



EPTA Annual Conference “Lessons Learned” Estonia, Tallinn



SISEKAITSEAKADEEMIA
Estonian Academy of Security Sciences





Berlin Correctional Training Academy

Dr. Marcel Tietz



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Bildungsakademie
Justizvollzug Berlin

BERLIN



EDUCATIONAL ACADEMY OF THE CORRECTIONAL SYSTEM OF THE STATE OF BERLIN

THE EDUCATIONAL ACADEMY

24

employees

168

students

- Founded in 2007
- Located near Plötzensee prison in Berlin Charlottenburg



FIELDS OF ACTIVITY

- **Central selection process** for the occupational career of the general correctional service in the State Of Berlin
- **Training/education** of the general correctional service
- Planning and implementing of **further and in-service training**, modular designed seminars and qualifications for the whole personnel of the correctional system of the State Of Berlin, including the Judiciary Social Services

NUMBERS OF APPLICANTS IN 2022

881

APPLICATIONS

(thereof 31% female
and 69% male applicants)

168 job openings

68 recruitments

107 passed final exams

Central Selection Process

- Central coordination and execution of tenderings, written tests, selection interviews, fitness tests and medical interviews
- Changing and multi-agency approaching constitution of the central selection panel (several penal facilities)
- The selection decision is valid in the whole correctional system



Training Of The General Correctional Service

- Starting classes up to 7 times p.a. (= total of 168 students)
- The 2 year training process consists of 3 training sections
- First 3 weeks are hospitation phase, afterwards theory (3 months) and internship (1 ½ months) phases alternating
- After 16 months, the students are matched to their future correctional facility
- Right now, there are 168 students in 226 available apprenticeships

Educational Training Of The General Correctional Service

Subject-specific classification						
Subjects	Correctional system general education	Social sciences	Law & Administration	Health	Correctional system specific competence training	IT
Learning Module	<ul style="list-style-type: none"> - Practical training of the General Correctional Service - Organized Crime - Dealing w/ Hostage Situations - Extremism - Information about managing the duty roster - Information about the correctional system's motor pool and how to deal w/ conveying prisoners - Information about the internal prison craft service - Detecting explosives - Pastoring and religious care 	<ul style="list-style-type: none"> - Criminology / Social work in the correctional system - Drugs And Addiction - Psychopathology - Basics of social therapeutic work in the correctional system - Information about the forensic commitment - Accession Diagnostics - Field of action of the court assistance and the probationary service 	<ul style="list-style-type: none"> - Prison Law/Juvenile Prison Law/Preventive Detention Law - State/constitutional Law - Basic Penal Law, Code Of Criminal Procedure - Use Of Direct Coercion - Service Law - Juvenile Trial Law 	<ul style="list-style-type: none"> - Healthcare - First Aid - Social Counseling - Health Protection/ Healthy lifestyle 	<ul style="list-style-type: none"> - Safety techniques, self defense - Weapon theory, practical shooting - Documentation of official facts and circumstances - Professional Ethics - Interdisciplinary practical training - Communication and conflict management - Intercultural competences - Diversity - Fire Safety - Learning Methods - Fitness / sports 	<ul style="list-style-type: none"> - Introduction of BasisWeb - Introduction of SoPart®

Further And In-Service Training

- Planning and implementation of annually at least 80 advanced training courses and modular seminars and qualifications for all employees of all the correctional facilities and the Judiciary Social Services of the State Of Berlin
- The training program of the Educational Academy Of The Correctional System Of The State Of Berlin is the result of an annually demand poll
- Lecturers are originating from the Department of Justice, the correctional facilities and from external educational institutions
- More than 1,200 public servants in the correctional facilities and the Judiciary Social Services of the State Of Berlin participate in all kinds of offered further trainings annually

NUMBERS OF FURTHER AND IN-SERVICE TRAINING OF 2022

1210

PARTICIPANTS

108 topics

68 further training courses



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Cooperation between Estonia and Norway

Erik Halvorsen University College of Norwegian Correctional Service
Kadri Pendin Leading specialist of degree studies EASS

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University College of
Norwegian Correctional Service

The Norwegian Estonian cooperation

How to use cooperation to build new curriculum



The start

- **Everything starts with a meeting**
- **Discussions regarding what we should work with**
- **Thoughts and suggestions**
- **Decision**
- **How to work**
 - **Who**
 - **What**
 - **How**
 - **When**



What do we have to work with

- **What are your plans for teaching**
- **What do you have today**
 - **How do you teach it**
 - **How do you practice**
- **Today's curriculum**



How is your system built

- **How and what is your culture (Prisonculture)**
- **Prisons**
- **Academy**
- **Teaching**
- **Guidance and mentoring**



How can we work together to make what you want

- **How do we cooperate**
- **Which platforms can we use to cooperate**
- **What do you want us to provide**
- **How do you want us to provide it**



Security curriculum

- **Cooperate to create new curriculum**
- **Do we have something that can be developed to suit your education**
- **How can we share**
- **How can we cooperate to make this work at your academy**



How to understand each other

- **Student and mentor visits to Norway**
- **Several Teams meetings**
- **Interpret Norwegian curriculum**
- **Visit to Estonia with guided tour in all prisons and the academy**



Where do we go from here

- **Mutual possibilities for visits**
- **Invitations to take part as observers in each others programs – practices, rehearsals, training and so on**
- **Support and guidance in first running of new program**
- **Further developing of curriculum, exercises and training programs**



Questions

Thank you for the attention.

Have a nice conference



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Norwegian Correctional Service

Erik Halvorsen

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Security, Risk assessment mapping and documentation

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Coffee break 10:45-11:00

Workshops 11:00-12:30

Group1 - Future Skills

Group2 - Inservice Training

Lunch break 12:30-13:30

Workshops 13:30-15:00

Group1 - Educational Environment

Group2 - Learning and Teaching Tools

Coffee break 15:00-15:30

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Nelson Mandela Rules Training Curriculum

Laura Jaffrey Adviser on Torture Prevention OSCE Office for
Democratic Institutions and Human Rights

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Office for Democratic Institutions
and Human Rights

ODIHR/PRI Trainer's Guide on the Nelson Mandela Rules Presentation at the EPTA Annual Conference 2023


26 September 2023, Tallin

osce.org/odihr

Laura Jaffrey, Adviser on Torture Prevention



What are the Nelson Mandela Rules?

- Standard Minimum Rules for the Treatment of Prisoners went through a revision process 2011-2015  **Nelson Mandela Rules**
- NMR = **primary set of international standards** governing the treatment of prisoners.
- Consolidate and reconcile criminal justice and human rights standards:
 - ✓ better protection of human rights of prisoners
 - ✓ safer work environment for prison staff to perform their duties
- Help achieving rehabilitation and reintegration of prisoners, for the benefit of society as a whole

ODIHR's work on the Nelson Mandela Rules

In 2016: started work on NMR, in cooperation with PRI. Idea = provide guidance on their practical implementation

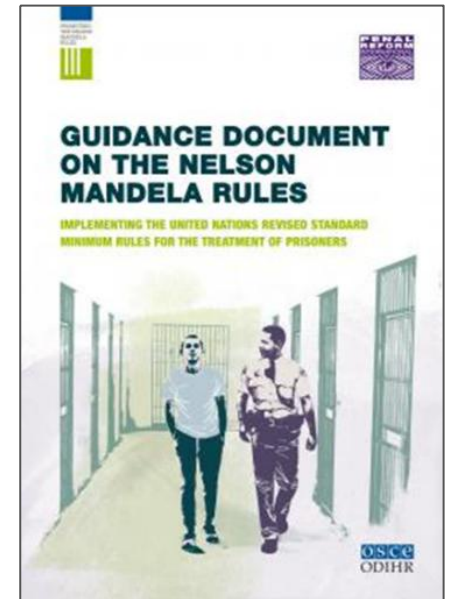
➤ **ODIHR/PRI Guidance Document** on the Nelson Mandela Rules – Implementing the UN Revised Standard Minimum Rules for the treatment of prisoners(2018)

(<https://www.osce.org/odihr/389912>)

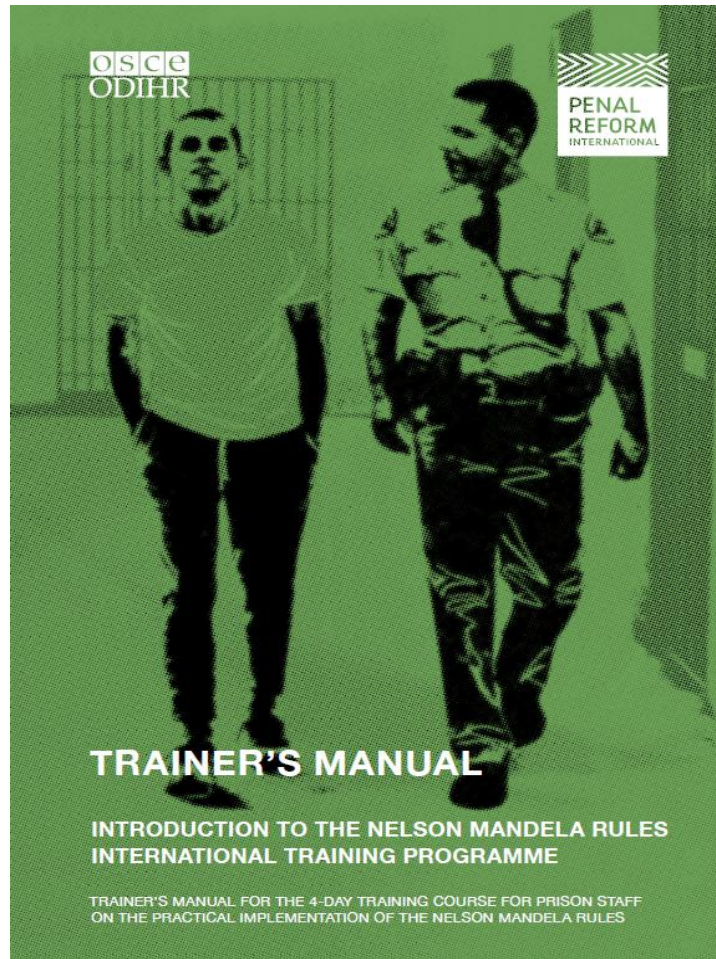
Available in English, Georgian, Russian and Ukrainian

This ODIHR PRI document provides **comprehensive and practical guidance** on the implementation of the revised Rules. Its **intended audience** is primarily prison staff, management, and other relevant practitioners in prisons

It has been designed to help **understand and implement** the Mandela Rules in practice and integrates a **gender perspective** in all aspects of prison management.



The NMR Trainer's Guide



- Idea to develop a comprehensive training curriculum for prison staff to **help them understand and implement the Rules in practice**, based on the Guidance document
- **ODIHR/PRI** partnership, in close cooperation with **UNODC** and the **Swedish Prison and Probation Service**
- **4-day training**, covering most aspects of prison management
- In 2022, we conducted a **pilot training in Sweden**, complemented by a **training in Italy**. In 2023, we conducted a regional **ToT in Serbia**.

Training curriculum on the Nelson Mandela Rules

WHY train prison staff?

- ❖ States have obligation of **duty of care** – obliged to ensure that prisoners are treated humanely
- ❖ Prison staff play **essential role** to ensure respect for the rights and dignity of detainees
- ❖ Training is essential to ensure that prison staff are well equipped to implement the Rules in practice
- ❖ Contributes to change **mindsets** and **institutional culture**

Intro – trainer’s manual

The training curriculum is introduced by some considerations on **training methodology** about:

- *Training principles, incl. adult learning principles*
- *The trainers*
- *The participants*
- *Guiding notes and adapting the content*
- *Preparation of the training*
- *Agenda and introduction to the training*

Intro – trainer’s manual

Important!

- ❖ *The training materials are designed to be **flexible**, as national/local context and training needs and experience of participants may differ. **Pre-training assessments** are encouraged in this regard*
- ❖ *However, while trainers are encouraged to use their judgement and discretion when adapting the curriculum, they should stay as close as possible and **should not deviate from the main messages of each module***
- ❖ *Some sections / group exercises/videos are marked as **optional**, depending on their relevance and the time available.*
- ❖ ***A dedicated set of PowerPoint slides is available to accompany the training course***

Training curriculum on the Nelson Mandela Rules: what it covers

Module 1: the Nelson Mandela Rules

Module 2: people in prison and prison conditions

Module 3: Prison organization and administration

Module 4: Safeguards

Module 5: Incident prevention and response

Module 6: Restrictions, discipline and sanctions

Module 7: Healthcare

Module 8: Rehabilitation and preparation for release

How are the modules structured

In each module, you will find:

- ✓ an introduction and **learning objectives**
- ✓ Some **substantial content** (duration of each section indicated); see also annexed PPT presentation
- ✓ Some **notes for trainers in purple**
- ✓ Some **exercises** (including some optional)
- ✓ Additional resources

Module 1: The Nelson Mandela Rules

- 1.1 Background and introduction to the Nelson Mandela Rules
- 1.2 Nelson Mandela Rules – basic principles
- 1.3 Thematic areas covered by the Nelson Mandela Rules
- 1.4 The role of prison staff
- 1.5 Particular groups of people in prison/vulnerable groups

Module 2: People in prison and prison conditions



2.1 Who is in prison

2.2 Separation of categories

2.3 Prison conditions and basic services

Module 3: Prison organization and administration

- 3.1 Admission processes, classification, risk and needs assessments
- 3.2 Prison allocation and separation of categories
- 3.3 Prisoner transfers
- 3.4 Prisoner file management
- 3.5 Pre-trial detainees

Module 4: Safeguards

- 4.1 Access to information
- 4.2 Requests and complaints
- 4.3 Contact with the outside world
- 4.4 Inspections and monitoring (internal and external)

Module 5: Incident prevention and response

- 5.1 Physical, procedural and dynamic security
- 5.2 Conflict resolution
- 5.3 Searches
- 5.4 Use of force and arms and instruments of restraint
- 5.5 Investigations

Module 6: Restrictions, discipline and sanctions



6.1 Disciplinary sanctions and procedures



6.2 Solitary confinement

Module 7: Healthcare



7.1 Healthcare



7.2 Prisoner mental health

Module 8: Prisoner rehabilitation and preparation for release



8.1. Prisoner activities, training, education and work



8.2 Preparation for release and post-release support

The training curriculum puts a lot of emphasis on exchange and exercises, such as:

Brainstorming

Discussion in pairs/small groups

Role play

World cafe

Fill the gaps

Case study

Find the Rule(s)

Mock file



Examples of exercises:

1.2 BASIC PRINCIPLES

Ask participants to take 10 minutes to read quietly again through Basic Principles 1-5 of the Nelson Mandela Rules and Guiding Principles 86-90 and reflect on how well these principles are applied in their country/jurisdiction.

Ask participants to revisit the principles displayed in the training room (Principles 1-12 which were used earlier) and to mark (can use different colour stickers) 5 principles (in one colour) which they think are hard to implement in their country/jurisdiction and 5 principles (in another colour) which they think are the easiest to implement.

Optional: If particular principles receive lots of 'votes' for being particularly easy/difficult in the country/region, and if it works for the particular group dynamic and there is time, this could be followed by a group discussion about why participants think the principle is particularly easy/difficult to implement.

Examples of exercises:

2.1 WHO IS IN PRISON?

Start the session with a small group brainstorm to identify the main categories of prisoner/special/vulnerable groups in their facility/country/jurisdiction. Participants should come up with a list and present them to the open forum. Ask them:

1. Which main groups of people in prison should be kept separate from each other according to the Nelson Mandela Rules?
2. Are there groups of people in prison in their facility/country/jurisdiction that need particular attention/that are more vulnerable to poorer treatment or violence (for example)?

Follow this with a 10-minute trainer-led discussion on groups that were not identified in the open group discussion. Introduce other groups that were not identified and discuss whether they are relevant in the context (e.g., in some jurisdictions foreign nationals might not be a consideration, in others there might be many older prisoners, etc.)

Examples of exercises:

6.1 DISCIPLINARY SANCIONS AND PROCEDURES

Divide participants into groups of three. One assumes the role of a person in prison, another assumes the role of a prison guard and the third assumes the role of the prison director. Each group gets two cards – one for the ‘person in prison’ and one for the ‘prison guard’. Both have the same disciplinary offence written on their card. The ‘prison director’ is not aware of the disciplinary offence and the ‘person in prison’ and the ‘prison guard’ have to explain to them what happened.

Ask the ‘person in prison’ to think about how to defend their actions to the prison director; they can think of any scenario they want they feel might justify their action but can also use any of the suggestions written on their card. Participants should reflect on what they have learnt during the course about why prisoners sometimes act the way they do.

The ‘prison guard’ is trying to deal with the disciplinary offence. They have information from the prisoners’ risk assessment that suggests that the person in prison has a history of similar behaviour and that there is no reasonable justification for the way they acted. They should explain this to the prison director and can use any of the suggestions written on the card, or think of their own reasons. The parties should discuss the situation presented to them. They are not expected to come to a resolution, just to demonstrate different points of view.

Examples of exercises:

TRAINING REVIEW

This exercise is designed to review the learning from the whole programme on how prison staff can contribute to the successful rehabilitation of people in prison throughout their time in prison. From the full group, assign two or three people to take the role of a person in prison. Specific events/scenarios that happen during the course of imprisonment are written on pieces of paper and then folded and placed in a box. Some of these are positive and allow the person in prison to take a step forward towards successful rehabilitation; others are negative and force the person in prison to take a step back. Mark a start and finish line in the training room and see which person reaches the finish/rehabilitation line first. The remaining participants choose the folded pieces of paper at random and read them out in turn.

Step forward

- *The prison authorities allowed an extended, private visit with my children.*
- *I passed a language exam.*
- *I was moved to a lower security facility due to good behaviour*
- *I was moved to a facility closer to my family.*

And so on...

Step back

- *My cell has become badly overcrowded and we have with difficulties sleeping at night*
- *I made a complaint about the quality of the food time ago but still haven't received a response.*
- *Visits with family are only 10 minutes long.*
- *I haven't been able to speak to anyone about my mental health*



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THANK YOU for your attention



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Laura Jaffrey, Adviser on Torture Prevention: laura.jaffrey@odihr.pl





See you at the evening reception

19:30 – Teacher's House



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Thank you!

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