

5. Training Programmes

Prison systems in peacekeeping environments are generally poorly resourced, staff have generally received little training and are likely to be poorly remunerated compared with police and other uniformed services. Prisoners are drawn from across the community and while the majority are poor and without access to significant resources, an increasing number are involved in organised crime syndicates and have access to significant financial and other resources. Many have been involved in protracted conflicts for many years and some have been child soldiers. These factors combine to create an increasingly complex and difficult prisoner population in particularly challenging circumstances. It is therefore critical that national staff are afforded extensive training to enable them to develop and manage the challenges which they will confront.

A strategic approach to training should be adopted. The training strategy should take a long-term view of the skills, knowledge and competencies prison staff need. The training philosophy should emphasize that training and development should be an integral part of the management process and that learning is a continuous process. Training should be specifically designed to meet identified performance related needs, planned and provided by competent trainers in a cost effective manner.

There are two key aspects to prison support training programmes: that of developing and delivering training programmes to enhance the capacity of national staff to fulfill their job roles and responsibilities, and that of developing national training capacity i.e. a cadre of national staff as competent training and development officers. The latter is arguably the most important legacy that mission training components can provide. Providing knowledge is important but it is the skills to process and apply that knowledge which are likely more critical to the sustainable development of any prison system.

When developing a training strategy, prison components should incorporate processes that facilitate the development of:

- Governmental commitment to provide and maintain training resources on a continuous basis including funding and human resources, and
- Stability in staff appointments for a sufficient time to allow learning to be integrated into the work processes.

(a) Developing a National Training Framework

Steps in developing a training framework include but are not limited to:

- Conducting a training needs analysis to define training needs
- Developing curricula and programme information based on the training needs analysis
- Developing an evaluation framework to measure learning outcomes

- Developing policy guidelines related to the provision of training including recruitment, mid and senior management training, specialist training and donor sponsored external training, both in and out of country.

Establishing a 'training policy committee' or similar which is nationally led, consists of national prison leadership and staff and/or trainers and mission training personnel at minimum is desirable.

(b) Training Needs Analysis

A Training Needs Analysis (TNA) should be conducted as a first step in the process of developing a training framework.¹ The circumstances at the commencement of the mission and immediate demands of the situation may result in the initial TNA being very rudimentary and a more comprehensive TNA being undertaken at a later time. TNAs should focus on identifying and solving performance issues. Part of this process includes identifying knowledge and competency gaps and determining whether training is an appropriate remedial response. This determination is a key aspect of a training needs analysis since training when used to address issues which cannot be resolved by a training response is both wasteful of resources and damaging to the credibility and integrity of the broader training programme. It is important to note that in the context of a TNA 'need' is the gap between "what is" and "what ought to be" rather than a "want" or a "desire." The learning required, i.e. the skills and knowledge to be learned, competencies needed and attitude change desired, should be clearly specified.

The purpose of a Training Needs Analysis is:

- To determine training relevant to prison staff jobs
- To determine training that will improve performance
- To determine whether training will make a difference
- To distinguish training needs from organizational problems
- To link improved job performance with the organization's goals, and
- To determine what, if any, training has already been given, when and to whom.

A TNA may be conducted as a written survey or audit completed by individual staff. It may be conducted or supplemented by individual interviews or focus groups. National prison staff should be involved in both developing the questionnaires and conducting the analysis. A Training Needs Analysis template is attached as Annex 8.

(c) Initiating a Training Support Programme

Initiating a training programme in a resource poor environment where there are too few national staff to allow lengthy release from duty to attend training, means it is necessary that trainers be creative and innovative in addressing the many challenges of this environment. In environments in which the prison system has collapsed it is typical that

¹ *Conducting a Training Needs Assessment*, Jeannette Swist, 2001. Explanation of the process can be found at: http://www.amxi.com/amx_mi30.htm

a series of short basic security and prisoner management programmes are developed based on rudimentary training needs analyses. These are then conducted in the early phase of a mission prior to a broader training policy and framework being developed. These programmes afford the opportunity for development of a body of common knowledge and understanding between the national staff and each other and the national staff and mission prison experts. They also serve to identify and develop greater understanding by mission prison experts, of national staff attitudes, knowledge, and approaches to imprisonment and enable the establishment of a common framework which shapes the working relationship between the national staff and the mission prison experts.

In terms of capacity building, it is preferable to develop management training as a first priority so that senior national prison experts can then contribute in a comprehensive manner to the overall development process. There may, however, be compelling reasons as to why a bottom-up approach of training junior staff in the first instance should be adopted. The course chosen should be responsive to the exigencies of the situation and the combined judgment of the senior national prison managers and the mission prison component. If a bottom up approach is adopted, effective strategies to facilitate national staff access may include developing short modules that can be delivered within a prison, locking down parts of a prison for short periods to reduce the number of supervisory staff required, seeking police support for maintenance of external security while short training modules are delivered.

(d) Curriculum Development and Programme Structure

It is generally accepted that a competency-based training approach is current best practice and as such should be the approach adopted by field mission prison components. Curriculum design seeks to address two major training objectives: firstly, to enable participants to experience in depth learning; and secondly, to facilitate the development of transferable skills. In depth learning goes beyond short-term rote memorization to enable the assimilation of new knowledge in a way that allows re-application to novel situations.² Strategies to develop transferable skills in areas such as thinking and learning, self-management, communication, group work and information management, are intended to prepare participants for work outside of the training contexts in which they are first learned. In the context of a peacekeeping operation, a structured mentoring programme (see Section 4(b) of this manual), may support the application of these learnings in the workplace.

As part of the strategy to develop national training capacity, national staff identified as having the potential to become effective trainers, should be involved in the development of the training curriculum since it is the process of developing a curriculum which is as important as knowledge about programme content. It also ensures that the curriculum is culturally appropriate. Field mission prison experts have access to training materials from multiple jurisdictions and as a result access to a wide range of programme content applicable in a variety of environments. Reviewing training programmes and lesson

² Entwistle, N.J. (1988) *Styles of Learning and Teaching: An Integrated Outline of Educational Psychology*. David Fulton: London

plans assists national staff, developing the necessary content knowledge. Guidelines for curricula development include:

- Development should be undertaken by professional prisons training personnel in conjunction with national staff
- Curricula should be based on existing international standards and norms
- Curricula content should reflect the realities of the host-country prison system
- Curricula should be tailored to the educational and literacy levels of the trainees
- Curricula should be designed keeping in mind participatory methodologies and techniques to be used in training delivery
- Training programmes should be translated into the relevant local languages to maximise the training programme's effectiveness
- Sustainability of curricula beyond the peacekeeping operations should be considered
- Partnership with a local training center e.g. police academy, may be a viable option
- Curricula should be developed with the expectation that ongoing modification of the programme will be necessary
- A *Train the Trainer* course(s) should be part of any programme curricula
- Training design should be reviewed regularly and be informed by feedback from national staff, other areas of the mission conducting training, NGOs supporting the prison system and other donors and intergovernmental organisations in a position to comment on training outcomes

Competency based training templates and training programme materials developed by the UNMIL and ONUCI prison components for basic prison officer training are accessible on the DPKO Rule of Law Knowledge Network database. Non members of this Network may request copies of these templates from the facilitator of the network at dpko-ruleoflawnetwork@un.org.

Draft training curricula templates are also accessible at: www.icpa-training.com

For targeted training methodologies and techniques see OHCHR's "Trainer's Guide on Human Rights Training for Prison Officials" available at http://www.ohchr.org/english/about/publications/docs/pts11-add2_En.pdf.

The continuous upgrade of training curricula is likely to be more favourably received by national staff rather than simply repeating earlier training programmes. Prior experience has shown that as new contingents of mission prison experts arrive they may consider it necessary for national staff to undertake repeat training on the basis that current standards do not demonstrate full internalisation of past training. Such approaches of repeat training have been poorly received by national staff for whom there may be many reasons for an apparent lack of uptake of earlier training. A more positive response is likely to be gained by providing new material and repeating training components (only when requested by national staff) and alternative strategies for managing assessed substandard practice. In some instances repeat training will be needed, however, but the morale issues associated with that approach should be well understood.

Concerning management and supervisory training, it is not uncommon for mission prison staff to consider that national staff should have extensive prison experience prior to be given management training and becoming eligible for promotion. This attitude may be due to their own experience and awareness of the complexities of a prison system as much as their assessment of the competencies of national staff. However, the desirability of lengthy junior and mid-level experience must be tempered with the reality that the life of a peacekeeping operation will almost certainly be more limited than the period necessary for national staff to gain extensive experience. This being the case, mid and senior management training should be provided to national staff occupying those positions (and those who will be come eligible for those roles at a later stage), during the early phase of the peacekeeping operation.

(e) On-the-Job Training

Participants of most prison training programmes will generally benefit from on-the-job training since no training programme can completely prepare a person for all aspects of a job role. Classroom work and skills practice should be supplemented with support from senior national staff and mentoring staff in missions in which a mentoring programme exists. On-the-job training should be specific rather than general. On-the-job training enables:

- Supported implementation and follow-up of classroom training at the workplace
- Ongoing assessment or evaluation of classroom training and an opportunity for immediate remedial training if required. (Formal assessment and remedial action should be recorded for use in evaluating the curriculum and training design)
- Another training option when classroom training is not an option e.g. learning would be less effective or facilities and transport are not available
- Increased ownership and accountability at the operational level

'On-the-job' mentoring templates are included in Annex 7.

Out-of-Country Study Tours

Prison managers may benefit from a structured and focused study visit of other prison systems. Pre-visit preparation should take into consideration:

- Comparability of the donor country prison system
- Linguistic compatibility
- Planning to ensure that the elements of the visit are relevant to the counterparts work role
- Appropriate staff selection to ensure that the objectives of the visit are directly relevant to participants roles
- Briefings that clarify the structure and content of the visit, donor expectations, national authorities expectations, any reporting or other requirements upon return
- Learning expectations by providers and recipients including development of an action plan

- Funding and logistics arrangements, and
- Any ongoing support commitments between the respective countries after the study visits

It should be noted that unstructured and unfocused study tours to jurisdictions in which the resourcing and circumstances are not in any way commensurate with that of the host-country or its cultural values, can be counter productive. It is also necessary to balance the loss of in-country learning time with potential gain. Where it is proposed that a study tour be for an extended period it is also necessary to consider the impact on the establishment of the senior management cadre known to staff with potential gains. Where a study tour is proposed to a jurisdiction which is very different the donor should be encouraged to consider the option of providing in-country training, or other support, as an alternative support option.

(f) Evaluation and Review Mechanisms

Implementing a multi-level training evaluation and review programme for prison staff training has many benefits including:

- Provision of data about the effectiveness of training at several levels so that the overall question about the effectiveness of training can be better addressed
- Data about training effectiveness is based on rigorous evaluation designs
- Curriculum developers and trainers being provided with data focused on specific areas of training allowing for targeted revision of material and methods of delivery

Aspects of training that may be evaluated include:

- Training methods, the learning environment, programme content, training aids, facilities, schedules, and competency of instructors
- Appropriateness for target audience

The effectiveness of the training delivered can be evaluated through class participation and testing. An evaluation of the participant's performance at the work site should be ongoing. *Guidance Notes on Prison Reform, Guidance Note Number 8 Prison staff and their training* (gn8-staff-training.pdf) provides useful guidance and is accessible at: www.prisonstudies.org.

(g) Developing a National Training Capacity

When commencing the development of a prison support training programme, prison components are often confronted with lack of national training institutions and training unit personnel and insufficient national staff to safely provide twenty four hour coverage of each prison. In these circumstances national authorities may be reluctant to identify national staff who can form the nucleus of a national training capacity. As a result, the

conclusion may be drawn that current national staff are both unavailable for training and to the development of a national training capacity.

Heads of prison components should take up the issue of developing national training capacity with the relevant minister and head of department from the outset of the mission because of the importance of the training legacy to the longer-term development of the national prison system. Mission management may also encourage national governments to give priority to the development of national training capacity. Donors, particularly those supporting other elements of the criminal justice system, may also emphasize this issue in their interactions with senior government figures.

Since it is common that recruitment of new staff is undertaken during the initial phase of a mission thereby offering early opportunity to identify potential training personnel either from within the current staff or from amongst the new recruits. The opportunity can then be afforded to them for their direct involvement in all aspects of the development of the training policy and framework, curriculum development, and delivery. Those selected should be afforded a *train the trainers* course of instruction. Topic areas for such a course may include:

Principles of adult learning

- Identifying the adult learning cycle
- Discovering how adults learn including the impact of culture
- Understanding preferred learning styles
- Creating an environment that motivates and enables adults to learn
- Applying the learning cycle to all aspects of training design and delivery

Designing training courses

- Conducting training needs analyses
- Developing lesson plans
- Developing measurable, observable, outcome-oriented training objectives

Training strategies and techniques

- Selecting appropriate training media and materials
- Opening and closing activities
- Accommodating participants' preferred learning styles
- Maximizing retention of training programme content
- Using interactive and participatory methodologies (group discussions, role playing, etc.)

Platform skills

- Developing and employing effective public speaking skills
- Projecting confidence and enthusiasm
- Overcoming common problems of new instructors
- Developing your own natural style through practice

- Managing instruction time effectively

Evaluating learning

- Understanding evaluation
- Developing and/or adapting evaluation tools
- Using evaluation outcomes and feedback to improve future training

(h) Training Infrastructure and Facilities

Where a dedicated prison training facility is not available it may be necessary to:

- Negotiate access to another department or agency training facility
- Undertake training within a working prison
- Establish a *mobile training team* which attends prison facilities, or
- Access existing classrooms in the local community.

As a medium to long term solution, donors may respond positively to project proposals for the establishment of a dedicated prison training facility, equipment and materials.

(i) Potential Training and Development Partners

In addition to the national and mission prison staff, other agencies may have both the resources and expertise to provide training to national prison experts. These may include:

- International Corrections and Prisons Association (ICPA): www.icpa-training.com
- UN systems partners, particularly OHCHR (human rights), UNICEF (juvenile justice), UNODC (organised crime, drug trafficking, application of standards,
- Member States *e.g. bilateral funding of either in-country and/or out-of-country training;*
- Other international organisations *e.g. ICRC on health and sanitation*
- National organisations *e.g. Bar Association on the legal rights of staff and prisoners, local hospital on first aid*
- NGOs *e.g. Penal Reform International (PRI) on international standards*
- U.S. National Institute of Corrections: <http://nicic.gov/>