over 100 years ago and was formerly an old military fort, which then later have been refitted and added on at different times to suit its current purpose. The prisoners are housed in it is big yard, surrounded by four walls (4 m high) and a guard tower. On the northern side of the yard you have a metal cargo container remade into a makeshift dormitory, it measures 2,43 x 2,59 x 6,06m, approximately 15m² living space. The southeast and southwest corner, each have a makeshift shelter built by the prisoners of wood and corrugated steel, each one approximately 7 m² living space. (If you want, you can have a look at ICRC's calculated minimum space to sleep on a bed, 1,6m² not including toilet and shower space, page 32 in ICRC's "Water, Sanitation, Hygiene and Habitat in prisons - supplementary guidance".)

In the old fort there is a small area for the prison staff as well as open area covered by a tarp used as multi-purpose space (used for religious ceremonies, family, legal and medical visits etc)

At the Prison farm, a wooden barrack can be used for accommodation although the warden has said that it cannot house more than five prisoners since he cannot spare more than one of his staff to work at the prison farm.

There are some recurring services/programs that take place in the prison. Once a month the regional doctor comes to visit the prison and every week a nurse. Whenever there is a suitable prisoner to teach, the prison organizes a small study group to learn to read and write (no more than six prisoners, including the "teacher") up to three times a week. Every Sunday Pastor Jones comes to hold mass. There is also a local NGO, called "Don't do it", that works with reprogramming violent extremists, with the support of the government. Their presence depends on individual needs and differs in different phases.

The Prison Director has asked for your advice on how to best allocate the prisoners within his facility including the prison farm. And you have been given access to the prison register (Handout 02 Allocation exercise) for this reason. Please refer to prison brief for available infrastructure for the allocation exercise.

Please provide the Governor with your advice. Consider if parts of the "Summary of key principles and recommendations" from the UNODC handbook on Classification is applicable. Identify relevant NMRs. Moreover, prepare yourself to be able to explain and motivate your advice.

Module 5: Nelson Mandela Rules

Session 4: Risk, Needs & Categorization

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

Risk:

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).

Needs:

Aside from the concept of warehousing prisoners in prisons (just lock them up and wait for release dates), the MNR clearly expresses the need to support the rehabilitation and reintegration of prisoners, not only for the purpose of support to prisoners but to achieve an overall safer environment in the community. The only way to identify, even the broadest sentence plan / rehabilitation strategy for prisoners is to understand the needs they have to support successful reintegration. This approach is also rooted in human rights principles. International human rights standards emphasize the right of prisoners to be treated with humanity and respect for their inherent dignity. Rehabilitation and reintegration programs are essential for upholding these rights, ensuring that prisoners are prepared to rejoin society.

Classification:

Classification is a form of population management in prisons. Although every prisoner is unique and individual, it is not possible to manage each individual as a separate group. Lumping offenders into groups allow for the management of large numbers. Of course, only prisoners that do not pose any risk to the well-being of others should be placed together. Other groups may be based on some of the needs required or more specific static information like age, sex, detainee vs convicted, long-term vs short-term etc.).

Classification is also an effective tool for prison leadership when reporting statistics of the prison population or making a business case for resources.

Module 5: Nelson Mandela Rules

Session 4: Risk, Needs & Categorization

Handout 4: Risk and Needs Assessment Tool from MINUSCA

A. Risk Evaluation – example from MINUSCA

1.	Severity of current charge/conviction	Score
	Low (<i>Less than 10 years in the penalty scale, nonviolent</i>)	= 10 points
	Moderate (<i>1 to 10 years in the penalty scale, moderate violent offence</i>)	= 5 points
	High (<i>11 years or violent offence</i>)	= 2 points
	Highest (<i>conflict related/armed group leader/violence offence</i>)	= 0 points
2.	Seriousness of Offence History (Excluding Current Offence)	
	None	= 6 points
	Moderate	= 4 points
	High	= 1 point
	Highest	= 0 points
3.	Escape history	
	No escapes	= 7 points
	Attempted escape	= 1 point
	Escaped	= 0 points
	Add item points 1 to 3	Subtotal
4.	Disciplinary history	Score
	None	= 2 points
	Abusive aggressive behavior	= 0 points
	Contraband	= 0 points
	Participating in riots	= 0 points
5.	Alcohol/Drug Abuse	
	None	= 2 points
	Alcohol	= 0 points
	Drugs	= 0 points
6.	Current age	
	Age 18 to 39	= 0 point
	Age 17 or younger	= 1
	Age 40 or older	= 1 point
	Comprehensive score (add 1-6)	Total Score

B. Scale Summary and Recommendations

1.	Rate Severity of current charge/conviction	Specify
	26 or more points on items 1-6 = Minimum Security	
	14-25 points on items 1-6 = Medium Security	
	9-13 points on items 1-6 = Security risk	
	8 points or less on items 1-6 = High security	
2.	Discretionary Overrides for higher Security Level	

	Circumstances of the offence (<i>Conflict related and violence</i>)							
	History of violence							
	Armed group affiliation							
	Management problem							
	Escapes							
	Other							
3.	Discretionary Overrides for Lower Security Level							
	Circumstances of the offence (<i>Nonviolent</i>)							
	Age during the offence (<i>Juvenile</i>)							
	Time left to serve (<i>Less than 6 months to serve, or served half the sentence</i>)							
	Prior conduct (<i>good conduct</i>)							
	Other (<i>Elderly, poor physical health, gender</i>)							
4.	Program needs							
	Physical health							
	Psychological support							
	Academic skills							
	Vocational training							
	Reintegration							
	Other							
Narrative and Security Level Recommended by Case Manager: <i>Short narrative on the main reasons for the security level recommendation</i>								
5.	<table border="1"> <tr> <td>Minimum Security</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Medium Security</td> <td><input type="checkbox"/></td> </tr> <tr> <td>High Security</td> <td><input type="checkbox"/></td> </tr> </table>	Minimum Security	<input type="checkbox"/>	Medium Security	<input type="checkbox"/>	High Security	<input type="checkbox"/>	
Minimum Security	<input type="checkbox"/>							
Medium Security	<input type="checkbox"/>							
High Security	<input type="checkbox"/>							
6.	Case Manager's signature: Prisoner's Signature:	Date: Date:						

C. Program and activity recommendations

7.	Rate security level for activities	Score
	a) Convicted = 5 points	
	b) Juvenile = 5 points	
	c) Has served half sentence = 5 points	
	d) Has 6 months or less left to serve = 10 points	
	e) Add summary of score 1-6	
	f) Discretionary overrides for higher or lower security Level (C2, C3), explain	
	Summary of comprehensive score (a-f)	
8.	Possible activities for each security level	Activity

9.	35 points or more = Minimum security	<ul style="list-style-type: none"> - Inside and outside cores; kitchen, prison farms etc. - Classes within the prison; literacy, social skills training - Vocational training - Workshops in the prison; vocational training - Workshops outside of prison 	
10.	20-34 points = Medium Security	<ul style="list-style-type: none"> - Inside cores. - Classes within the prison; literacy, social skills - Vocational training. - Workshops inside the prison without sharp objects 	
11.	Less than 19 points = Security risk	<ul style="list-style-type: none"> - Classes within the prison; literacy, social skills training. - Vocational training. 	
12.	Activity Recommended by Case Manager:		
	Minimum Security	<input type="checkbox"/>	
	Medium Security	<input type="checkbox"/>	
	High Security	<input type="checkbox"/>	
	Case Manager's signature: Date:		
	Prisoner's Signature: Date:		

D. Review Authority / Classification Committee

Recommended Security Level:

Concur ☐

Do not Concur ☐

Changed to:

Minimum Security ☐ Medium Security ☐ High Security ☐

Module 5: Nelson Mandela Rules

Session 5: Institutional Personnel

Handout 1: Case Study

Refer to the Canara Central Prison brief in addition to the following background information.

During a recent joint visit to the Galasi Central Prison, a delegation composed of OHCHR, AU and EU representatives identified that prison personnel were largely demotivated resulting in a lack of discipline, high numbers of absences, and no consistent application of approved policy and procedure. The delegation reported that the Director General of Prisons was looking for support on (i) developing a public outreach strategy to attract young, motivated professionals to work in the prison service, (ii) how to better motivate staff already in the service, and (iii) how to ensure policies and human rights standards are followed consistently. There does not appear to be a forum for national and international stakeholders to discuss how to provide support to such important initiatives in a coordinated manner.

Part 1

During your meeting with the Chief of Corrections, UNAC, you have been assigned to support the Director General with the findings of the recent joint visit and analyse what is working and what is lacking, based on your experience and areas of expertise, and produce a brief plan of proposed ideas and initiatives that you will discuss with the prison director. Your plan must include:

- Up to 3 proposed priority interventions for UNAC support to respond to the main concern you have identified in the information provided. Provide arguments to justify your prioritization of interventions and the order in which you are presenting them (from most important to least important)
- Provide a brief plan of implementation for each suggestion, including:
 - Outline (in bullet points) of key steps required to implement the proposed intervention
 - Estimated time required
 - Estimated resources required (personnel, equipment, funding)
 - Stakeholders to be consulted / included in the activity
 - Any gender-related considerations to highlight

Part 2

In addition, your chief has requested you to work with the corrections team to prepare your meeting with the prison director for the following day. A preparatory meeting with the other UNAC corrections GPP is taking place today and you will need to prepare a 10-minute presentation of your plan to your team.

You will then receive further instructions at the team meeting.

Module 5: Nelson Mandela Rules

Session 5: Institutional Personnel

Handout 2: CVs

The Prison Director was successful in getting additional funding to hire **3 additional corrections officers, 1 farmer and a nurse**. It has been a long while since anyone has been hired into the Carana prison service. The Prison Director has asked for your help in the recruitment process for the vacant posts. He/she gives you a total of 12 possible candidates to fill the necessary positions. The Director asks you to identify the best candidates for the positions and mentions to you that he thinks that the Nelson Mandela Rules are somehow applicable. The Prison Director wants to impress the Minister and asked you to justify, using the Nelson Mandela Rules, why you selected the 3 corrections officers, 1 farmer and 1 nurse. Equip the Prison Director with the specific and broad linkages to the Nelson Mandela Rules.

List of 12 CVs submitted for Job Opening Nr. 13905 (3 Correctional Officers, 1 farmer and 1 nurse):

CV No. 1:

Personal Data:

Family Name: Doe	Given Name(s): Jean	Date of Birth (dd/mm/yyyy): 12/06/1982
Male/Female: M	Languages: French, Swahili, Lengala	Nationality: Caranian

Education:

Institution	Attendance	Degrees and Academic Distinctions Obtained
	From/To	
Université catholique de Amsan	2000-2004	Nursing School
Ecole primaire et secondaire de Ansan	1989-2000	High School/Primary Education

Employment History:

Employer	Position	From/To	Description of Duties
Gates Foundation	Nurse	March 2021	- Vaccinating individuals for COVID-19 virus
		Present	
Panzi Hospital at Dr. Mukwege Foundation	Nurse	April 2005	- Assisting doctors with medical examinations - Conducting medical tests for survivors of sexual assault
		March 2021	

Motivation:

It means the world to me to be able to help others and being a nurse gives me a professional context in which I can do this.

CV No. 2:

Personal Data

Family Name: Doe	Given Name(s): Johnny	Date of Birth (dd/mm/yyyy): 06/07/1980
Male/Female: M	Languages: French, Swahili, Lingala	Nationality: Caranian

Education:

Institution	Attendance From/To	Degrees and Academic Distinctions Obtained
International Organisation for Migration	2015/2016	Enrolled in DDR program, retraining activities
Tereni rd Military Region	2000-2001	Military Training
Ecole primaire et secondaire de Alor	1988-1997	High School/Primary Education

Employment History:

Employer	Position	From/To	Description of Duties
KK Security	Private Security Officer	June 2020	<ul style="list-style-type: none"> - Securing premises and Conducting Rounds - Coordination with other private security guards
		Present	
/	Security Guard	April 2010 March 2015	<ul style="list-style-type: none"> - Protecting village from external threats - Guarding important transport routes - Ammunition checks
/	Mining	2005	<ul style="list-style-type: none"> - Artisanal mining around North and South Kivu
		2009	
Tereni, Military Region	Military Officer	2001	- Security
		2004	

Motivation:

To provide security for the people has always been my motto.

CV No. 3**Personal Data**

Family Name: Doe	Given Name(s): Jeanne	Date of Birth (dd/mm/yyyy): 01/05/1980
Male/Female: F	Languages: French, Swahili, Lengala	Nationality: Caranian

Education:

Institution	Attendance From/To	Degrees and Academic Distinctions Obtained
Ecole primaire et secondaire de Galasi	1989-1998	High School/Primary Education

Employment History:

Employer	Position	From/To	Description of Duties

CARE/NGO	Program Assistant	March 2005	- Planning of food and nutrition programs for vulnerable populations
		Present	
CARE/NGO	Volunteer	April 1996	- Handing out food and water to poor and vulnerable women, adolescent girls and boys
		March 2005	

Motivation:

I like working with people, especially those that are more vulnerable in our society.

CV No. 4

Family Name: Doe	Given Name(s): Joseph	Date of Birth (dd/mm/yyyy): 02/04/1975
Male/Female: M	Languages: English, French, Swahili, Lingala	Nationality: Caranian

Education:

Institution	Attendance	Degrees and Academic Distinctions Obtained
	From/To	
Christian Bilingual University of Carana	1993-1997	College/Secondary Education
Ecole primaire et secondaire de Galasi	1980-1993	High School/Primary Education

Employment History:

Employer	Position	From/To	Description of Duties
Cacao Farm	General labour	2019-now	- Planting, harvesting
Ecole primaire de Amsan	Elementary School Teacher	1999-2019	- Teaching English to children aged 6 through 12 at primary school

Motivation :

I have always loved sharing my knowledge and have a keen interest in agriculture.

CV No. 5

Personal Data

Family Name: Doe	Given Name(s): Jacqueline	Date of Birth (dd/mm/yyyy): 03/03/1992
Male/Female: F	Languages: French, Swahili, Lingala	Nationality: Cararian

Education:

Institution	Attendance	Degrees and Academic Distinctions Obtained
	From/To	

National Institute of Technical Education	2011-2015	Bachelor of Science in Mining Engineering
Ecole primaire et secondaire de Corma	2002-2011	High School/Primary Education

Employment History:

Employer	Position	From/To	Description of Duties
African Minerals Ltd.	Short-Term Mine Planning Engineer	April 2020	- Assisted with designing exploitation methods from liquid ore deposits focusing on metals such as copper and cobalt.
		Present	
Leppko Central Mines	Metallurgist Engineer	March 2015	- Designing systems and equipment to be utilized in trackless haulage mines
		April 2020	

Motivation:

Mining business has its ups and downs, prisons on the other hand is always needed.

CV No. 6

Personal Data

Family Name: Doe	Given Name(s): Francois	Date of Birth (dd/mm/yyyy): 07/08/1975
Male/Female: M	Languages: French, Swahili	Nationality: Caranian

Education:

Institution	Attendance	Degrees and Academic Distinctions Obtained
	From/To	
Ecole primaire et secondaire de Maldosa	1983-1992	High School/Primary Education

Employment History:

Employer	Position	From/To	Description of Duties

Twangiza-Namoya Gold Mining Ltd.	Private Security Officer	June 2001	<ul style="list-style-type: none"> - Securing premises and Conducting Rounds - Preventing escapes
		Present	
Big Gem Mines Bar & Restaurant	Bartender	April 1992	<ul style="list-style-type: none"> - Providing drinks and services for local guards and mine workers

Motivation :

My track record speaks for itself, no worker has escaped before the end their contract under my shift, the ones that have tried have all regretted it.

CV No. 7

Personal Data

Family Name: Doe	Given Name(s): Marie	Date of Birth (dd/mm/yyyy): 09/10/1980
Male/Female: F	Languages: French, Swahili, Lingala	Nationality: Caranian

Education:

Institution	Attendance	Degrees and Academic Distinctions Obtained
	From/To	
Kolon nd Military Region	2000-2001	Military Training
Ecole primaire et secondaire de Faron	1988-1997	High School/Primary Education

Employment History:

Employer	Position	From/To	Description of Duties
GS Security	Head of Security	June 2005	<ul style="list-style-type: none"> - Managing private security apparatus - Coordinating protection of high value individuals and assets
		Present	
Party for Peace, Stability and Democracy	Security Management	April 2003	<ul style="list-style-type: none"> - Serving political organization - Defending community from threats - Troop management and strategy
		May 2005	

Motivation :

You cannot have peace without order and neither can you have lasting order without peace.

CV NO. 8

Personal Data

Family Name: Doe	Given Name(s): Therese	Date of Birth (dd/mm/yyyy): 10/02/1969
Male/Female: F	Languages: French, Swahili	Nationality: Caranian

Education:

Institution	Attendance	Degrees and Academic Distinctions Obtained
	From/To	
Universite de Galasi	1987-1991	College/Secondary Education
Ecole primaire et secondaire de Cereni	1978-1987	High School/Primary Education

Employment History:

Employer	Position	From/To	Description of Duties
East Guthar Agricultural Service	Head of Agriculture Section	June 2015	<ul style="list-style-type: none"> - Managed 100 employees - Drawing workplan for efficient cultivation - Led over 1,000 hectares of land
		Present	
Central Guthar Mine Services	Mine Management Services	April 2000	<ul style="list-style-type: none"> - Managed gold and cobalt mine operations - Oversaw numerous workers employed at mines
		March 2010	

Motivation :

I am looking for a new challenge and our prison system in need of a makeover.

CV No. 9**Personal Data**

Family Name: Doe	Given Name(s): Julienne	Date of Birth (dd/mm/yyyy): 11/01/1970
Male/Female: F	Languages: French, Swahili	Nationality: Caranian

Education:

Institution	Attendance	Degrees and Academic Distinctions Obtained
	From/To	
Mahbek Military Region	1988-1989	Military Officer Training
Ecole primaire et secondaire de Galasi	1979-1988	High School/Primary Education

Employment History:

Employer	Position	From/To	Description of Duties
KD Security	Security Training Officer	April 1994	- Training security forces in East Hanno Province
		May 2001	
CNA	Second Lieutenant	March 1989	<ul style="list-style-type: none"> - Serving in Armed Forces - Guarding important installations

Motivation :

I have always worked with my rifle by my side but I have had even more use of my communication skills.

CV No. 10

Personal Data

Family Name: Doe	Given Name(s): Justin	Date of Birth (dd/mm/yyyy): 04/02/1969
Male/Female: M	Languages: French, Swahili, Lingala	Nationality: Caranian

Education:

Institution	Attendance	Degrees and Academic Distinctions Obtained
	From/To	
Ecole primaire et secondaire de Maldosa	1979-1986	High School/Primary Education

Employment History:

Employer	Position	From/To	Description of Duties
Société Industrielle et Agricole du Carana	Farmer	June 1986	- Planting and cultivating sugarcane as part of a team on a farm of around 80,000 hectares
		Present	

Motivation:

I have been farming my whole life and know everything there is to know about farming. Hire me and I will maximize your crops.

CV No. 11

Personal Data

Family Name: Doe	Given Name(s): Julienne	Date of Birth (dd/mm/yyyy): 05/01/1975
Male/Female: F	Languages: French, Lingala	Nationality: Caranian

Education:

Institution	Attendance	Degrees and Academic Distinctions Obtained
	From/To	
St-John College	2011-2016	Part time nurse studies
University of Galasi	1993-1997	College/Secondary Education
Ecole primaire et secondaire de Galasi	1981-1993	High School/Primary Education

Employment History:

Employer	Position	From/To	Description of Duties
Notre-Dame Hospital	Nurse	2017-now	- Maternity ward, advising new mother, examining newborns.

Samaritan's Purse	Security Guard	2005	<ul style="list-style-type: none"> - Guarding offices of Catholic Charity - Ensuring safety of humanitarian workers, women, and children during charity programs
		2017	
Pharmocopeia Carana	Private Security Officer	March 1997	<ul style="list-style-type: none"> - Protecting executives at pharmaceutical company - Guarding office buildings from any potential threats
		April 2005	

Motivation :

I had to change my career after a bad incident, which left me unable to continue as a security guard. Although nursing newborns has given me a possibility to continue to provide protection to someone but in another context.

CV No. 12

Personal Data

Family Name: Doe	Given Name(s): Paul	Date of Birth (dd/mm/yyyy): 08/09/1996
Male/Female: M	Languages: French, Swahili, Lingala	Nationality: Caranian

Education:

Institution	Attendance	Degrees and Academic Distinctions Obtained
	From/To	
Ecole primaire et secondaire de Folsa	2005-2014	High School/Primary Education
National Police Service	2014-2015	Police Officer Basic Training

Employment History:

Employer	Position	From/To	Description of Duties
Congolese National Police	Police Officer	2017-2018 & 2019 - present	<ul style="list-style-type: none"> - Served as police officer in stations at Galasi, Cereni, Folsa and Maroni - Served with sex crimes unit in Galasi

Motivation:

I worked as police in many places. Enriching as it has been, I am hoping that as a corrections officer I can stay in one place and set some roots.

Module 5: Nelson Mandela Rules

Session 6: Restrictions, Discipline and Sanctions

Handout 1: Case Study, Discipline and Punishment

Setting the Context:

You, as a UNAC GPP, join a delegation from the Ministry of Human Rights that is visiting Galasi Central prison. Because you are familiar with the prison, you are asked to take the delegation for a tour through the various sections of the prison. You walk into a large dormitory style cell containing 25 beds, which is dedicated to high-risk prisoners. In the corner, you and the delegation see one prisoner completely naked and shackled to his bed. This is the only bed without a mattress. The prisoner looks malnourished and physically ill. You cannot see any water nearby for the prisoner to drink.

Both you and the visiting delegation are shocked and disgusted. When asked how long the prisoner has been shackled to the wall without access to water, the prisoner states for 3 days and he is unsure of the reason for being disciplined. When the delegation asked a staff member responsible for this dormitory, they state that the prisoner disobeyed the order of an officer and is being punished for as long as it takes for him to admit he offended the officer's authority. The staff member assured you that the prisoner is given a drink once per day but that both food and water are being used as motivation to get the prisoner to admit to wrongdoing.



In your group, review NMRs 36-49 and answer the following questions:

The delegation is clearly upset with what they see but not necessarily with the fact that the prisoner is being punished for disobeying the order of a staff member, if the appropriate process was followed. The Human Rights delegation asks you to explain the following:

1. What is the appropriate way for the prison administration to address prisoner misconduct?

[illegible][illegible]

Refer to NMR 36 to 49 as well as UDHR Article 5; ICCPR Articles 7 and 10; CAT Articles 1, 2, 11 and ICERD Article 5.

Module 5: Nelson Mandela Rules

Session 8: Healthcare and prisoners health

NMR 8: Handout 1 – Case study

Your teams have recently been deployed to UNAC and are stationed as mentors and advisers at Galasi Central Prison. The post had been vacant for quite some time before your deployment, and only a brief handover note was provided.

Your predecessors, during their tour of duty, had very strong working relationships with the Prison Director and the state secretary at the Ministry of Justice and together they successfully convinced the Ministry of Health and other stakeholders to install a donated X-ray machine in the prison and restore the prison clinic. During this time, an agreement between the Ministry of Justice and the Ministry of Health was finally signed, stating that a doctor from the nearest hospital should visit the prison twice a week to provide treatment to prisoners.

This achievement is considered one of the greatest success stories of the UNAC corrections component and is frequently referred to by the head of the component on various occasions to emphasize the importance of corrections in the mission.

According to your head of component, the provision of healthcare at the prison is still functioning. This information was initially confirmed by the Prison Director. Due to the security situation, your first visits to the prison have been short and far apart.

Over time, you begin to realize that since the last major cholera outbreak, which occurred shortly after your predecessors' departure, the agreement between the ministries seems to have been neglected. The Prison Officers inform you that the X-ray machine stopped functioning shortly after your predecessors left, information later confirmed by the Prison Director.

Upon further investigation, you discover that prison healthcare is now limited to one male prison officer, who has received some basic medical training. The clinic contains only a small supply of paracetamol and bandages from a previous donation by the ICRC, which are the only available treatment options. The medical officer purchases additional medicine from the market for inmates who can afford to pay for it.

The prison clinic is partly used as a general storage for all sorts of things.

Prisoners requiring hospital care are transported to the nearest hospital, but due to staff shortages and a lack of budget for transportation, this solution is often delayed.

Additionally, there have been changes at the ministerial level, and the officials who signed the original agreement are no longer in office.

When your team raises these concerns at the UNAC corrections component's weekly meeting, your head of component responds sharply, making it clear to your team, that revealing that the successful project has not been sustainable, could be internally sensitive.

Your team must now develop an action plan to address the situation and work toward aligning the provision of health care with international standards.

Handout 2 – Prisons Physician Job Description

(turn the page)

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper. There are no margins, text, or other markings on the page.

Module 5: Nelson Mandela Rules

Session 9: Internal and External Inspections

NMR 8: Handout 2 – Correctional Officer's Role

Correctional Officer's role

Correctional Officers undertake a front-line role in the prison system. They are responsible for a wide range of duties relating to the safety, security and welfare of prisoners in our care. They manage day-to-day issues and contribute to ongoing rehabilitation.

- Interaction with prisoners
 - Correctional Officers interact with prisoners on a daily basis.
 - These prisoners may be high security, medium security or low security.
 - Prisoners in our care represent a cross section of the community and have a variety of health, cultural and other special needs.
- The role is unique and challenging. Challenging situations can happen every day. These include:
 - observing prisoner conduct, behaviour and activities
 - conducting prisoner cell searches
 - transporting and escorting prisoners
 - assisting and encouraging prisoners with their individual development programs and case reviews
 - assisting prisoners with matters affecting their welfare, security, behaviours and routines
 - responding to emergency situations, including prisoner conflicts, prisoner injury and medical crisis
 - conducting strip searches of prisoners.

We are looking for the people that not only cope with difficult scenarios but react in a positive, constructive manner.

Personal attributes

Key Correctional Officer attributes include being:

- Mature and self-confident;
- Socially responsible with personal honesty and integrity;
- interpersonal skills and emotional stability which enable supportive and constructive relationships with work colleagues and with prisoners alike;
- Capable of modelling and fostering positive, respectful leadership behaviour and supporting the rehabilitation efforts of each prisoner;
- Able to display empathy and cultural awareness.

Selection and training

After the recruitment process new employees will start a 12-months probationary period with regular performance reviews.

This period will include 14 weeks of classroom-based training and on the job work experience.

Graduates are awarded a Certificate III in Correctional Practice (Adult Custodial) on successful completion. As a Correctional Officer you'll be a role model and mentor to prisoners – helping to develop appropriate probationary period.

Duties

After training and achievement of required competencies, Correctional Officers are expected to perform a range of daily duties directly involving prisoners.

All Correctional Officers need to ensure that each prisoner is treated professionally, humanely, with courtesy and respect at all times.

The work of a Correctional Officer is based on the principles of:

- Case management — individual planning of a prisoner's progress through the correctional system regime
- Management — managing prisoners under incentive-based regimes
- Teamwork — communication, professional and responsible behaviour, support and
- co-operation between staff maintaining a safe, secure, humane environment.

Specialist or further career roles

Becoming a Correctional Officer is not the end of your career journey.

There are many paths open to you including:

- Advanced Correctional Officer
- Operations Supervisor
- Dog handler
- Case Management Co-ordinator
- Assistant General Manager General Manager

Training opportunities

DCS supports our staff by providing training and development opportunities such as:

- Tomorrow's Senior Manager program: an Executive initiative to identify future senior operational managers and unlocking their potential so that the Department has the right people, in the right place, at the right time.
- Emergency Warden training
- Study Assistance

We assist with appropriate training and development with a range of options to study and gain work related qualifications. The level of support will be on a case-by-case basis.

Employment conditions

Pay and remuneration

- The Trainee Correctional Officers (TCO) receive a salary of \$51,120 p.a. (CO1) plus Superannuation for the first 12 weeks of training.
- Following the 12-week classroom and in-service period, the TCO becomes a Probationary Correctional Officer (PCO) for the remainder of the 12 months. Probationary Correctional Officers (PCO) receive \$55,315 - \$63,026 p.a. (CO2) plus Superannuation.
- The base salary plus appropriate penalties equates to approximate annual average of \$68,500 p.a. plus superannuation.

[These figures are correct as of March 2021].

Working Hours

Correctional Officers work on average 38 hours per week on rotating shift roster.

Shift and rosters

Correctional Officers are required to work eight-hour shifts. Superannuation. There are three shifts on a roster: day shift, afternoon shift, night shift. These three shifts cover a 24-hour period on a seven-day rotating roster.

Start times of shifts can vary between institutions.
Rosters are prepared and made available to staff well in advance.

Full time Correctional Officers will work 19 eight-hour shifts over a 28-day, 24 hour/7-day rotating roster. The 28-day rotating roster also includes eight days off, and one Programmed Day Off (PDO) in a roster cycle.

Part time Correctional Officers will be required to work a minimum of eight shifts over a 28-day, 24 hour/7-day rotating roster. The roster will include a Programmed Day Off (PDO) which will be allocated once a sufficient number of shifts have been accrued.

Appropriate award rates, shift penalties and overtime payments are payable.

Public holidays

Correctional Officers are required to work on some public holidays – a maximum of seven per year (pro-rata for part time officers).

Recreation leaves

Correctional Officers can get up to six weeks recreation leave per year (pro-rata for part time officers). Leave is accrued from the date the officer started at DCS.

Superannuation

Correctional Officers are members of the SA State Government Triple S Superannuation scheme.

Sick leave

Correctional Officers are entitled to 12 days per year sick leave (pro-rata for part time officers). Sick leave is credited with one day of sick leave for each completed month of an employee's full-time service.

Uniform

A uniform is provided and must be worn while on duty.

Support

Counselling – EAP

We provide a confidential Employee Assistance Program (EAP) to benefit the psychological well-being of all our staff. The program includes general and specialised counselling.

Module 5: Nelson Mandela Rules

Session 9: Internal and External Inspections

Handout 3: Registration / Risk Assessment

#	Full name	Date of Birth	Sex	Crime committed	Date of liberation	Crime accused of	Security risk (escape and misbehavior)	Professional and academic needs (no work experience, illiteracy)	Special needs
1	Robin Lewis*	21/Oct/1965	m	Murder	4/Nov/2030		Hi	no experience and illiterate	
2	Matt Ruther	16/Aug/2002	m			Murder	Hi		
3	Lucas Alsop	17/Jul/1995	m	Terrorism	5/Oct/2045		Hi	no experience	Violent extremist
4	Leon Harris	18/Jan/1990	m			Terrorism	Hi	no experience and illiterate	Violent extremist
5	Joe Short	19/Feb/1980	m	Fraud	7/Sep/2021		Lo		
6	Bill Cornish	20/Feb/1991	m			Fraud	Lo	no experience	
7	Frank Watson	21/Apr/2001	m	Property theft	9/Aug/2021		Lo	no experience and illiterate	deaf
8	Thomas Aden	1/Jan/1983	m	Property theft	10/Jul/2022		Lo		
9	Ahmed Burg	23/Feb/1994	m	Property theft	11/Dec/2021		Me	no experience	
10	Joshua Munds	24/May/1998	m			Property theft	Me		Ill, possibly Tuberculosis
11	Andrew Parr	25/May/1993	m	Assault	13/Jul/2021		Hi		
12	Max Pullman	26/May/1998	m	Assault	14/Jul/2023		Me	no experience	Broken leg
13	Sonia Oliver	27/Sep/1999	f	Adultery	15/Aug/2022		Lo	no experience and illiterate	pregnant (3rd trimester)
14	Sophie Stewart	28/Feb/1997	f			Witchcraft	Lo		mother with breastfeed infant
15	Rebecca Smith	1/Nov/2000	f	Drugs minor	17/Feb/2022		Lo	no experience	Dependency THC
16	Ben Paterson	2/Mar/1999	m	Drugs minor	18/Aug/2021		Lo	no experience and illiterate	Cocain abuse
17	Brian Wallace	3/Dec/1989	m	Drugs minor	19/Sep/2021		Lo		alcohol
18	Trevor Mackay	3/Mar/2006	m			Drugs minor	Me	no experience	Khat Abuse
19	William Poole	4/Mar/2003	m	Drugs major	21/Feb/2027		Hi	no experience and illiterate	
20	Liam Paige	5/Mar/2002	m	Drugs major	22/Aug/2024		Lo		
21	David McGrath	23/Jun/1905	m			Drugs major	Me	no experience	
22	Gordon Pat	7/Mar/2002	m	Rape	24/Feb/2029		Lo	no experience and illiterate	
23	Eric Campbell	8/Mar/1998	m			Rape	Lo		
24	Boris Manning	9/Dec/2004	m	Robbery	26/Aug/2024		Hi	no experience	
25	Ryan Gray	10/Mar/2003	m	Robbery	27/Aug/2024		Hi	no experience and illiterate	
26	Michelle Dun	11/Mar/2002	f			association with criminals	Lo		Sole provider for 3 children (aged 3,9 and 12)
27	Julia Howard	12/Mar/1994	f	Terrorism	29/Aug/2035		Hi	no experience	Violent extremist
28	Warren North	13/Mar/1991	m	Not paid debt	30/Jun/2021		Lo	no experience and illiterate	Civil prisoner
29	Brian Martin	14/Mar/1979	m	Not paid debt	5/Jul/2021		Lo		Civil prisoner

Module 6: The Bangkok Rules

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

Setting the Context:

1. You are new to the prison. You are aware that the prison doesn't have many cells, therefore the women are placed in cells with men. In the past 4 months 3 of the women have become pregnant while in prison and 6 others required medical attention for injuries that typically result when punched, slapped and kicked by another person.

What are your first impressions of the situation?

What human rights standards (Mandela Rules / Bangkok Rules) are not being met in this case?

What are the rules (BKG Rules) for detainees with children?

What recommendations would you make to prison authorities to prevent this kind of situation and improve the conditions of detention for women?

Reference tool, if needed:

https://www.unodc.org/documents/justice-and-prison-reform/Bangkok_Rules_ENG_22032015.pdf

(Turn the page)

2. Search

Setting the Context:

Every time a woman is admitted to the prison, two correctional officers strip search her. The officers order her to remove all of her clothing and take their time searching both the woman and her clothing.

What could be done to ensure respect for human dignity?

What recommendations would you make to your supervisor to prevent this from happening?

What rules apply in this situation?

To whom can you address this issue?

Reference tool, if needed:

Refer to the copy of the Bangkok Rules.

Article 17 of the International Covenant on Civil and Political Rights guarantees all persons' right to privacy. The Human Rights Committee, in its General Comment 16 on Article 17 stated that "[s]o far as personal and body search is concerned, effective measures should ensure that such searches are carried out in a manner consistent with the dignity of the person who is being searched. Persons being subjected to body search by State officials, or medical personnel acting at the request of the State, should only be examined by persons of the same sex" (see HRI/GEN/1/Rev.3, part I).

(Turn the page)

3. Contact with the outside world

Setting the Context:

In one of the prisons for which you are responsible, children are not allowed to visit their imprisoned parents and all general visits take place behind a fenced barrier between the visitor and the prisoner. The director asks you to change the current practice of visits to allow better contact with families. You discuss this with your staff and they protest that any change in the visiting process will weaken security in the prison.

Using the Mandela Rules and the Bangkok Rules, how can you influence them to work with you to change the routines for visits? And what elements would you include in the new visiting procedures?

[illegible]

What rules apply in this situation?

[illegible]

Why is contact with family and the outside world important?

[illegible]

Module 7: Prison Security

Handout 1: Definitions Exercise

Define the following terminology:

Physical Security

Procedural Security

Dynamic Security

Explain why each component is important.

Is each concept on its own enough to ensure good order and control?

Module 7: Prison Security

Handout 2: Definitions (Answers)

UNODC definitions / explanations:

Physical Security:

- A fundamental aspect of prison security is the physical security of the institution. Aspects of physical security include the architecture of the prison buildings, the strength of the walls of those buildings, the bars on the windows, the doors and walls of the accommodation units, the specifications of the perimeter wall and fences, watchtowers and so on. They also include the provision of physical aids to security such as locks, cameras, alarm systems (internal and external), x-ray machines, metal detectors, radios, handcuffs.
- Good practice is to set minimum physical security standards for each type of prison, and for each element within that prison. The specification for perimeter security, for example, may include an outer concrete wall and an inner prison mesh type fence. The height, width, foundations, building materials and method of construction would be specified, along with the distance between the wall and fence, the type and location of perimeter lighting, perimeter alarm system and a CCTV system to trigger the cameras when a perimeter alarm is activated. In designing the physical aspects of security, a balance needs to be found between the best way of achieving the required security level and the need to respect the dignity of the individual. For example, it is possible to use architectural designs which meet the need for cell and dormitory windows to be secure while, at the same time, meeting the standards for access to natural light and fresh air.
- Physical aids to security such as cameras, monitoring and alarm systems by definition intrude on personal privacy. In making decisions about where they have to be placed, there needs to be a balance between legitimate security requirements and the obligation to respect individual privacy. The use of physical security instruments (such as chains, handcuffs and fetters) that are applied directly to prisoners, can be a contentious issue. The United Nations Standard Minimum Rules for the Treatment of Prisoners (the Nelson Mandela Rules) pay particular attention to physical security instruments and prohibit the use of chains, irons and other instruments of restraint which are inherently degrading or painful. The rules also regulate the use of other instruments of restraint, applicable only in the course of transfers as a precaution against escape; or, by order of the prison director, to prevent a prisoner from injuring him- or herself or others or from damaging property, if other methods of control fail.

Procedural Security:

- In many jurisdictions, the prison estate comprises a wide variety of buildings, many of which date from previous centuries, others are redundant military camps, but few are modern purpose-built establishments. The physical fabric of these older prisons is often neglected and consists of features such as very poor visibility and blocked lines of sight. The reinforcement of internal structures is often not of the latest standards.
- It is essential, therefore, that physical security is complemented by other forms of security. Security requires effective systems and procedures, coordinated both nationally and locally. Procedures play an important role in preventing escapes and are regarded as a fundamental aspect of prison security. Prison staff often learn, or are reminded, how to perform a security-related task through procedures. Since the human memory is prone to play tricks on everyone, it is highly likely that most people will forget how to do a task that is not repeated with great frequency, hence the need for procedures. In each prison, there should be a clearly understood set of procedures that describe how and when staff should carry out certain functions. Procedures are becoming more critical as the use of advanced technology increases, especially when it comes to procedures for monitoring CCTV, perimeter security systems, and electronic

locking.

- A procedure can be defined as a process that has been standardized as an approach expected to achieve regulation, consistency and fairness and to assist prison managers and staff to carry out their duties. Procedures often include checklists that provide extra control to assure that work is performed properly. Procedures can also provide detailed information about special problems that are known to occur. Procedures set out how to perform a task in the optimum manner and ensure consistent application within each, and across all, prisons.
- Procedures are equally as important as policies. Policies define what is to be done. The procedures (a) outline how to carry out the policies; (b) are a series of steps taken to accomplish an end goal; (c) define the mechanisms to enforce policy; and (d) provide a quick reference in times of crisis. They are the basis of staff training and help eliminate the problem of a single point of failure. Good quality procedures have the following features: written and presented in a clear and accessible style and format; issued in good time for their proper implementation; as short as possible without excluding relevant material; accessible and available; reproducible; and can be updated and deleted.

Dynamic Security – description:

- Physical and procedural security arrangements are essential features of any prison but they are not sufficient in themselves to ensure that prisoners do not escape. Security also depends on an alert group of staff who interact with, and who know, their prisoners; staff developing positive staff-prisoner relationships; staff who have an awareness of what is going on in the prison; fair treatment and a sense of “wellbeing” among prisoners; and staff who make sure that prisoners are kept busy doing constructive and purposeful activities that contribute to their future reintegration into society. This concept is often described as dynamic security and is increasingly being adopted globally.
- Individualism, relationship and activity come together in the concept of dynamic security. This approach to public safety (preventing escapes) and safety for the prison (internal order) recognizes that both are only really possible through the relationship between staff and prisoners. Dynamic security is knowing what is going on in a prison, in addition to providing a safe and secure background against which the whole range of activity making up the life of a prison takes place. The concept of dynamic security has the benefits of engaging prisoners individually and gaining both material and intuitive insights into the operation of the prison.
- When implemented effectively, dynamic security allows prisoners to feel comfortable when approaching prison staff before problems escalate. It is important, therefore, that staff take every opportunity to interact directly with prisoners and avoid retreating behind doors, into corridors or offices and stations unless required to do so.
- Dynamic security can also be beneficial when a prison system has limited resources to spend on physical security measures.

Module 7: Prison Security

Handout 3: Case Study – Wall Exercise

This exercise is optional (depending on the time available). The modified way of running the exercise is for groups to identify 5 examples of each type of security and debrief in a larger plenary. 3 different colour highlighters will be required.

Instructions: In teams, read through and identify 5 examples of each type of security, write these on the cards provided. Once the groups have examples for each category, they must place the cards on the wall under the appropriate heading.

The central prison is extremely over-crowded with various prisoner populations that are not allowed to mix at the same time because they are from rival armed groups. Mixing the groups together would likely lead to a fight that could overwhelm the prison staff, breach the prison walls and put the surrounding community at risk. Because of limited space, the different groups are let out into the recreation yard one group at a time for limited periods only. Remaining confined for extended periods of time has resulted in agitation, frustration and aggression within each group and towards staff. The mood of the prison is tense, and some staff are anxious. Staff who have taken the time to establish professional, meaningful relationships with the prisoners have a good sense of when an incident might happen and try to de-escalate tensions before they erupt into fights, disturbances, riots and potential escapes.

UNAC has been working with the leadership of the Galani central prison to enhance security protocols within the prison, focusing on the three areas of security (procedural, dynamic, static security). This has resulted in a well-established set of contingency plans that include partnerships with local police, security forces, other Ministry Departments, local health services and non-governmental organizations. This particular morning you visit the central prison. When you arrive, the director asks you to walk with him around the prison grounds. It is approximately 1030 hrs and a prison count of all the prisoners has just taken place. Given the number of prisoners, the count takes a long time, but the staff seem to account for the correct number of prisoners in the prison.

The male side of the prison is built in a rectangle shape with guard towers on each corner giving security staff a great line of sight into the entire recreation yard. There are three large dormitory style cells that are built so each of the cell doors opens towards the centre of the prison. In the centre of the prison is a very large recreation yard. As you enter the recreation yard from one side, you see a large dormitory cell on your right, on your left and one at the back. Each cell contains a population group that has been identified through a security risk assessment process indicating which prisoners can mix with others. Unfortunately, the prison only has infrastructure to separate prisoners into three groups.

You and the director enter the recreation yard. You notice that one of the dormitory cells is open and there are approximately 100 prisoners in the yard, walking, talking and some laughing. This group of prisoners is considered the most compliant and cooperative and least likely to engage in violence in the prison. You can easily spot the ten prison officers in the yard thanks to their identifiable uniforms that look distinctly different than the standard prison clothing worn by the prisoners. Some staff are at the cell doors that are not opened, talking to the prisoners inside the cells and others are walking in the yard speaking with other prisoners. The mood seems calm yet tense. You ask the director what is the schedule for prisoners to be outside and in response, the director walks you over to the prisoner routine schedule that is posted all around the recreation yard with a strict schedule of when which group is out in the recreation yard as well as times to see health services, count times, visitation and religious services. It is an impressive schedule that is intended to support the controlled movement of prisoners while allowing them access to services and programmes.

As you walk by one of the closed cells (the cell containing the most violent and high-risk prisoners), you overhear the conversation between the staff member and the prisoners inside. The prisoners are telling the officer that there are two prisoners in the cell who have become very ill and need to go to the infirmary before they spread anything to the rest of the prisoners in the cell.

Since the cell doors are grill type, you can see inside but the bars are too close together to pass anything significant, such as bottles of water. The outside temperature has been extremely hot and the airflow in the cells is poor. Prisoners rely on bottles of water to keep hydrated when they are locked up. Typically, prisoners are able to take a supply of water bottles into their cells when they lock up after time in the recreation yard.

The officer appears concerned about the possibility of ill prisoners in such a crowded space and asks to speak with the two ill prisoners. The two come forward and indeed they look ill. The officer calls out for another officer who also asks the prisoners some questions. It appears they decide they need to get these two prisoners to the infirmary as quickly as possible. The two officers at the cell door call over the other 8 officers in the yard. One of the officers gets two sets of handcuffs while the other 7 officers go and talk with the prisoners in the yard, explaining that two prisoners need to be escorted to the infirmary immediately and that if they go and lock up for 10 minutes, they will be released back into the yard and given an additional 10 minutes in the yard. The prisoners agree and lock up without argument. Once the prisoners are all locked up, another officer gets the keys for the cell door as per the policy of key control stating that keys will never be carried in the recreation yard while prisoners are out of their cells.

The officer at the cell door explains that the two prisoners can be escorted to the infirmary but will need to be placed in handcuffs. The prisoners agree. The officer asks the two prisoners to come close to the cell door / grill gate and that the other back away to the corner of the cell. All prisoners listen to the direction. Two officers use their feet as door stops so that when the officer with the keys unlocks the door, it will only open enough to create a gap for the prisoner to put both hands through. The other officers are standing behind the two at the cell door to support if needed. The first prisoner places his hands through, and the officer applies the handcuffs, checks for tightness and then double locks, not losing control of the handcuffs throughout the process. The prisoner is then allowed through the door as the officers holding the door offer just enough space before pushing the door back. The process is again repeated with the second prisoner, and he is also removed from the cell. The door is then closed and locked while other officers conduct a first search of the prisoners who were placed in handcuffs. The prisoners are then escorted to the infirmary. Keys are returned, officers go back to the recreation yard so there are at least 10 officers present in the yard, and the group of prisoners are again released into the yard to enjoy fresh air activity.

You are impressed with the process you just witnessed and are eager to discuss with the director. The director asks you if you recognize the different elements of procedural, dynamic and static security that UNAC has been training.

Module 7: Prison Security

Handout 4: Case Study – Prison Riot (Australian Example)

Setting the Context:

Long before the riot, Bathurst had acquired a reputation within the NSW state prison system for violent disturbances.

There was no glass in the cells' external windows, leading to freezing overnight temperatures in winter. The archaic plumbing system struggled to cope: toilets overflowed, pipes froze, and there was seldom enough hot water even for thrice-weekly showers. As the then Commissioner the Department of Corrective Services, Walter McGeechan, later conceded, Bathurst was "by its design the antithesis of what was required in a modern institution."^[2]

But the problems were not just architectural. Led by Superintendent John Winter Pallot, senior officers imposed an extremely strict regimen on the inmate population. Officers rarely talked with prisoners or addressed complaints, for fear of being accused of being "involved" with inmates. Examples of this rigidity included a uniform style of haircut for inmates, a ban on sitting down in the yard, and a requirement that inmates wear jackets during muster (roll call), even in summer. Enforcement of rules was inconsistent and arbitrary. Inmates also complained of rancid food, limits on the number of incoming letters they could keep, and the odours and flies from the prison's piggery.

September

The Royal Commission later found that the cancellation of mid-week sport in September may have brought discontent over conditions to a head.

16 October

Around 150 prisoners staged a peaceful "sit-in" protest in the yards at 4pm on Friday 16 October. The leaders of the protest submitted a list of 17 demands to Deputy Superintendent John Medway. Though Medway characterised the demands as "silly", McGeechan immediately granted five: no reprisals against protesters, permission to sit in the yards during exercise time, extended time with the radio and lights on in the evenings, and permission for "modern" styles of haircuts.

A representative of the protestors was allowed to telephone a senior officer at the head office in Sydney, probably Assistant Commissioner Noel Day. The inmates formed the belief that the Commissioner would travel to Bathurst on the Monday to hear their grievances directly and voted to return to their cells at 1am. Tensions continued to rise over the weekend, and McGeechan formed the view that an "insurrection" was being planned for Monday 19 October. He ordered five armed officers from the Establishments (i.e., security) Division to Bathurst on Sunday night; they were in position in the chapel at the centre of the complex on Monday morning.

19 October

As prisoners filed out of the cell blocks in the morning, they could see armed men in the chapel. Many recognized at once that the administration had no intention of discussing their grievances or improving conditions. The mood among the inmates deteriorated further. While the exact trigger is not known, at the midday muster a group of younger inmates began to riot. This group rushed into C Wing and barricaded themselves inside. They began to destroy fittings, furniture and records. At around 1pm a guard in a tower fired a shot at an inmate climbing over an internal fence. This triggered a broader riot.

Inmates from outside C Wing surged into the central yard (known as the Circle), smashing doors and locks and entering the prison kitchen. Officers withdrew to a safe distance as the destruction unfolded. William Morrow, the Director of Establishments and the most senior officer present, began negotiations with the inmates and the violence began to abate. At around 2pm, the inmates barricaded inside C Wing came out into the yard and mixed with the other prisoners.

Morrow promised that there would be no physical reprisals ("biff", in prison slang) against rioters and, to safeguard against this, agreed to a demand that prisoners would be allowed to associate in their cells that evening.

The inmates were counted and fed without incident, but already resentment was building among the prison officers. They were angry that they had not been allowed to physically suppress the riot and now demanded that they be allowed to conduct reprisals. At 6pm the officers met with Morrow, and one asked "How about we give them a touch of the liquorice stick [rubber baton] in the morning?" Morrow was reportedly non-committal, saying something to the effect of "we'll work that out later on".

Morrow reported the desire of some officers to attack the prisoners in the morning to the Commissioner. McGeechan then made the extraordinary decision to recall Morrow – the most experienced correctional officer on site at the time – to Sydney. Morrow departed Bathurst at 8pm, leaving Pallot in command.

20 October

On the morning of Tuesday 20 October, the officers needed to return prisoners to their normal cells and ensure that all weapons seized or manufactured by inmates during the riot or overnight were confiscated. Despite the dangerous situation, Pallot did not consult the more experienced Establishments officers or head office on the best course of action. He issued his men with batons and told them to strike any prisoner who refused to come out of his cell. This was in direct violation of prison rules, which tightly circumscribed the use of force against inmates.

At 7.15am, Pallot led a group of officers to the first cell on the top floor of C Wing, where six inmates had spent the night. The first inmate to emerge, Michael Bowen, did so peacefully. Pallot said to Bowen, "You were pretty tough yesterday. Let's see how tough you are today. Cop this!" and struck him in the face with his hand. According to the prison officers' union, the Public Service Association of New South Wales (PSA), Pallot's example set the tone for the events that followed:

Some prison officers participated in a systematic flogging of a large number, if not all, of the prisoners in the gaol. Such flogging was carried out under the leadership and control of the Superintendent, Mr Pallot, and was regarded as representing official policy.

What factors may have contributed to the incidents?

What action could have been taken to prevent the incident occurring? Define with the tree pillars (static, dynamic, procedural).

Are riots an inevitable consequence of the prison environment?

What are the most effective strategies to reduce prison unrest and the violent disturbances that may result from such unrest?

How should a correction agent develop an awareness of prisoner tension?

[illegible]This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

- Nelson Mandela Rules : https://www.un.org/en/events/mandeladay/mandela_rules.shtml
- Universal Declaration of Human Rights : <https://www.un.org/en/universal-declaration-human-rights/>
- International Covenant on Civil and Political Rights: <https://www.ohchr.org/en/instruments-mechanisms/instruments/international-covenant-civil-and-political-rights>
- Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment: <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-against-torture-and-other-cruel-inhuman-or-degrading>
- International Convention on the Elimination of All Forms of Racial Discrimination: <https://www.ohchr.org/en/instruments-mechanisms/instruments/international-convention-elimination-all-forms-racial>

Module 7: Prison Security

Handout 5: Case Study – Prison Riot (Keys)

Learning objectives:

- Identify and explain the different elements within prison security
- Describe the links between prison security and NMR

The trainer divides the group into teams of 4 or 5 people and distributes the real-life case study. The groups read the case and answer the questions together. The participants have 30 minutes in total.

The trainer reviews the questions/answers by soliciting responses from the participants. It is important to highlight the essential elements at the level of the various pillars of security and always making the link with the NMR.

Team work: 30 min

Debrief: 40 min

Setting the Context:

Long before the riot, Bathurst had acquired a reputation within the NSW state prison system for violent disturbances.

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What factors may have contributed to the incidents?

1. Lack of structural amendments (glass in windows, plumbing etc.)
2. Absence of correction officers (dynamic security)
3. Lack of structural order (chain of command)
4. Disrespect for human dignity and human rights

What action could have been taken to prevent the incident occurring? Define with the three pillars (static, dynamic, procedural)

Static:

1. Structural up-keeping;

2. Inmates' health, food and rights.

Dynamic:

1. The intelligence service could have been used to understand the recriminations of the inmates and their intentions to make themselves heard.
2. By integrating and communicating with the inmates we can defuse tension

Procedural:

1. Routines, riot, searches, escort
2. Inmate's complaints, do we have a routine/plan how inmates can complain or address issues in the prison? And how is the prison working on those issues?
3. Chain of command, understanding my roll
4. Understanding the meaning of human rights (NMR)

Are riots an inevitable consequence of the prison environment?

Yes and no. If the prison environment lacks basic structures such as functioning toilets, space for cooking or protection from cold or heat and the prison management does not do anything about it, or if the correction officers does not show understanding of the problems, riots or other incidents are probably inevitable. But if the complaints are heard and recognized, even if all the problems can't be fixed at once, incidents can be prevented. In this scenario the prison environment is probably not the instigator for the riot, it's the lack of professionalism from the correction officers, the lack of leadership and lack if procedural security.

What are the most effective strategies to reduce prison unrest and the violent disturbances that may result from such unrest?

Treating prisoners with humanity does not hinder security and order in prisons but, on the contrary, is fundamental to ensuring that prisons are secure and safe. *Good practice in prison management* has shown that when the human rights and dignity of prisoners are respected and they are treated fairly, they are much less likely to cause disruption and disorder and to more readily accept the authority of prison staff.

How should a correction agent develop an awareness of prisoner tension?

1. **Presence.** By working according to the principles of dynamic security.
2. **Teamwork.** Work together with your colleagues, in groups or using a buddy system (RPC) and share information.
3. **Information.** Through communication, you will receive information about the inmate's emotional state and get a feeling for shifts in state of mood.
4. **Listen.** Be respectful for the inmates human dignity.

How can good prison management practices support a proactive approach to prevent security incident?

1. A fundamental principle of good prison management is that prisoners should be subject to the least restrictive measures necessary for the protection of the public, other prisoners and staff.
2. Human rights and dignity of prisoners are respected.
3. Restrictions placed on prisoners' rights should adhere to the principles of legality, necessity, proportionality, accountability and non-discrimination.
4. There should be no discrimination against certain groups of prisoners, based on race, colour, religion, ethnicity, nationality, gender, sexual orientation, political views or any other factor.

Module 8: Prison Design

Handout 1: Introduction and Information

CARANA PRISON PROJECT

You just arrived in Carana, and you are in your deployment briefing. The chief of Joint Justice and Correction sections tells you that amongst many competing priorities/needs in the prison sector, prison overcrowding remains a significant concern for numerous reasons (health, sanitation, violence, risk of mass escape or assault on staff etc.) a new prison remains high on the agenda but as you read on the background information many stakeholders get frustrated with the lack of coordination and prioritization of prison issues within the Ministry of Interior. However, as there are now a group of Corrections advisers deployed to the mission, just prior to your arrival in the Mission, a new prison has been discussed with a specific donor (with no broader understanding, beyond simple infrastructure, of what is required to run a prison). Your chief has now been approached by the regional Prison Commander who has asked for your help planning and designing this prison.

For Carana to get a donor to fund a new prison, the Regional Prison Commander needs to propose a reasonable plan to the Director General who will bring that plan to the donor. The plan needs to comply with international standards (Mandela Rules, Bangkok Rules). The prison should be able to accommodate both men and women and have a capacity of at least 48 prisoners. You need to be able to have 40 male (16 pre-trials and 24 convicted) and 8 female (6 pre-trial and 2 convicted). No juveniles will be housed in this facility. It is reported that the majority of prisoners usually are from the surrounding community (divided amongst religious affiliations) and a smaller number usually are from an outlying village with known affiliation with a terrorist group.

You are given a blueprint of the prison which just gives you the area and the buildings they are planning to build, but you need to advise the Regional Commander how the buildings should be used. Be sure to make recommendations on what infrastructure considerations are needed to establish the basic foundation of a SAFE, SECURE and HUMANE facility that is aligned with International Standards.

Presentation: You will meet with the regional Prison Commander later on to advise him on the process. In order to do so, your blueprint needs to have clear signs what the buildings should be used for, and you need to prepare arguments for your reasons behind that design. This will help the regional Prison Commander to convince the Director General of moving forward in this urgent building of the prison.

Note: Use "Post-it" notes and label the various locations of the prison as you imagine prison administration and operations. Be sure to consider the implementation of the NMRs as well as other critical elements presented during this training program.

Module 8: Prison Design

Handout 3: The Shift

Prison Project (part 2): “The Shift”

You scheduled a meeting to present your prison design to the Regional Prison Commander, as you have been asked to do by the Head of the Corrections Section in UNAC. As you begin your meeting with the Regional Prison Commander, the Head of Correction Section (UNAC) enters the room and interrupts with an important message directly from the Donor who will be funding the proposed prison build. The Regional Prison Commander and Head of Corrections leave the room for a quick conversation. The Commander returns shortly...

Available FUNDING has been reduced significantly!

New Objective: Redesign a smaller prison with the funds available.

New Parameters: The prison needs to be built as a medium security facility for a total of 24 people. The current demographic of prisoners is 20 (8 pre-trial and 12 convicted) male and 4 women (3 pre-trial and 1 convicted). No juveniles will be housed in this facility. It is reported that the majority of prisoners are from the surrounding community (divided amongst religious affiliation) while a small number are from an outlying village with known affiliation with a terrorist group.

Limited Budget: The larger prison design you finished and are currently presented was priced at \$447! **The Donor made it clear that they (the Donor) can only provide **\$240**.** They CANNOT contribute any additional money. If you cannot design within these financial parameters, the money will be recommitted elsewhere.

Instructions: You have the cost of all the various elements of a prison build (all of which you have already discussed whilst designing the larger prison – thank you for all your work on this: late evenings; group struggles; and professional judgement). You can use whatever elements you want (cut out and make a 2D design on the table). Ensure you layout the prison elements in the design of a new prison design proposal (i.e. you will likely need 4 perimeter walls minimum in the shape of a square – but you may choose to have more walls, your call, your choice, your design).

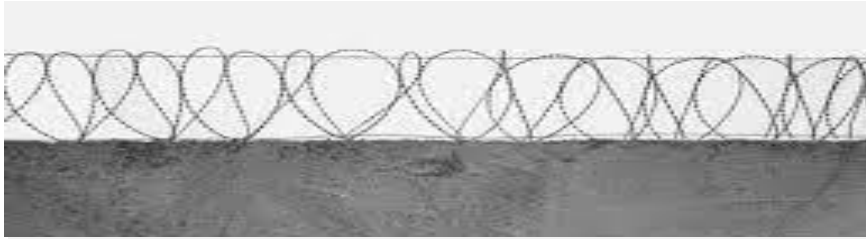
The cost of each element is well defined. Keep track of your limited funds (an Excel sheet is provided – enter your element and **do not mess** with the formulas).

Be creative yet ensure that you can justify the choices you make. You have spent a lot of time discussing the Mandela Rules on the larger prison design. We are confident that you can provide a solid rationale for the choices you make in this new design. Remember, one of your roles in the Mission is the coordination of donor support and your opinions/perspective is respected and trusted.

GOOD LUCK!

Module 8: Prison Security

Handout 4: Design Elements



2 meters tall perimeter wall

15\$



2 meters tall perimeter wall

15\$



2 meters tall perimeter wall

15\$





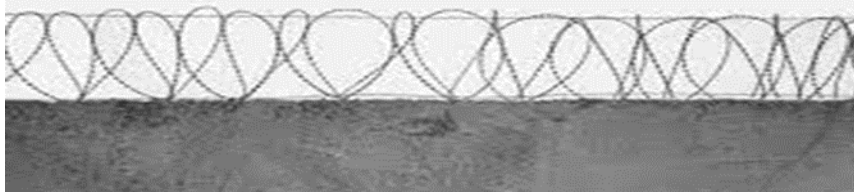
2 meters perimeter wall

15\$



3 meters tall perimeter wall

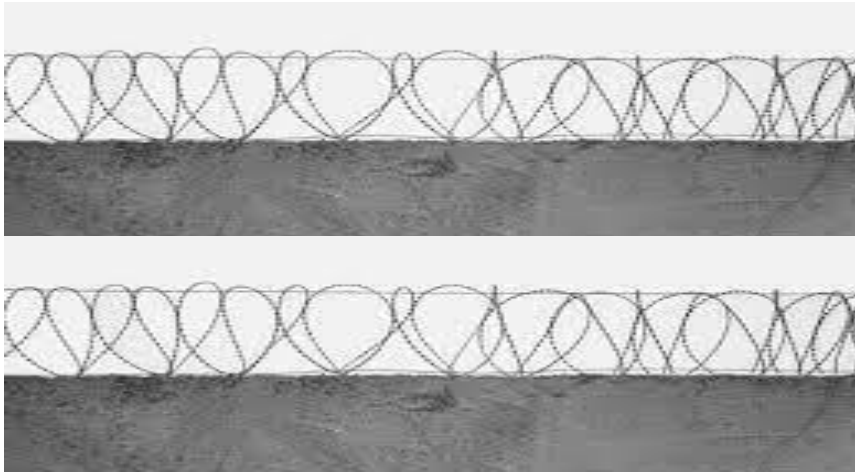
20\$



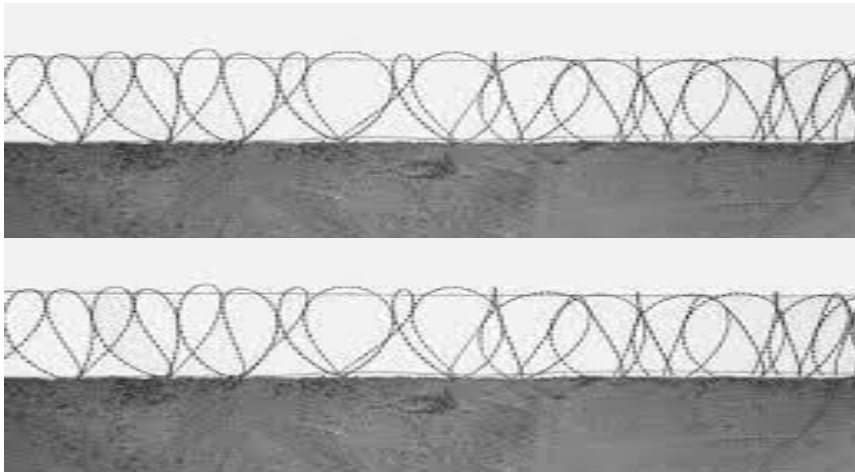
3 meters tall perimeter wall

20\$

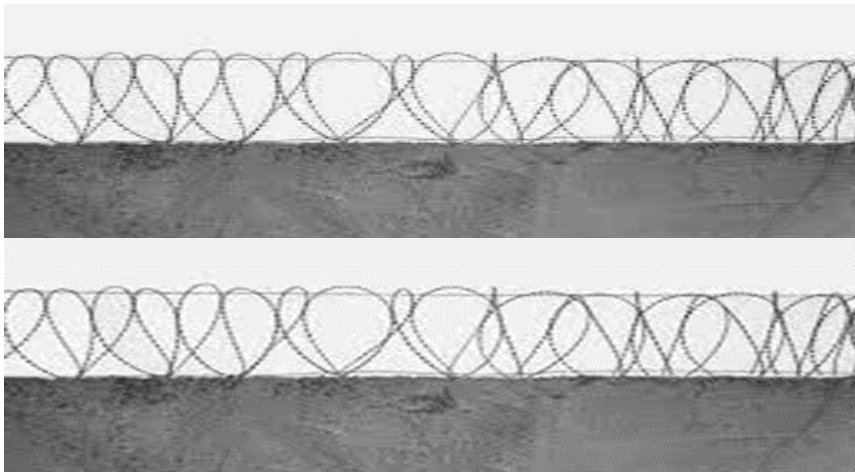




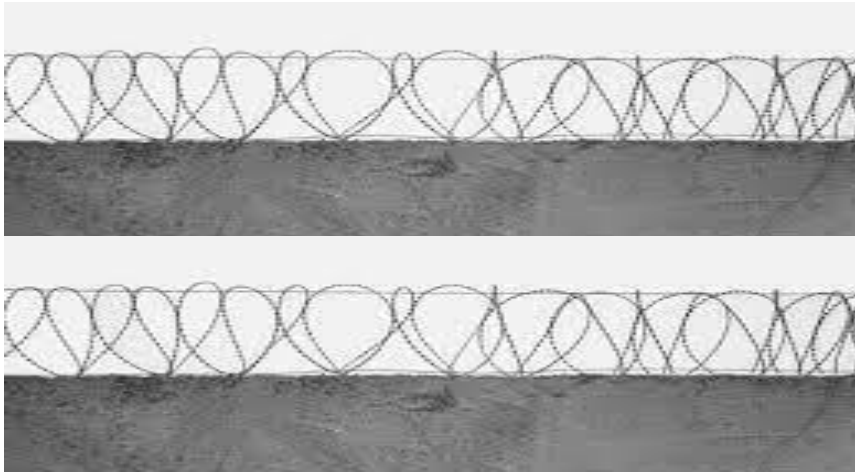
3 meters tall perimeter wall
20\$



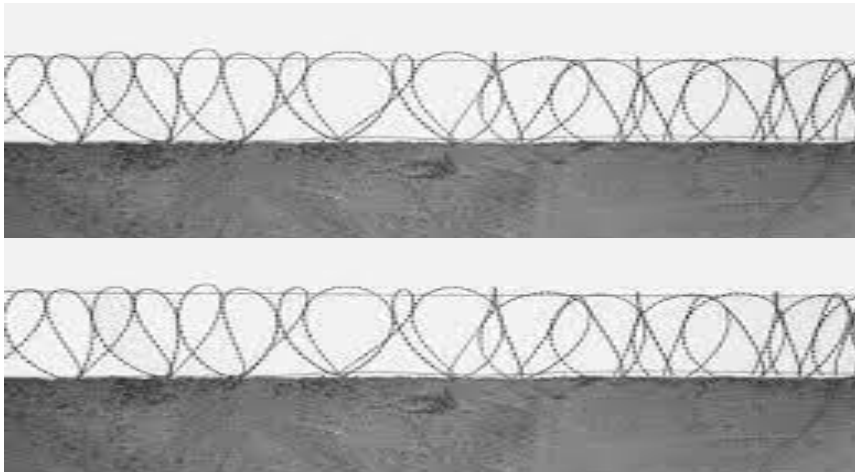
3 meters perimeter wall,
20\$



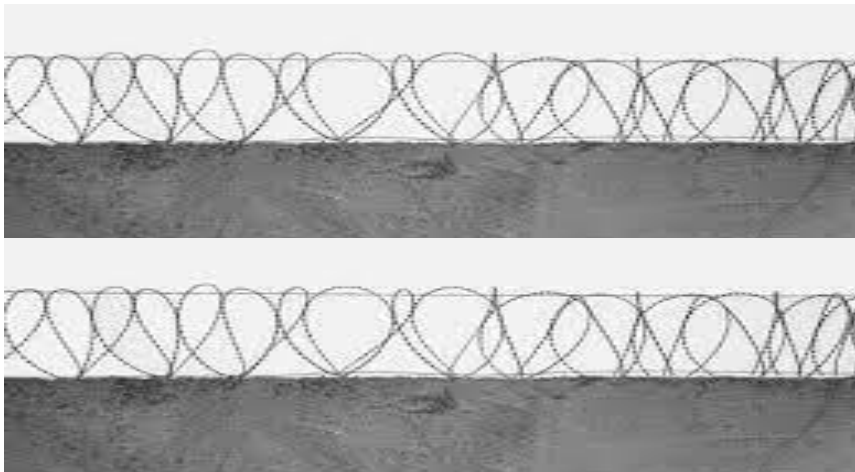
4 meters tall perimeter wall
25\$



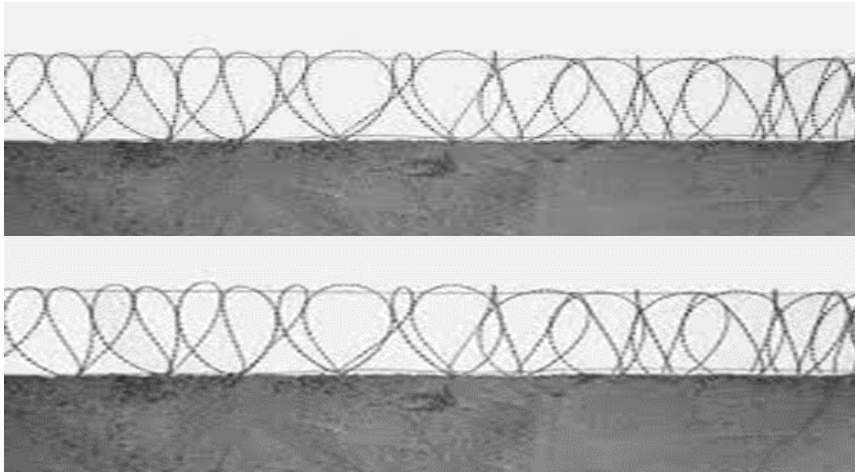
4 meters tall perimeter wall
25\$



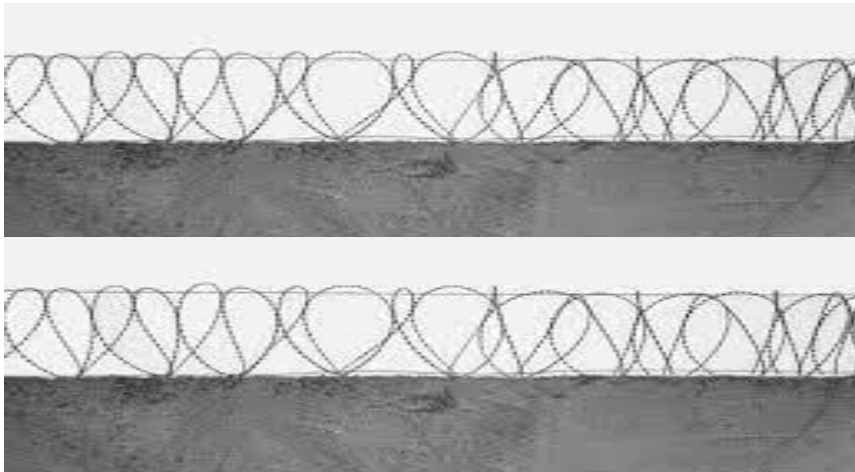
4 meters tall perimeter wall
25\$



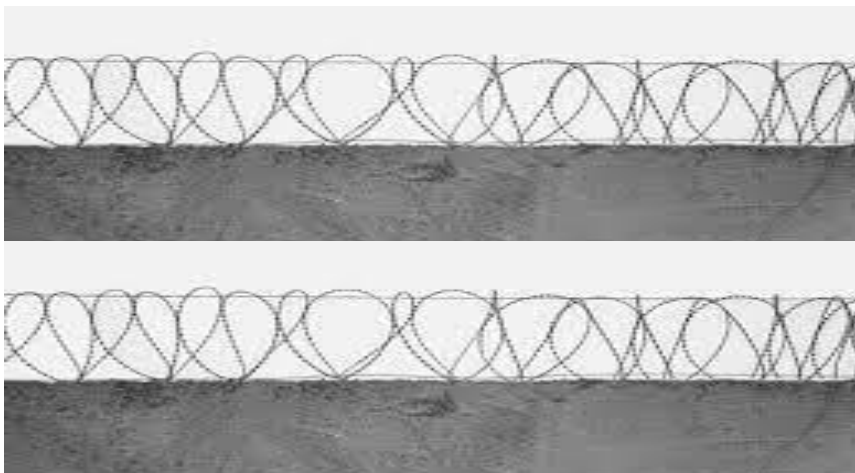
4 meters perimeter wall
25\$



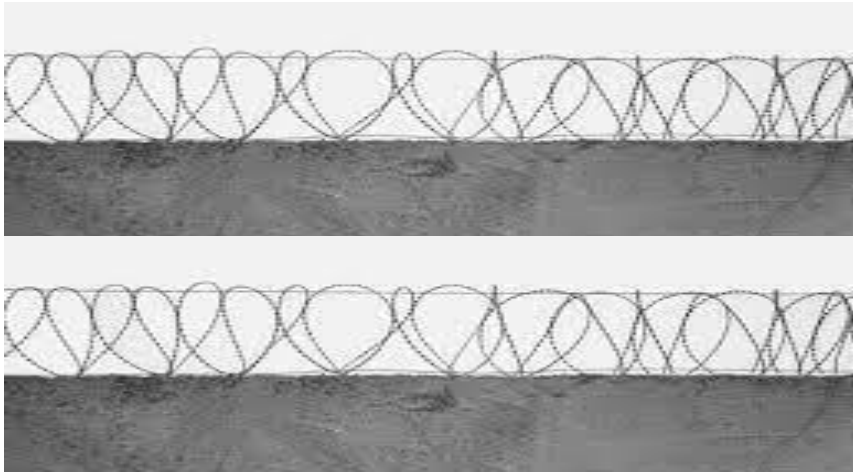
5 meters tall perimeter wall
30\$



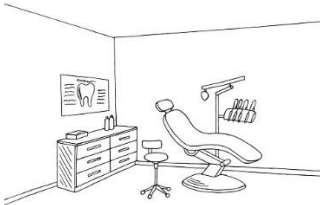
5 meters tall perimeter wall
30\$



5 meters tall perimeter wall
30\$



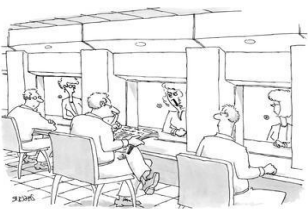
5 meters perimeter wall
30\$



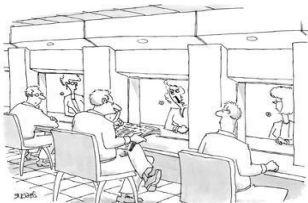
Dentist clinic 5\$



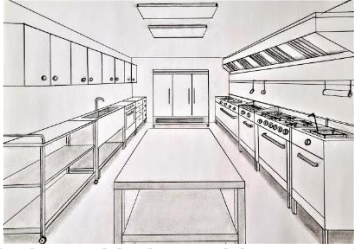
Medical Clinic 5\$



Visiting room, indoors 5\$



Visiting room, indoors 5\$



Indoors kitchen with secure/closed electrical devices 5\$



Kitchen, outdoors without electrical devices 2\$



Food storage-fridge 5\$



Food storage-container 5\$



Women's clinic 10\$



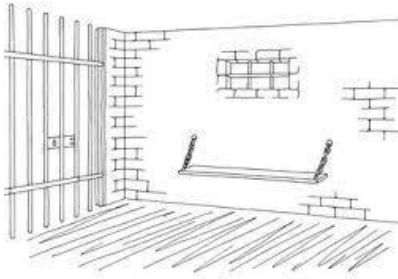
Reception 2\$



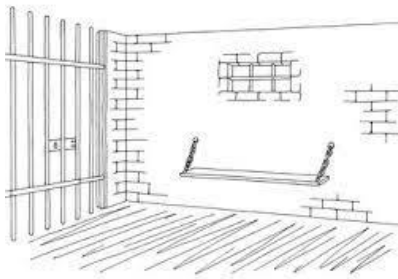
Laundry 2\$



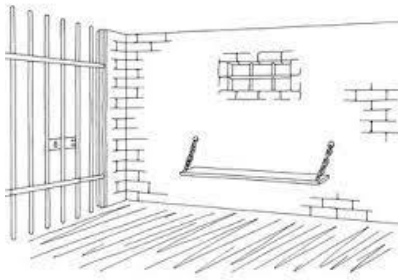
Laundry 2\$



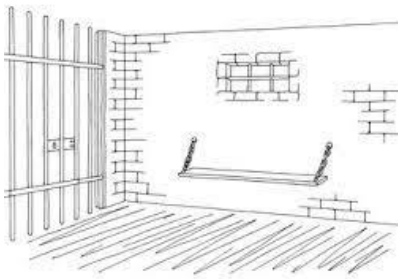
**Single cell, no toilet,
no running water 1\$**



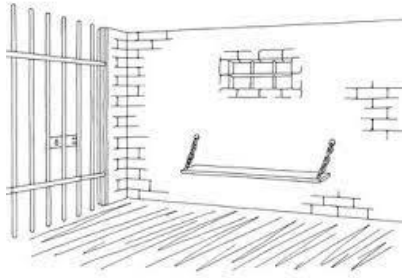
**Single cell, no toilet,
no running water 1\$**



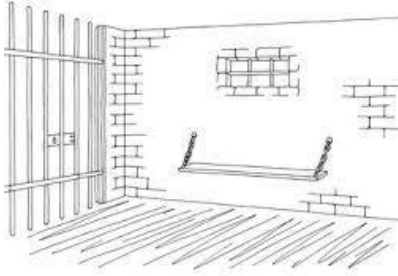
Single cell 1\$



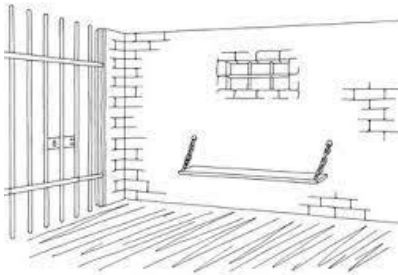
**Single cell, no toilet,
no running water 1\$**



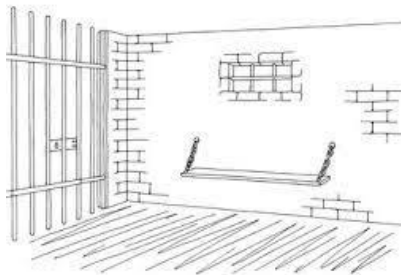
**Single cell, no toilet,
no running water 1\$**



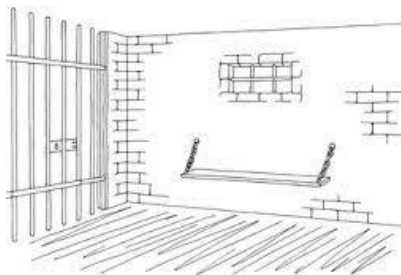
**Single cell, no toilet,
no running water 1\$**



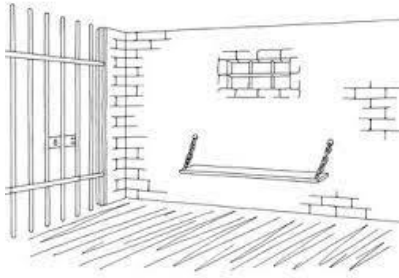
**Single cell, no toilet,
no running water 1\$**



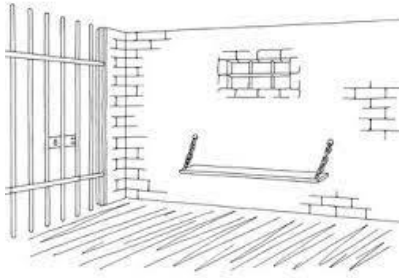
**Single cell, no toilet,
no running water 1\$**



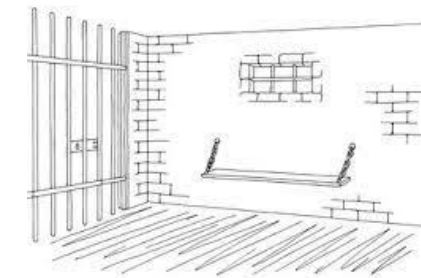
**Single cell, no toilet,
no running water 1\$**



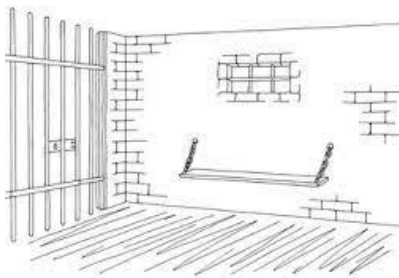
Single cell, no toilet,
no running water **1\$**



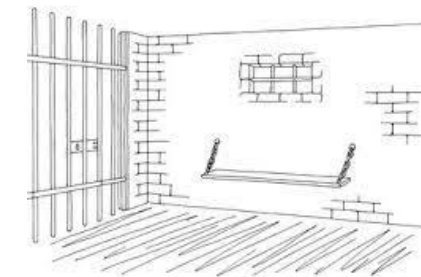
Single cell, no toilet,
no running water **1\$**



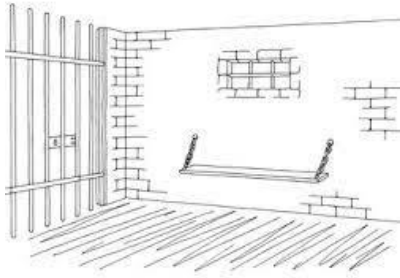
Single cell, no toilet,
no running water **1\$**



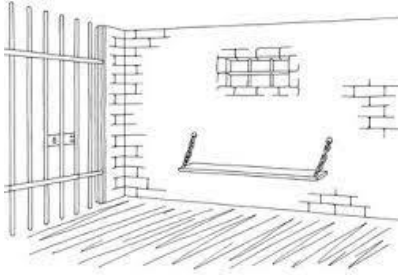
Single cell, no toilet,
no running water **1\$**



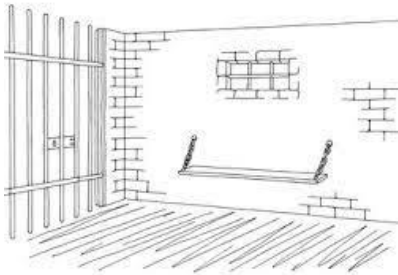
Single cell, no toilet,
no running water **1\$**



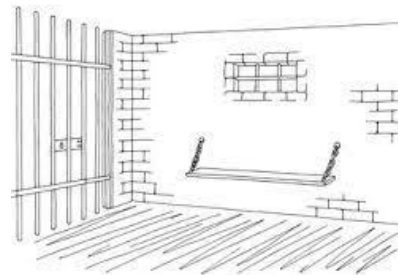
Single cell, no toilet, no running water 1\$



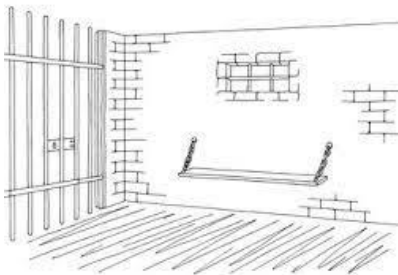
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no running water
1\$**



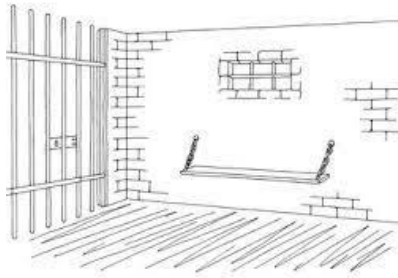
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no running water
1\$**



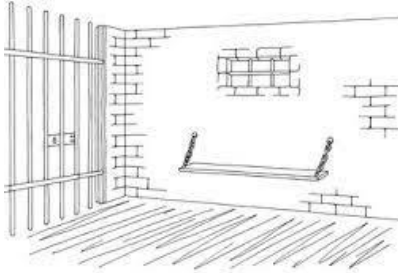
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no running water
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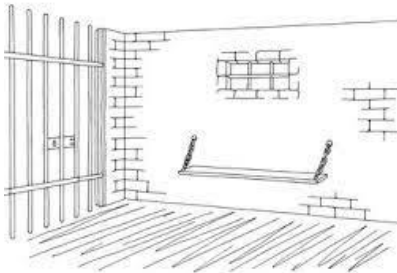
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no running water
1\$**



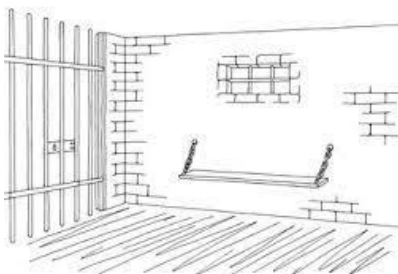
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no running water**
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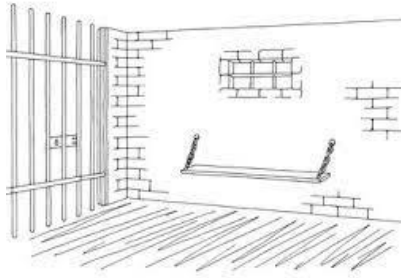
**Single cell, no toilet,
no running water**
1\$



**Single cell, no toilet,
no running water**
1\$

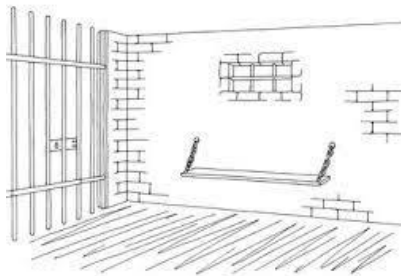


**Single cell, no toilet,
no running water**
1\$



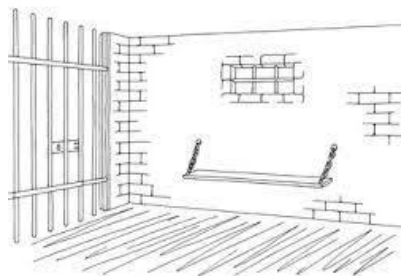
**Single cell, no toilet,
no running water**

1\$



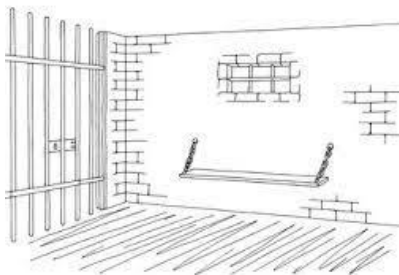
**Single cell, with a toilet but
no running water**

2\$



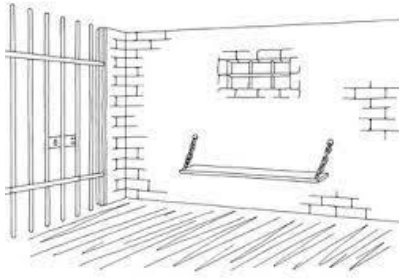
**Single cell, with a toilet but
no running water**

2\$



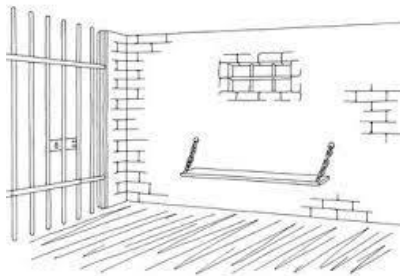
**Single cell, with a toilet but
no running water**

2\$



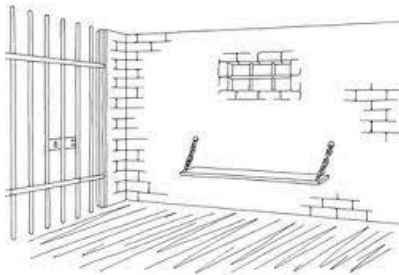
Single cell, with a toilet but
no running water

2\$



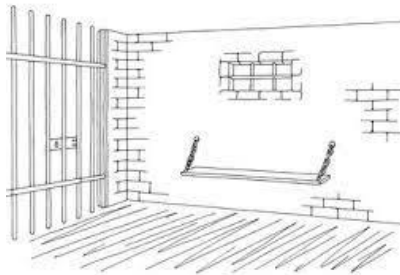
Single cell, with a toilet but
no running water

2\$



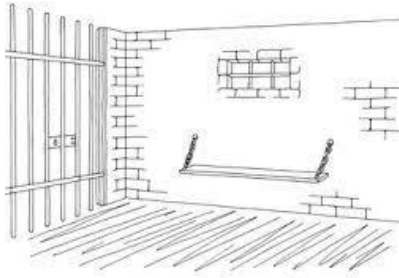
Single cell, with a toilet but
no running water

2\$



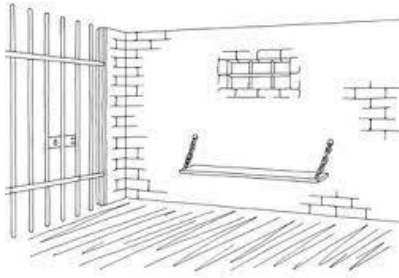
Single cell, with a toilet but
no running water

2\$



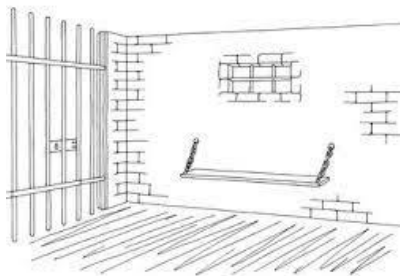
Single cell, with a toilet but
no running water

2\$



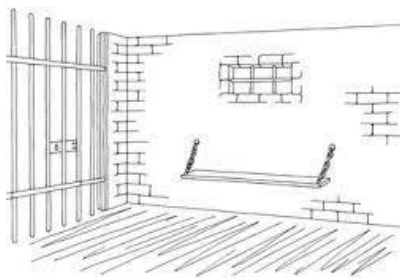
Single cell, with a toilet but
no running water

2\$



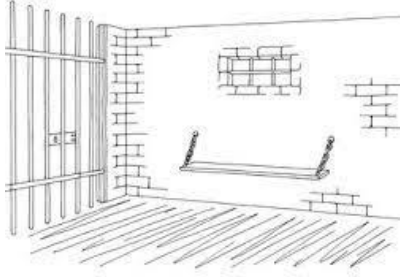
Single cell, with a toilet but
no running water

2\$



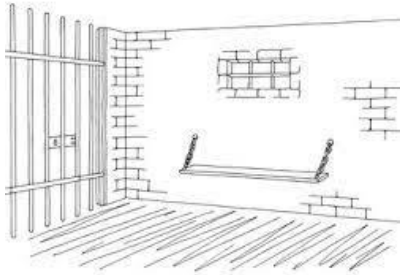
Single cell, with a toilet but
no running water

2\$



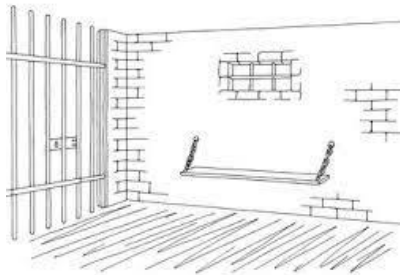
Single cell, with a toilet but
no running water

2\$



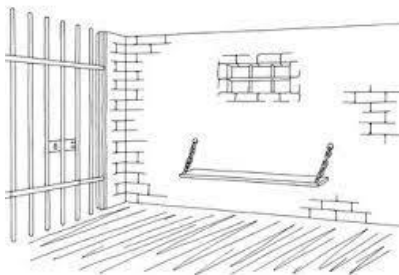
Single cell, with a toilet but
no running water

2\$



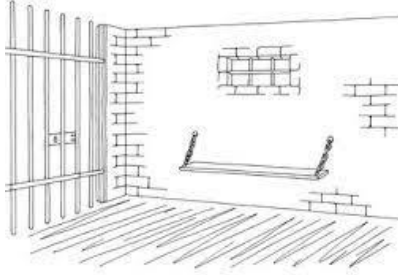
Single cell, with a toilet but
no running water

2\$



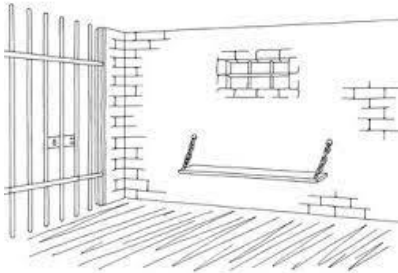
Single cell, with a toilet but
no running water

2\$



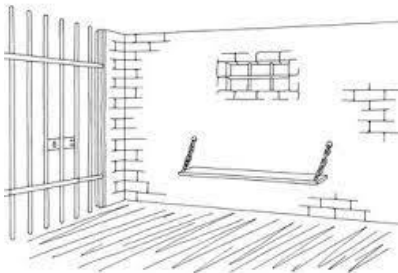
Single cell, with a toilet but
no running water

2\$



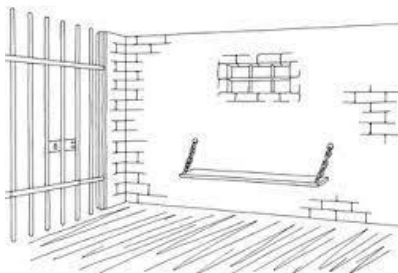
Single cell, with a toilet but
no running water

2\$



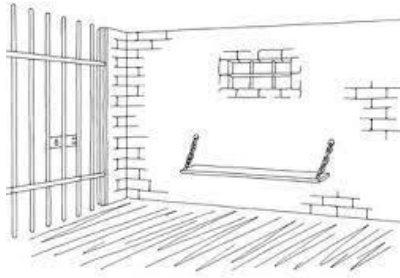
Single cell, with a toilet but
no running water

2\$



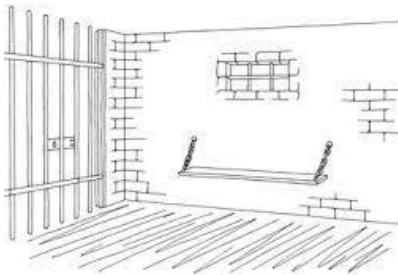
Single cell, with a toilet but
no running water

2\$

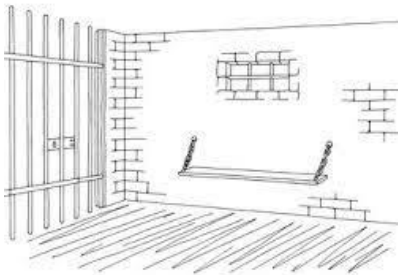


Single cell, with a toilet but
no running water

2\$

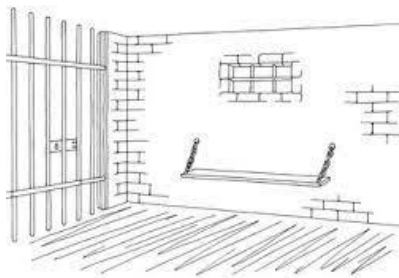


Single cell, without a toilet but
with running water 2\$



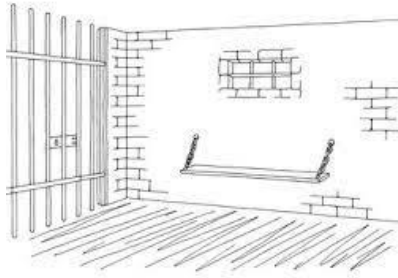
Single cell, without a toilet but
with running water

2\$



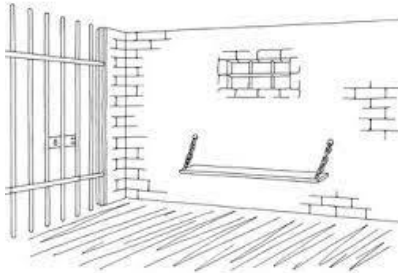
Single cell, with a toilet but
no running water

2\$



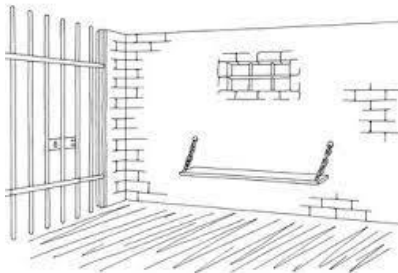
Single cell, with a toilet but
no running water

2\$



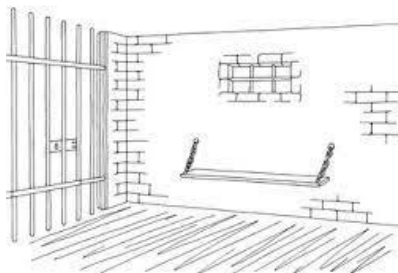
Single cell, with a toilet but
no running water

2\$



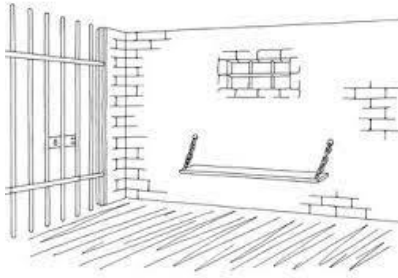
Single cell, with a toilet but
no running water

2\$

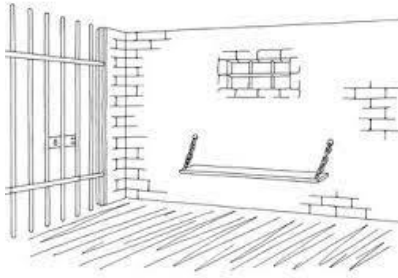


Single cell, with a toilet but
no running water

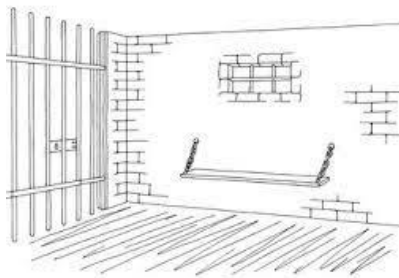
2\$



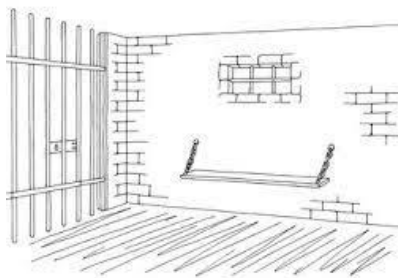
Single cell, without a toilet but with running water 2\$



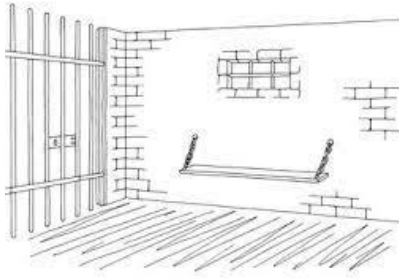
Single cell, without a toilet but with running water 2\$



Single cell, with a toilet but no running water 2\$

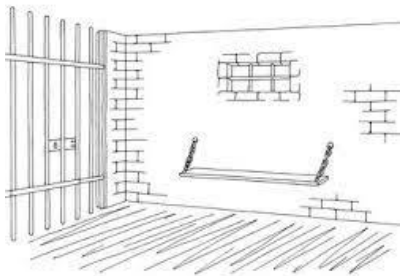


Single cell, with a toilet but no running water 2\$



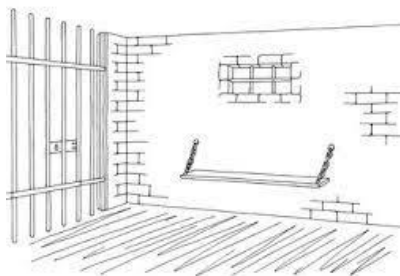
Single cell, with a toilet but
no running water

2\$



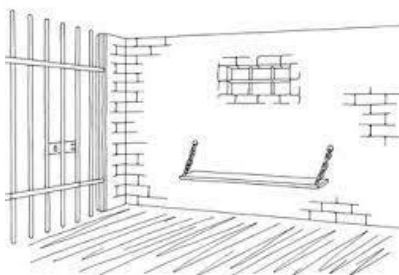
Single cell, with a toilet but
no running water

2\$

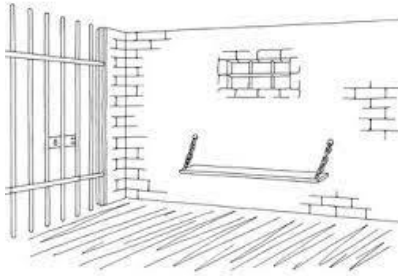


Single cell, with a toilet but
no running water

2\$

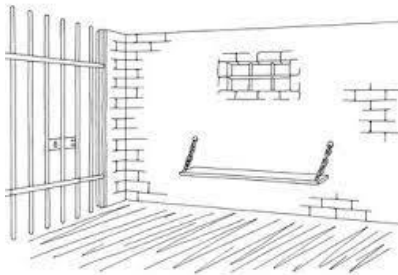


Single cell, without a toilet but
with running water 2\$



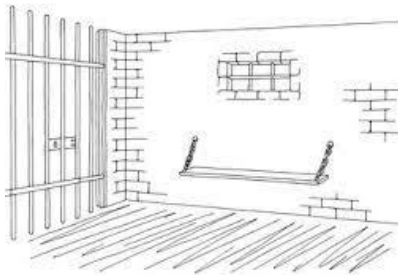
Single cell, without a toilet but with running water

2\$



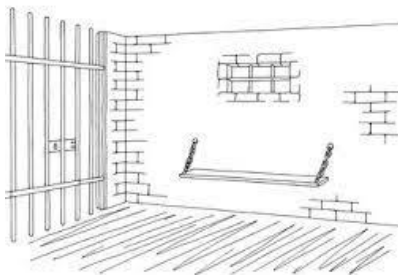
Single cell, without a toilet but with running water

2\$



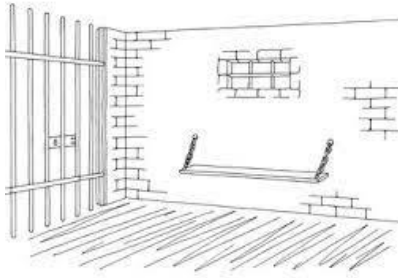
Single cell, without a toilet but with running water

2\$



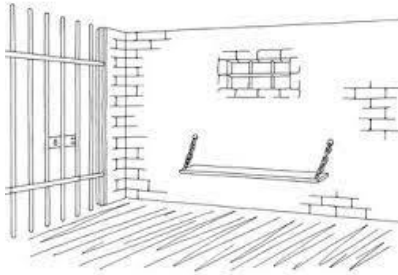
Single cell, without a toilet but with running water

2\$



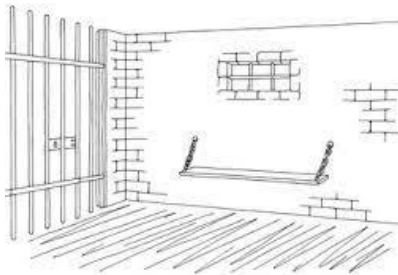
Single cell, without a toilet but with running water

2\$



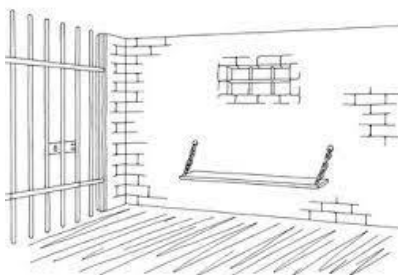
Single cell, without a toilet but with running water

2\$



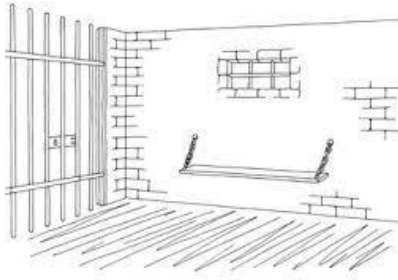
Single cell, without a toilet but with running water

2\$

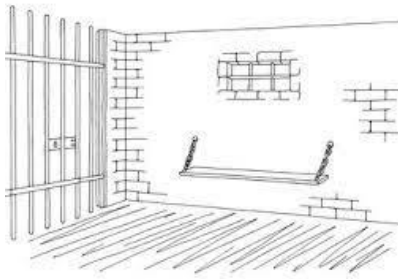


Single cell, with a toilet and with running water

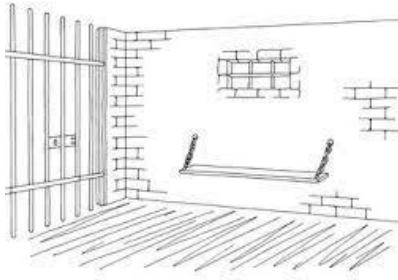
4\$



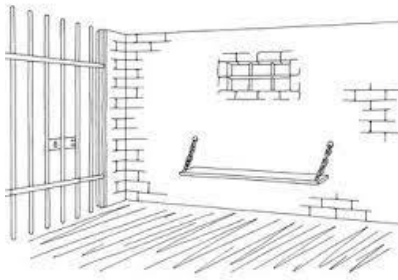
**Single cell, with a toilet and
with running water**
4\$



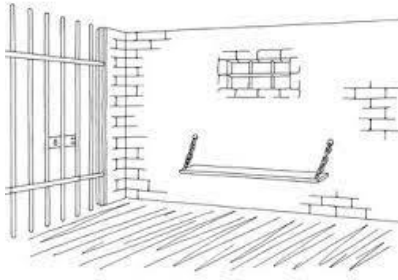
**Single cell, with a toilet and
with running water**
4\$



**Single cell, with a toilet and
with running water**
4\$

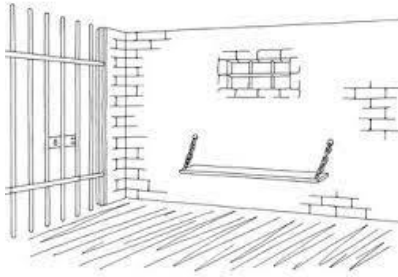


**Single cell, with a toilet and
with running water**
4\$



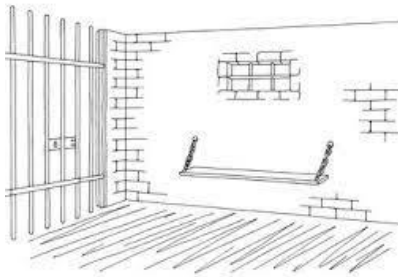
Single cell, with a toilet and
with running water

4\$



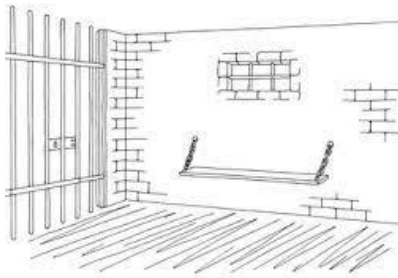
Single cell, with a toilet and
with running water

4\$



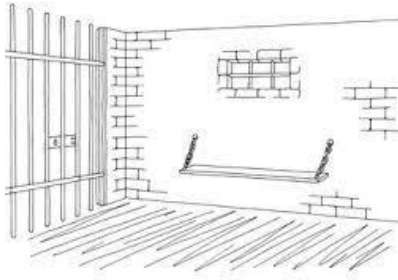
Single cell, with a toilet and
with running water

4\$

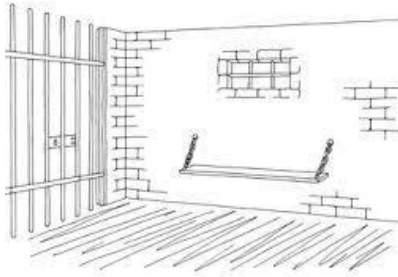


Single cell, with a toilet and
with running water

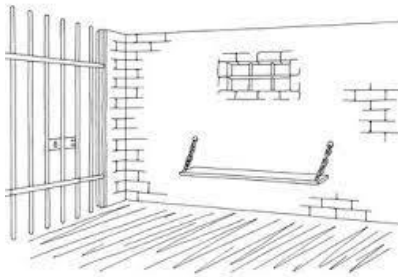
4\$



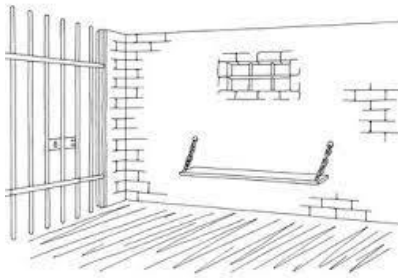
Single cell, with a toilet and
with running water
4\$



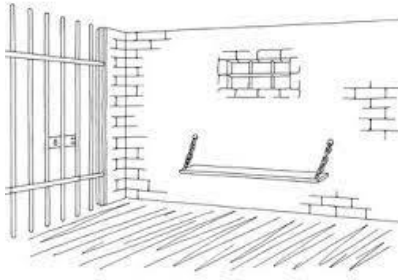
Single cell, with a toilet and
with running water
4\$



Single cell, with a toilet and
with running water
4\$

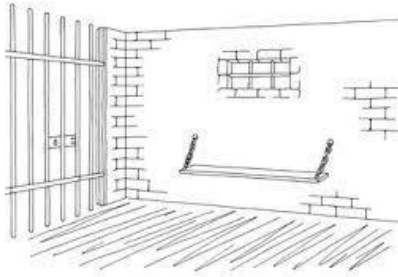


Single cell, with a toilet and
with running water
4\$



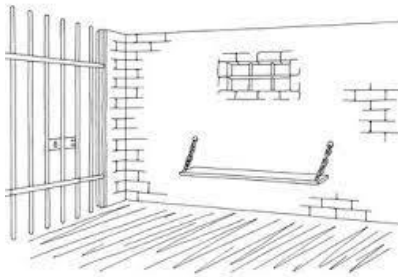
Single cell, with a toilet and
with running water

4\$



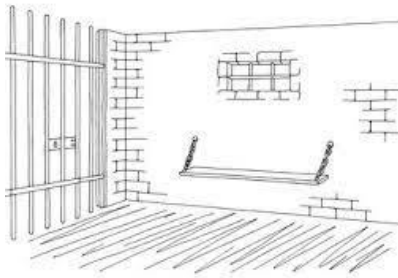
Single cell, with a toilet and
with running water

4\$



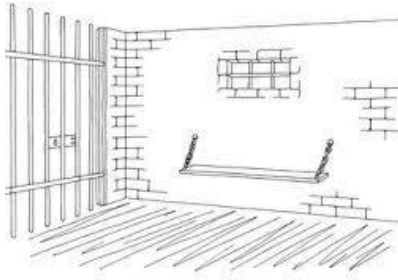
Single cell, with a toilet and
with running water

4\$

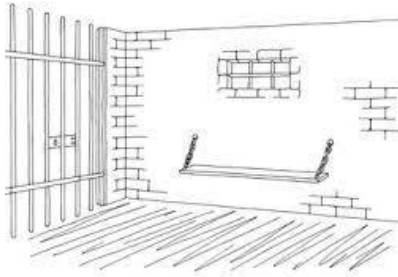


Single cell, with a toilet and
with running water

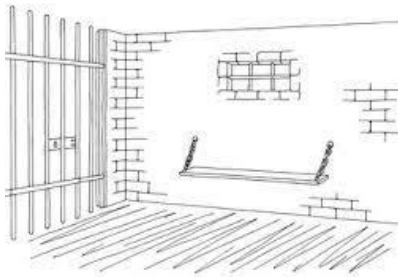
4\$



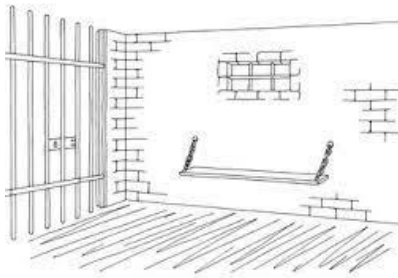
Single cell, with a toilet and
with running water
4\$



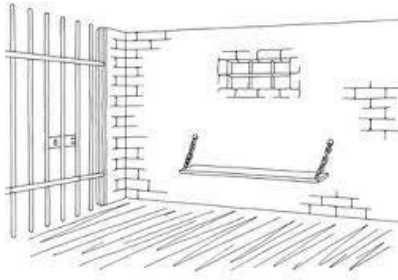
Single cell, with a toilet and
with running water
4\$



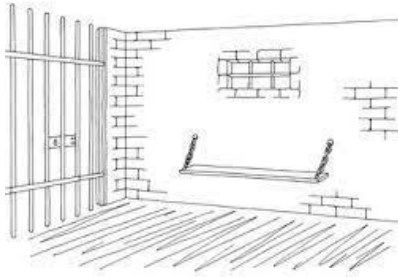
Single cell, with a toilet and
with running water
4\$



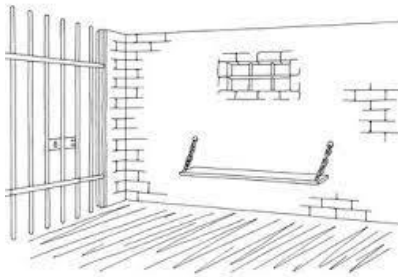
Single cell, with a toilet and
with running water
4\$



Single cell, with a toilet and
with running water
4\$



Single cell, with a toilet and
with running water
4\$



Single cell, with a toilet and
with running water
4\$



4 prisoners' cell
No toilet or running water
5\$



4 prisoners' cell
No toilet or running water
5\$



4 prisoners' cell
No toilet or running water
5\$



4 prisoners' cell
No toilet or running water
5\$



4 prisoners' cell
No toilet or running water
5\$



4 prisoners' cell
No toilet or running water
5\$



4 prisoners' cell
No toilet or running water
5\$



4 prisoners' cell
No toilet or running water
5\$



4 prisoners' cell
No toilet or running water
5\$



4 prisoners' cell
With toilet no running water
 7\$



4 prisoners' cell
With toilet no running water
 7\$



4 prisoners' cell
With toilet no running water
 7\$



4 prisoners' cell
With toilet no running water
 7\$



4 prisoners' cell
With toilet no running water
7\$



4 prisoners' cell
With toilet no running water
7\$



4 prisoners' cell
With toilet no running water
7\$



4 prisoners' cell
With toilet no running water
7\$



4 prisoners' cell
With toilet no running water
7\$



4 prisoners' cell
With a toilet and running water
10\$



4 prisoners' cell
With a toilet and running water
10\$



4 prisoners' cell
With a toilet and running water
10\$



4 prisoners' cell
With a toilet and running water
10\$



4 prisoners' cell
With a toilet and running water
10\$



4 prisoners' cell
With a toilet and running water
10\$



4 prisoners' cell
With a toilet and running water
10\$



4 prisoners' cell
With a toilet and running water
 10\$



4 prisoners' cell
With a toilet and running water
 10\$



10 prisoners' cell
With a toilet, no running water
 12\$



10 prisoners' cell
With a toilet, no running water
 12\$



10 prisoners' cell
With a toilet, no running water
 12\$



10 prisoners' cell
Without a toilet, but with running water
 12\$



10 prisoners' cell
Without a toilet, but with running water
 12\$



10 prisoners' cell
Without a toilet, but with running water
 12\$



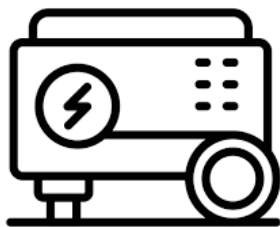
10 prisoners' cell
With a toilet and with running water
15\$



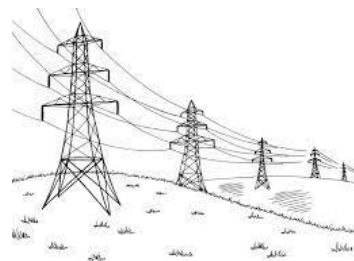
10 prisoners' cell
With a toilet and with running water
15\$



10 prisoners' cell
With a toilet and with running water
15\$



Generator to provide electricity
With fuel supply
10\$



Connection to electricity
15\$



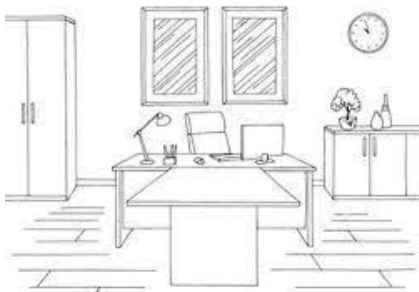
Borehole to provide water 10\$



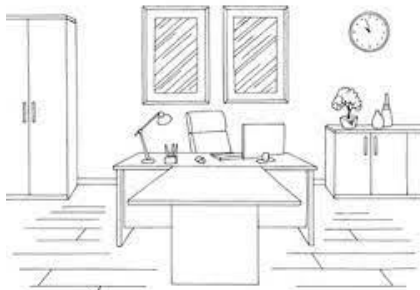
Connection to water with a filter 20\$



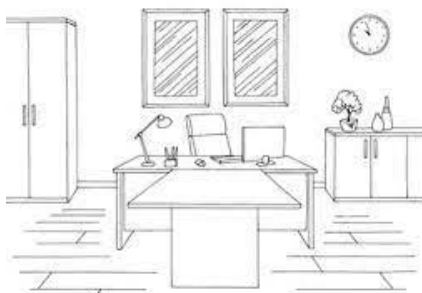
Solar power 15\$



Office, hard wall structure 5\$



Office, hard wall structure 5\$



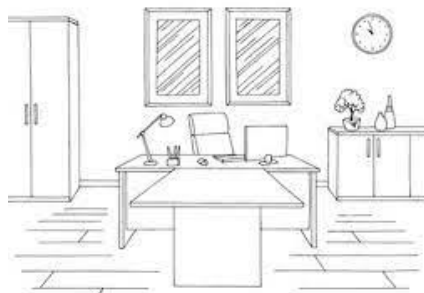
Office, hard wall structure 5\$



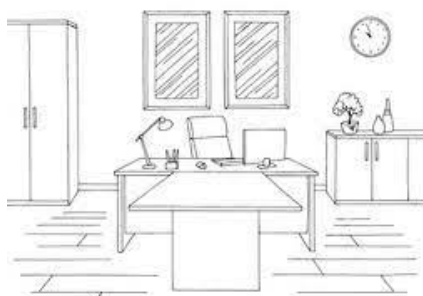
Office, box container 2\$



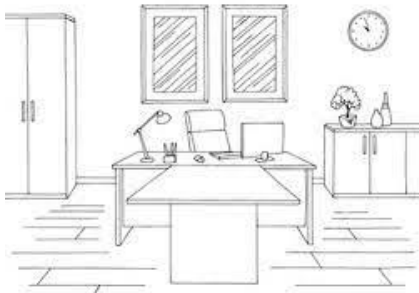
Office, box container 2\$



Office, box container 2\$



Office, box container 2\$



Archive/file room 2\$



Archive/file room
2\$



Intake office 2\$



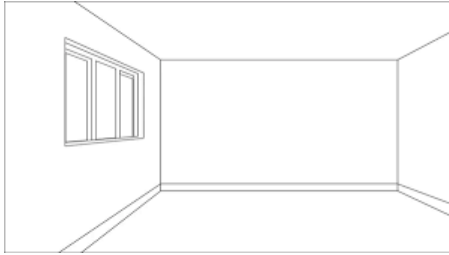
Release office 3\$



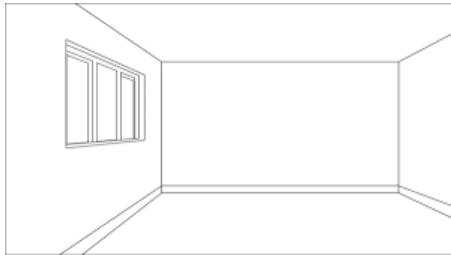
Intake office 2\$



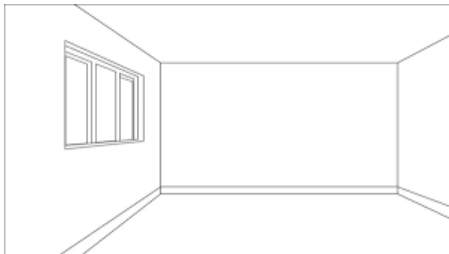
Release office 3\$



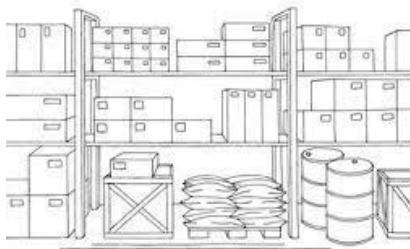
Pre-search room
2\$



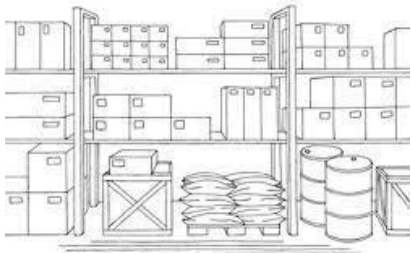
Pre-search room
2\$



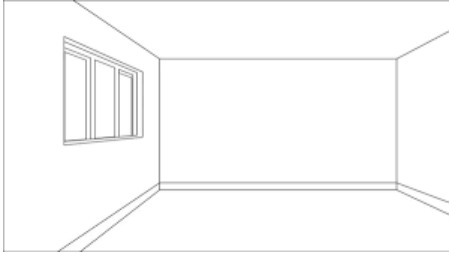
Pre-search room
2\$



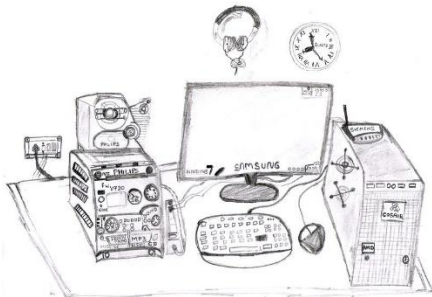
Prisoners' belongings storage room
2\$



Prisoners' belongings storage room
2\$



Storage room
2\$



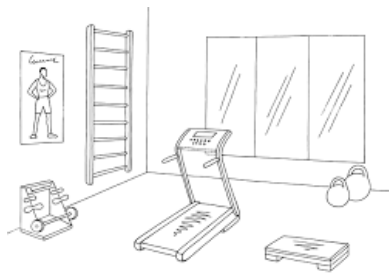
Command center 2\$



Library 2\$



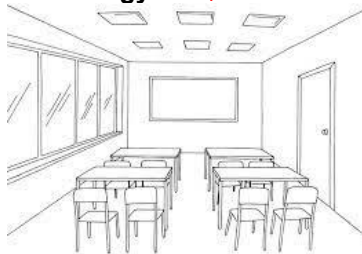
Multi-faith room 2\$



Indoor gym 3\$



Outdoor gym 2\$



Room for education 2\$



Room for vocational training 5\$



**Shade for outdoor space
2\$**



**Room for vocational training
Shade for outdoor space**

2\$



Bedding for entire prison 10\$



Eating area 5\$



Tables and chairs 5\$



Tables and chairs 5\$



Shower 1\$



Shower 1\$



Shower 1\$



Shower 1\$



Shower 1\$



Shower 1\$



Shower 1\$



Shower 1\$



Shower 1\$



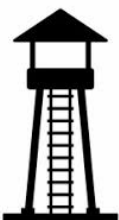
Watch Tower 2\$



Watch Tower 2\$



Watch Tower 2\$



Watch Tower 2\$



Watch Tower 2\$



Gate 2\$



Gate 2\$



Gate 2\$



Gate 2\$



Gate 2\$



Legal visiting room 2\$



Legal visiting room 5\$



**Briefing room
2\$**



Outside toilet 1\$



Outside toilet 1\$



Outside toilet 1\$



Outside toilet 1\$



Outside toilet 1\$



Outside toilet 1\$



Outside toilet 1\$



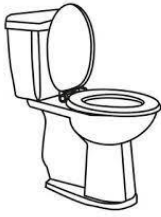
Outside toilet 1\$



Outside toilet 1\$



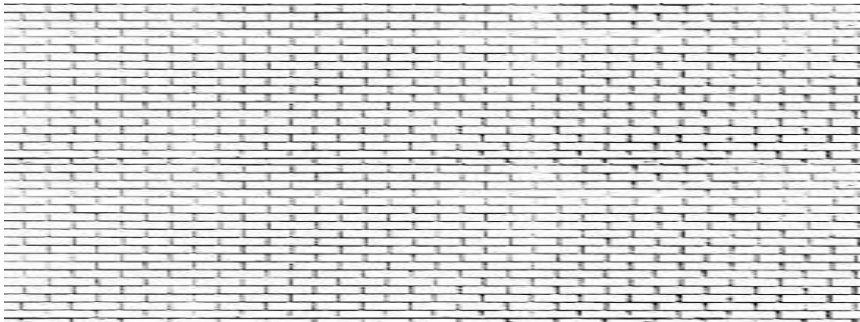
Outside toilet 1\$



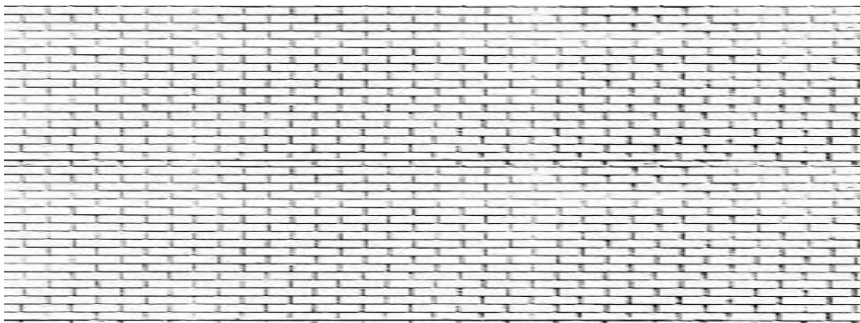
Outside toilet 1\$



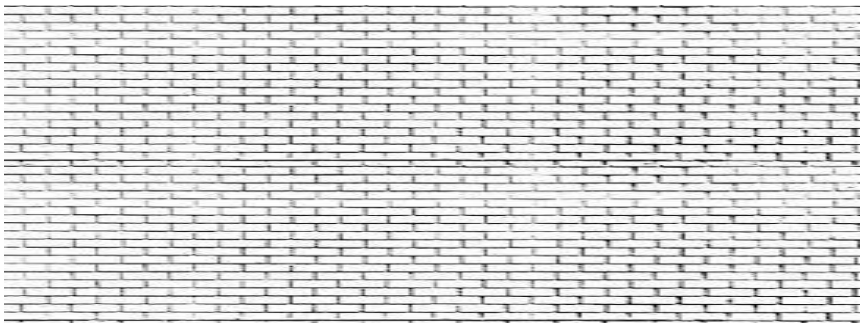
Outside toilet 1\$



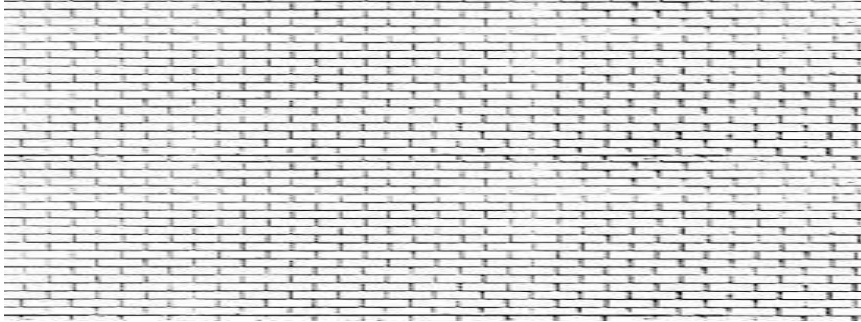
Separation wall 5\$



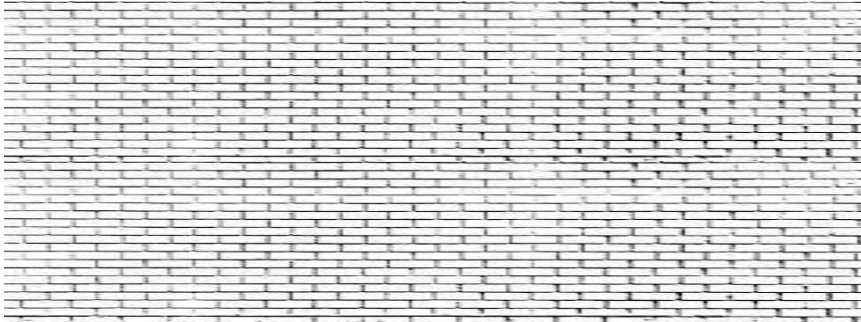
Separation wall 5\$



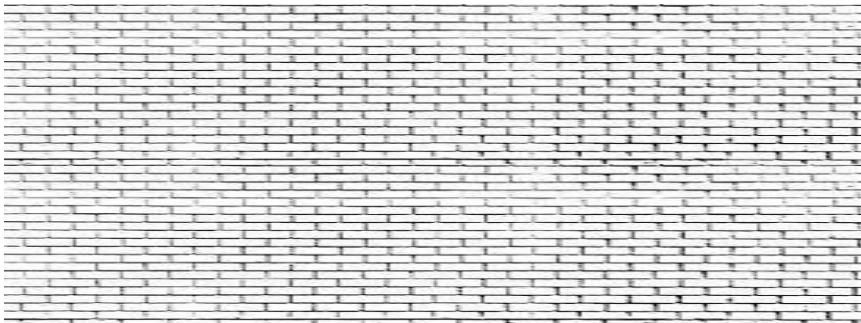
Separation wall 5\$



Separation wall 5\$



Separation wall 5\$



Separation wall 5\$



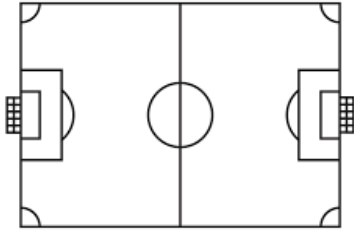
**Governor's office
5\$**



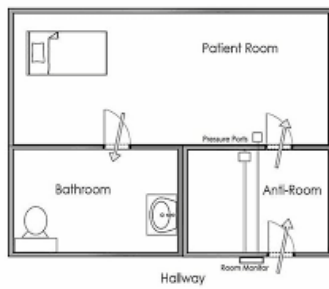
5\$



Risk and needs assessment office 5\$



Football pitch 2\$



Medical isolation/triage room



Child visiting /play area



Pharmacy 2\$



Visitors' lockers 1\$



Open visiting room 2\$



Staff accommodation 5\$



Conjugal visit room 2\$



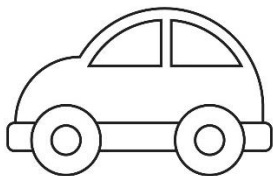
Intake medical screening room 2\$



Courtyard 4\$



Courtyard 4\$



Prisoner transportation vehicles 10\$



Single isolation cell 1\$



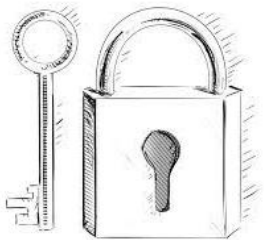
Single isolation cell 1\$



Single isolation cell 1\$



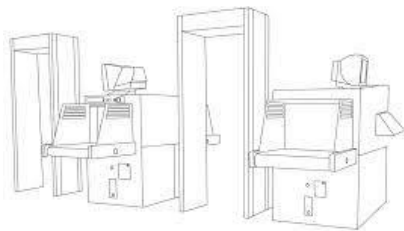
Single isolation cell 1\$



Doors, locks, furniture 10\$



CCTV system 10\$



Electronic security check point 20\$

ONLY FOR FACILITATORS



ICRC

ICRC support +5\$



EU support +5\$



UNODC

United Nations Office on Drugs and Crime

UNODC support +5\$



UNDP support +5\$



UNOPS support +5\$



UN WOMEN support +5\$



IDLO support



Local NGO support +5\$



UN Member States support +5\$



OHCHR say that your prison is under the HR standards and the changes that they suggest cost you **-10\$**



Local HR NGO say that your prison is under the HR standards and the changes they suggest cost you **-10\$**

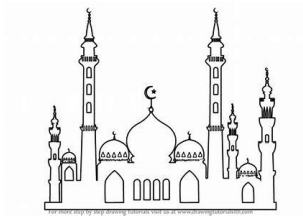


GOVERNMENT

The government is corrupt and takes **-10\$**



Church appreciates your initiative and offers supports **+1**



Mosque appreciates your support to the prisoners and offers support +1



UNICEF appreciates your request but makes clear that they don't have the Mandate to support prisons +0



World Food Programme is willing to support +3



GOVERNMENT

Ministry of Justice is willing to support but requests that you hire one of them as a consultant -3



GOVERNMENT

Ministry of Interior dislikes the UN and steals some of your building materials to use for their police stations -3



GOVERNMENT

Ministry of Education likes your initiative and wants to contribute +2



GOVERNMENT

Ministry of Social Affair/Health wants to support the project +2

Module 8: Prison Design

Handout 6: Prison Security Handout 6: Donor Resources (For Instructors Only)



**ICRC support
+5\$**



**EU support
+5\$**



**UNODC support
+5\$**



UNDP support +5\$



UNOPS support +5\$



UN WOMEN support +5\$





IDLO support
support
+5\$



Local NGO support
+5\$

UN Member States

+5\$



UNITED NATIONS
HUMAN RIGHTS
OFFICE OF THE HIGH COMMISSIONER

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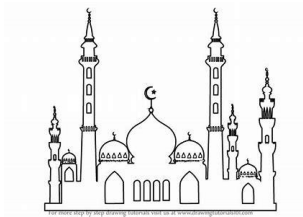


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GOVERNMENT

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GOVERNMENT

Ministry of Interior dislikes the UN and steals some of your building materials to use for their police stations -3



GOVERNMENT

Ministry of Education likes your initiative and wants to contribute +2



GOVERNMENT

Ministry of Social Affair/Health wants to support the project +2

Module 8: Prison Design

Handout 7: Picture of a Prison Build



Module 9: Carana Exercise (ADIMA)

Carana Exercise 1: Prison Director

(For trainers and actors)

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

1. Scenario & Instructions for the role-players:

- **Scenario:**

- The team meets the Prison Director (PD) in his office. It is the second time they meet 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, has a 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 GPP, praises his officer and tells them that he needs more officers like this one.
- See if the GPP ask the PD about the contrabands, search procedures and the

treatment of prisoners as the PO also punished the prisoners. If GPP don't hit on these issues, the PD should push harder to have GPP 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 GPP 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 in to 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 beddings 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

- Make participants 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 the UN, loves to flirt with women and connects better with the men, sometimes belittling international women GPP.

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 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.
- 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.

Module 9: Carana Exercise (ADIMA)

Carana Exercise 2: Admission

(For trainers and actors)

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 GPP 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).

1. Scenario & Instructions for the role-players:

- **Scenario:**
 - The participants (GPP) 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 (GPP).
- The detainee seems to have injuries, maybe from the police.
- The participants (GPP) 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 participants (GPP) are 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 the admission and just received a new prisoner or will soon get 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 even 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 she is there and when he/she can't answer he doesn't really seem to care.
- You will 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, you will listen with interest but inform that you never received any warrant orders and wonder what it is and who will bring it. Ask questions about contents on the warrant order (from whom, what information needs to be there etc.). If they ask to see the registration book you will 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 and go. If the corrections officer asks too many times for paperwork, 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 a couple of times if the police who took you will be there again and seems 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 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 really 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 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.
- 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.

Module 9: Carana Exercise (ADIMA)

Carana Exercise 3: Checkpoints

(For trainers and actors)

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 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 GPP.
 - 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 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.
- 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.

Module 9: Carana Exercise (ADIMA)

Carana Exercise 4: Accident / Mine Field

(For trainers and actors)

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).

1. Scenario & Instructions

- The participants (GPP) 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, 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 director 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 GPP.
 - 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 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 9: Carana Exercise (ADIMA)

Carana Exercise 5: Disrespect & Prison Security

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 “more 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.

Module 9: Carana Exercise (ADIMA)

Carana Exercise 6: Prisoner in Charge (PIC)

(For trainers and actors)

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 avoiding 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)

1. 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.

Carana Exercise 1: Prison Director

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 the UN, loves to flirt and connects better with the men, sometimes belittling international women GPP.

Carana Exercise 2: Admission

Scenario for Participants

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

Carana Exercise 3: Checkpoints

Scenario for Participants

- You are told you need to conduct a visit to a prison.
- You and your team need to transport yourself from your base to the prison to begin your scenario (prison visit). This is not your first visit and you have taken the time to establish a reasonable rapport with the prison director.
- Your meeting with the prison direction was scheduled to include a visit of the admissions office and observe the admissions process. You are excited about the visit because you were told that there was a new officer there who was requesting your support as UN GPP.
- You will be driving to the prison and while you would typically drive yourself, in this scenario you will have a driver. Your driver won't do anything unless you tell him/her to. Be sure to talk to your driver, a local staff member, who speaks the local language but is shy.

Carana Exercise 4: Accident / Mine Field (for participants)

Scenario for Participants

- You are told you need to conduct a visit to a prison.
- You and your team need to transport yourself from your base to the prison to begin your scenario (prison visit). This is not your first visit and you have taken the time to establish a reasonable rapport with the prison director.
- Your meeting with the prison direction was scheduled to include a visit of the admissions office and observe the admissions process. You are excited about the visit because you were told that there was a new officer there who was requesting your support as UN GPP.
- You will be driving to the prison and while you would typically drive yourself, in this scenario you will have a driver. Your driver won't do anything unless you tell him/her to. Be sure to talk to your driver, a local staff member, who speaks the local language but is shy.

Carana Exercise 5: Disrespect & Prison Security

Scenario for Participants

As part of your official duties in UNAC, you are assigned to a prison to mentor and advise national prison staff. You typically visit the prison several days a week but because of a shortage of GPP, you have been visiting the prison 7 days a week. All the GPP are overworked, tired and frustrated with the constant lack of power, water and internet at the UN base. Stress levels are high, and conflict is starting to show.

The GPP group is very diverse and from several different countries. When you arrive at the prison, your team is required to relieve the earlier team of GPP who are ready to leave for the day. As per your work plan, all GPP have been focusing on mentoring national prison staff specifically on prison security practices. It is very clear that national prison staff love hard security practices. It has been a challenge to get national staff to understand that a safe and secure prison environment can be achieved through dynamic security practices and positive role modelling. You arrive at your assigned post... And the scenario begins!

Module 10: Conclusion

Handout 1 – Template for the Assessment Criteria for Corrections Experts

Name and Last Name	Inclusion	Integrity	Humility	Humanity	Connection and collaboration (teamwork)	Analysing and planning	Delivering results with positive impact	Learning and Development	Adaptability and innovation



[illegible]