

Group 2

DEVELOPING EFFECTIVE TRAINING CURRICULA

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I. INTRODUCTION

Group 2 started its discussion on 27th August 2015. The members elected officials by consensus: Mr. Teokotai as the Chairperson, Ms. Ngara as the Co-Chair, and Ms. Masese as the Rapporteur and Ms. Suzuki as the Co-Rapporteur. The Group, which was assigned to discuss “Developing effective training curricula”, agreed to conduct its discussion in accordance with following agenda: 1) Training staff with high expertise; 2) Understanding and respecting international standards as guidance; and 3) Organizing training based on effective training methods.

II. SUMMARY OF THE DISCUSSIONS

A. Training Staff with High Expertise for Correctional Agencies

Group members decided that in the discussions the term corrections would be used to refer to both prison and probation. All participants agreed that most curricula of corrections agencies were prepared some time back, and they should therefore be reviewed. It would be necessary to conduct a training needs assessment so as to train officers with expertise to effectively assess and treat offenders and prevent recidivism. The training programmes need to be aligned to the career progression of corrections/probation officers to promote professionalism. The officers need to understand emerging crime trends like radicalization and violent extremism, drug abuse, human trafficking, domestic violence, sexual offences and money laundering, and they should be included in the training curricula.

In some cases, it may be necessary to enhance specialization to handle juvenile and special needs offenders. Participants were in agreement that the training curricula should be aligned to the strategic plans, missions and mandates of corrective organizations.

The participants were in agreement that disciplines like sociology, criminology and psychology are important for correctional officers, and the curricula should be harmonized so as to address identified gaps.

In the discussions the participants identified examples of difficult offenders and agreed that correctional officers should develop competencies and have relevant knowledge to define, identify, assess and treat these difficult offenders as indicated below:

1. Drug Offenders

The curricula should be geared towards definition, identification and treatment of drug offenders. A drug offence refers to the possession, use, sale or furnishing of any drug or intoxicating substance that is prohibited by law. The training should aim at equipping officers with effective search methods. “Drug offenders” can be divided into three parts: transactions (drug trafficking), possession, and consumption (abuse, addiction). Members were of the view that countries with increasing numbers of drug-related cases need to set up drug courts so as to take effective multidisciplinary remedial initiatives. It would be important for officers to understand the need to sensitize offenders on the negative effects of drug abuse.

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The participants agreed that the curricula should embrace the risk assessment methods which are divided into quantitative and qualitative approaches. It was observed that the treatment of drug offenders can be done as follows:

- Drug dependence: It can be seen as a chronic, recurring disorder that can have serious associated problems (family disintegration, criminality and psychiatric pathology).
- Drug abuse treatment: To improve health and alleviate the social problems of patients, which can be achieved in a cost-effective manner through proper organization and delivery of care.

Effective treatment approaches will include

- Medication and behavioural therapy
- Easing withdrawal symptoms
- Preventing relapse

2. Offenders with Terrorism-Related Cases

Participants agreed that the curriculum needs to include concepts of radicalization as a gradual process of intensive socialization into a closed group and lack of respect for other peoples' freedom and rights. The training content needs to address underlying factors that lead to radicalization and violent extremism

Personal and psychological factors:

- Search for identity, role models, a sense of belonging and low self-esteem
- Lack of close relations and a sense of alienation from normal social networks
- Victims of harassment or discrimination
- Poverty makes one vulnerable

Social factors and group dynamics include:

- Discrimination
- Corruption and unequal distribution of economic benefits
- Individuals' acquaintances
- The role of charismatic individuals who the individual admires

The training curriculum should address effective treatment of these offenders which will depend on actual assessment.

Suggested interventions may include the following:

- Personal protective factors: Develop competencies for reasoning and problem-solving skills; anger management; assertiveness training; stress management
- Family protective factors: Good parenting and close family relations, family therapy
- Social protective factors: Good choice of peers; Affiliation to positive community networks, for example, school, appropriate clubs and other social networks
- Motivational factors: Search for identity; Need for togetherness; Need for recognition; Need for a role model
- Ideological factors: Establish rapport and understand the driving forces and world views

3. Sexual Offenders

The curricula will be able to provide a clear understanding of:

- Definition of sex crimes: Forms of human sexual behaviours that are crimes
- Types of sexual offences: Incest, sodomy, child sexual abuse/pedophiles, rape, bestiality, prostitution/pimping and other sexually related crimes
- Background of offending: Analyzing the background of each offender which may include a history of sexual and physical abuse as a child, drugs and alcohol abuse, economic reasons, e.g., prostitution and pimping, anxiety and depression or isolation
- Assessment Tools:
 - ✓ Risk Principle: The tool suggests that the intensity of the correctional intervention must be matched to the level of risk posed by the offender's treatment
 - ✓ Need Principle: Treatment and intervention such as supervision should explicitly be longer depending on the criminogenic needs of the offender

- ✓ Responsivity Principle: Which involves the interaction between the individual and treatment
- Types of Treatment: Cognitive-behavioural treatment; Behavioral social learning theory; Relapse prevention

4. Offenders with Cases of Human Trafficking

The participants agreed that the curriculum needs to include:

- Definition: what is an act of recruitment, transportation, transfer, harbouring or receipt of persons, threat or use of force, coercion, abduction, fraud, deception, abuse of power or vulnerability, or giving payments or benefits to a person in control of the victim
- The Purpose: For the purpose of exploitation, which includes prostitution, sexual exploitation, forced labour, slavery or similar practices and the removal of organs
- Types of traffickers: Highly organized criminal groups; loosely connected; individuals; family and friends of the victims; business people.
- Assessment: Through the interviewing process, identify the histories, social circumstances, relationships of offenders and victims, associates and the situations that enable these relationships to be manipulated for criminal purposes.
- Classification of offenders: By their positions in their criminal groups; supporters, partners in crime, leaders. The assessment tools for organized crime should be used for human trafficking offenders.
- Types of treatment: Cognitive-behavioural therapy for offenders especially in the treatment and adjustment of the offenders' social environment

B. Understanding International Standards and Norms as Guidance

Most participants were of the view that the curriculum should be in line with international instruments and protection of human rights. These instruments include:

1. Standard Minimum Rules for the Treatment of Prisoners (The Mandela Rules)

The curriculum should aim at addressing the following:

- The respect of human rights for persons in custody.
- It should form part of the subject matter as well as a reference for all other lessons during the training programmes.

2. United Nations Standard Minimum Rules for Non-custodial Measures (The Tokyo Rules)

The curriculum should emphasize dealing with offenders in the community aiming at de-penalization and decriminalization and avoidance of the formal court proceedings in accordance with legal safeguards and the rule of law. The curriculum should incorporate the legal safeguards on the protection of the dignity and privacy of the offender and the confidentiality of the offender's personal records. The contents of a social inquiry report for the offender should be factual and objective. Where applicable, the report should contain social information on the offender that is relevant to the person's pattern of offending and current offences.

3. United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules)

The curriculum should aim at addressing the following:

- "The well-being" of young people and ensure that any reactions should always be in proportion to the circumstances of both the offenders and the offence
- Diversion programmes from litigation for youth and implementation of support services
- Privacy and procedural safeguards including presumption of innocence
- Emphasis on the best interests of the child and ensuring that young people have the opportunity to participate in the process

4. United Nations Rules for the Treatment of Women Prisoners and Non-custodial Measures for Women Offenders (The Bangkok Rules)

The participants were in agreement that in order to effectively address emerging issues related to women offenders, the curriculum needs to cover the Bangkok Rules with special reference to the following:

- Rule 29 — Capacity-building for staff employed in women's prisons shall enable them to address the special social reintegration requirements of women prisoners and manage safe and rehabilitative facilities
- Capacity-building measures for women staff shall also include access to senior positions with key re-

sponsibility for the development of policies and strategies relating to the treatment and care of women prisoners

- Training for Correctional Officers should also include addressing victims in accordance to the Victim Impact Act

C. Organizing Training Based on Effective Training Methods

The group observed that there are a wide variety of training methods to cater to a broad diversity of correctional officers. Some of the factors to consider when choosing a training method were identified as follows:

- Human factors—trainers' experience, personality and characteristics of the participants
- Social factors—social and cultural conditions of the participants
- Objectives of the training—to impart knowledge, influence attitude and develop practical skills of the trainees
- Subject area—various subjects have their specific features
- Time and material factors—length of the training programme and time of day
- Training facilities

The Group discussed some effective training methods which include:

- Brainstorming
- Lectures
- Group discussion
- Role playing and mock scenarios and practical experiences
- Mentorship
- Case study
- Study tours and exchange programmes
- The use of experts
- Demonstration

The group members discussed and agreed that the following are appropriate training materials:

- Training manuals and lesson plans
- Relevant text books
- Audio visual aids
- Relevant constitutions, mandates and policies
- International instruments
- Television programmes and documentaries.
- Use of working tools

III. CONCLUSION AND RECOMMENDATIONS

Most correctional agencies have challenges in training and capacity building. A comprehensive organizational needs assessment is necessary so as to isolate problems related to training from other organizational difficulties. An elaborate curriculum is required to address challenges arising from emerging crime trends, meet the demands of the various mandates as well as implement international best practices. The participants gave the following recommendations:

1) General Recommendations

- Decentralize training so as to have satellite training centres to address training gaps at the point of service delivery
- Correctional agencies to develop training infrastructures and facilities
- Training should address the needs of victims, special needs and difficult offenders
- In all training programmes, lesson plans should take into account the needs of the participants, the subject matter and the timeframe.

2) Training Staff with High Expertise

- The curriculum should be aligned to the mission and mandates of individual agencies
- Training needs assessment is necessary before conducting any training programmes
- Training of all law enforcement agencies to ensure a multi-disciplinary approach in offender man-

agement

- The initial phase of implementation of a curriculum should be to train the implementors
- Regular review of the curriculum to allow necessary adjustments

3) Understanding and Respecting International Standards as Guidance

- It would be ideal for universal guidelines to be prepared to standardize training curricula while taking cognizance of the unique differences of each correctional agency
- Training curriculum to embrace international instruments as norms for correctional work

4) Organizing Training Based on Effective Training Methods

- Develop a national systematic training framework
- Develop training support programme aids and materials
- Implement the curriculum through the use of effective training methods; integrating theoretical and practical perspectives through study tours
- Conduct impact evaluation of all training programmes