TRAINING CURRICULUM FOR THE NIGERIAN CORRECTIONAL SERVICE

CUSTODIAL AND NON-CUSTODIAL

NCoS /PRAWA Draft

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CUSTODIAL CURRICULUM

1.0 Introduction

1.1 The Nigerian Correctional Service Act, 2019 provides that there is established for the Federation, the Nigerian Correctional Service to provide custodial and non-custodial services. Further to the Administration of Criminal Justice Act, 2015 and the ACJL in different states, the NCS Act, 2019 was enacted to ensure compliance with international standards with focus on rehabilitation and reintegration of offenders.

The custodial service is vested with some of the following functions;

- taking custody of all persons legally interned;
- providing safe, secure and humane custody for inmates;
- conveying remand persons to and from courts in motorized formation vehicles; identifying the existence and causes of anti-social behaviour of inmates;
- conducting risks and needs assessment aimed at developing appropriate correctional treatment methods for reformation, rehabilitation and reintegration;
- implementing reformation and rehabilitation programmes to enhance the reintegration of inmates back into the society etc.

1.2 Since the United Nations first publication of its Standard Minimum Rules for the Treatment of Prisoners in 1955, it has over the years published and adopted several basic principles in the areas of, independence of the Judiciary, protection of victims, effective policing, and non-custodial sentencing, among others.

Rule 1 of United Nations Standard Minimum Rules for the Treatment of Prisoners (the Nelson Mandela Rules) states "all prisoners shall be treated with 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 corrections, for which no circumstances whatsoever may be invoked as a justification. The safety of offenders, staff, service providers and visitors shall be ensured at all times"[1]

1.3 There remains the fact that not all convicted offenders will be suitable for non-custodial sentence. In view of this, custodial measures become imperative for dealing with offenders that might not be suitable for non-

[1] https://www.unodc.org/pdf/criminal_justice/UN_Standard_Minimum_Rules_for_the_Treatment_of_Prisoners.pdf

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custodial sanctions. Therefore, custodial Officers need robust and intensive trainings that adequately prepare them for their roles. Such training should be modelled after law enforcement training that also combines intensive classroom instructions in Correctional concepts of Supervision, Rehabilitation and Integration; Principles and Practical skills of self-defence tactics; subduing violent inmates and effective methods of riot control.

1.4 Correctional Officers play very important societal role and are responsible for providing safe and secure environment for offenders. In addition, they also ensure the supervision, rehabilitation, training and skills development and such other programs that empower the offenders' reintegration into the society.

1.5 In view of the critical and vital role that the custodial officers play in the safety (supervision, rehabilitation and integration) of modern-day society, correctional officers require capacity building that contributes to a better functional criminal justice system. This requires that Correctional Officers are given accessible, comprehensive and effective training.

2.0 Purpose and Aim

The training curriculum is premised on knowledge creation (awareness), operational performance and service delivery by all custodial staff within the Correctional Service. It is aimed at equipping all prospective Correctional Officers on all aspects of their work, such as undertaking assessments; report writing; effective supervision; counselling; communication; interagency work; assisting offenders to be reintegrated into the society, become law abiding and lead meaningful life in the community among others.

3.0 Training Methodology

A range of pedagogical techniques will be adopted in delivering the training. Adult learners have different ways, styles and approaches to learning. In light of that, the overall approach will be consistent with an Adult Learning Model of education drawing and building on existing skills, knowledge and competencies of the participating staff. A variety of learning approaches will be used including: formal presentations, small group activities, case studies, role plays, group discussions, use of videos and other resource materials. Invited experts with a range of experience, specialist knowledge and skills pertaining to different aspects of custodial work will contribute to some of the sessions. Methods such as lectures; facilitated discussion; presentations;

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interactive Socratic dialogue; group work; private study; experiential learning through practice; project work and testing.

In addition, participants will undertake field trips to courtrooms, non-custodial offices/community service centres, youth correctional facilities and other places that may be deemed pertinent and relevant to the core objectives of the training. Such decisions will be made by the coordinator(s) of the training and will be informed by resource availability. This will allow for reflective practice including the use of the self.

4.0 Training Monitoring and Evaluation

Systematic monitoring and evaluation of training courses will be carried out by trained internal staff and/or external experts (where needed) in order to measure the effectiveness of training, both in terms of what is learned as well as the way any knowledge gained is put into practice at the work place. Based on the outcome of this systematic monitoring and evaluation a training plan could be put in place to address the identified specific needs.

5.0 Main Principles

The curriculum is premised on these key principles built in line with the United Nations Standard Minimum rules for the treatment of prisoners:

i. Human rights and gender responsiveness
ii. Respect and accountability
iii. Effective service delivery
iv. Gender and Justice
v. Personal and professional Development
vi. Knowledge, understanding and skills
vii. Justice, fairness and equity.

6.0 TRAINING CURRICULUM

This training curriculum sets out the training courses that correctional (**custodial**) officers will have to undertake in order to be adequately equipped for their role. There is a growing importance and need for the Nigerian correctional service officers to have comprehensive training programmes. In order to cope effectively with the job demands, it is important that the training programme prepares officers for what they will encounter in the field.

To support the delivery of this curriculum, the Nigerian correctional service will work closely with the relevant stakeholders, training institutions and

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directorates. This curriculum specifies the modules to be delivered, their content, objective and duration. The Curriculum is divided into basic, development command and advanced command modules and divided into six main component training blocks, viz. Purpose of Correctional centres and Legal Framework; Professional Custodial Staff; General Skills Training; Safety, Security and Order in Correctional centres; Correctional Training Skills; including Understanding Custodial centres environment and inmates have been carefully streamlined.

7.0 Course Organisation

The course is organised in three levels with the component parts as mentioned bellow. This will allow Officers to have adequate knowledge in all areas of the components upon completion of the three levels. The levels include:

i. Basic
ii. Development
iii. Command
iv. Advanced command

8.1 Basic Course:

The basic Course is intended to give the Officer trainees understanding of how the Nigerian Correctional Service (in particular, the Custodial service) works within the Criminal Justice System, in order to enable them have a good and effective start in the performance of their duties. The modules include:

- Functions of the Criminal Justice system and Correctional Service;
- Legal Framework;
- Introduction to Criminology and Community Corrections
- Introduction to Community Corrections
- Introduction to Human Rights;
- Ethics, and Community Corrections;
- Communication and Interpersonal Skills;
- Intelligence Gathering and Report Writing;
- Working in a Multidisciplinary Team;
- Introduction to Social Investigation/Risks and Needs Assessment;
- Effective Supervision;
- Report Writing;
- Fieldwork and Reflective Practice.

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NOTE: The Basic course will be concluded with a written test and evaluation.

Development Course:

The Development course comprises of 15 modules designed to improve the skills and competence of participants /officers in their service delivery. They include:

- Human Rights (2);
- Diversity and Equality;
- Crime: causes, trends and corrections;
- Self Defence and Restraint of violent offenders;
- Preventing Conditioning and Manipulation by others;
- Record and File Keeping;
- Radio and Telephone Communication;
- Firearms /Weapons handling;
- Contingency Planning and Emergency Procedures;
- Elementary First Aid/Disaster management/Riot drill;
- Special Duties and Fieldwork.

NOTE: This Course will end with a written test and evaluation.

Command Course:

The command Course is intended to further enhance the skills and competence of Officers/Participants. The course modules include:

- Special Needs and Vulnerable Groups;
- Working with Women Offenders;
- Working with Life Sentence Offenders;
- Preventing Extremism and Radicalism;
- Conflict Prevention and Management;
- Stress Management;
- Public Safety;
- Fieldwork and Reflective Practice.

Note; This course will conclude with a written test and evaluation.

There will be a minimum of six months intervals between the levels of the foundation, intermediate and advanced. This is to allow participants the opportunity to practice and reflect on the knowledge acquired in order to effectively build on it.

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PART 1- BASIC TRAINING FOR CUSTODIAL OFFICIALS

PART 1 – Basic Training

Module Number	Module Name	Subject Description	Module Objective	Duration
Purpose of Correctional centres and Legal Framework				
1	**Function of Criminal Justice Systems and Custodial centres**	This module will contain the following: • Theories and causes of crime • The Role of the Criminal Justice System. • Examination of its structure, mission, vision, and core values will be undertaken. • The role of correctional service in the enforcement of Law and	To give Participants a clear overview of the criminal Justice system and how it functions. To understand the role of the correctional service in the in	?

		order within the Criminal Justice System.	the administration of criminal Justice.	
2	**Legal and Regulatory Frameworks**	The session gives participants an overview of the Legal Framework for the Nigerian correctional service (Laws, Regulations, and Standing Orders). Participants will have a critical examination of how the extant legal frameworks relates to the functioning of the Nigerian Correctional Service.	To give participants understanding of the legal framework of the Criminal Justice System, and how it relates to the functioning of Correctional service (emphasis should be placed on the custodial duties in this module)	?
3	**Introduction to Human Rights Part 1**	This module will give participants knowledge on the principles of human rights and to establish an understanding of the importance of protecting and respecting these rights even in incarceration. The training session is based on international standards and norms and particularly the UN Standard Minimum Rules for the Treatment of prisoners.	To help participants understand the main principles of Human Rights in accordance with the UN charter and their application in Nigeria. To promote the Human Rights of prisoners and correctional staff alike.	?
Professional Correctional Staff				
4	**Operational Functions and Local Procedures**	This module will explore the day to day operational functions of correctional centres (Checklist); their historical evolvement; examination of typologies of effective and efficient local procedures. The qualities of a good correctional Officer will be outlined – skills set required to be effective.	To equip custodial Officers with a simple and clear checklist of their daily operation. To create a mind picture of an ideal Custodial Officer.	?

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5	**Ethics, Professional Standards and Behaviour**	Correctional Staff, on and off duty, should exemplify the highest ethical and modern standards to: • promote professionalism; • gain public support for the profession; • earn the respect and confidence of peers; • maintain a sense of self-worth and pride; • uphold the integrity of the Court, the offenders and the community. This module will consider the professional conduct and ethical framework in which correctional officers operate and explore professional boundaries, confidentiality, rights and responsibilities. It will also delve into the key elements of the ethical code and discuss how Correctional staff should deal with unethical situations e.g. fraud and corruption.	To inculcate in officers (participants) the acceptable behaviour/conduct of the profession. To promote integrity, probity and accountability of the Service. To encourage officers to serve as role models to offenders.	?
General Skills Training				
6	**Communications and Interpersonal Skills**	The ability of Correctional Staff to foster relationship with offenders' hinge hugely on effective communication skills. This module will teach participants key concepts of communication such as observation, listening, verbal, non-verbal and written communication. The importance of communication in assessments, investigations, supervision, court and inter-agency work will be explored	To enable participants understand the key concepts of communication. To acquire the skills necessary for effective communication	?
7	**First aid, Fire Precaution and Disaster Management**	Bearing in mind the population group that is housed in the correctional facilities (specialized populations such as	To learn the skills and knowledge necessary to respond	?

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		protective custody inmates, sex offenders, armed robbers and kidnappers), we are constantly reminded that these Offenders can and do have history of violent behaviours and may turn violent on a moment's notice due to well-planned, spontaneous actions or provoked situations. Critical incidents can turn into lethal situations in seconds. In their work, correctional officers may be confronted with medical emergencies and/or injuries resulting from accidents or violence. It is therefore important that they should be able to provide first aid and life-saving assistance. In this session participants will learn the most important techniques of emergency first aid. Participants will learn to determine whether a first aid box is complete and up to standard; correctly 'pressure close' human arteries; if necessary stem serious arterial bleeding; identify the degree of consciousness of a victim; identify the cause of unconsciousness; provide first aid to an unconscious victim; identify broken bones; know when someone needs mouth-to-mouth resuscitation; liaise effectively with relevant medical institutions. Participants will learn fire precaution measures and how to respond in emergency situations.	to medical emergency. To be able to provide lifesaving assistance to an accident or violence victim. To be able to determine whether a victim is conscious or unconscious and the cause of unconsciousness. To learn fire precautionary measures and how to reduce risks of electrical fire To know how to respond in fire emergency situations To learn how to raise the alarm and evacuation procedures in correctional facilities	
8	**Partnership and**	The stress of incarceration can manifest physically, but more severely, mental illness	To train staff in the skills, knowledge,	?

	Interagency work	resulting in disruptive behaviour. Effective interventions for offenders often require multidisciplinary treatment teams that include correctional officers. For successful collaboration to take place between the other professionals and the Correction Officers in a multidisciplinary team, a foundation of trust, mutual respect, shared training, regular flow of communication and cooperation will be the hallmark of that relationship. With these elements in place, the correctional officers understanding of the offenders will lead to constructive and vital contributions to the assessment, management and effective rehabilitation of the offender. This module focuses on how custodial Officers can liaise and coordinate their work properly with other involved professionals (e.g. medical staff, psychologists, social workers). Partnership between Federal, state and local governments will also be looked at in this module.	values and attitude in interagency working. To raise awareness on the importance of networking in offender interventions.	
Safety, Security and Order in Correctional Facilities				
9	**Understanding Offenders and the Psychology of Offending Behaviour**	The ability of a correctional staff to have an understanding of an offender, and what is going on in his or her world requires a basic understanding of criminology, the pull factors to crime (why people commit crime) and the use of dynamic security in building a regular and consistent interaction between staff and offenders, timely sharing and analysis of	To provide participants with the skill necessary to constructively engage with offenders.	

		information through observation and communication.		
10	**Introduction to Risks and Needs Assessment.**	This module provides training for participants in assessing the risks and needs of offenders and to predict the likelihood of an offender engaging in a behaviour that could harm him/her, staff or other inmates. It also covers supervision and sentence planning that is designed to match the risks and identified needs, reduce re-offending and the likelihood of further serious harm occurring.	To give participants the knowledge of how to undertake comprehensive risk and needs assessment	
11	**Self-defence and Restraint of Offenders**	No matter what security elements we use, we must always have a basic awareness or vigilance about ourselves and others to establish the very basic point of being safe. Participants will be provided with both theoretical and practical training of self-defence and restraint of offenders. This will involve teaching participants of how to achieve and maintain high physical fitness on the one hand and the defence of oneself or the other to be able to put a stop to intolerable behaviour and bring an offender under control. In addition, Participants will learn how the communications module and self-defence/restraint of offenders reinforce each other.	To equip participants with the fundamentals of self -defence. To teach participants to be aware of their surroundings and avoid blind spots or when not within the view of surveillance cameras.	
12	**Safe Correctional Centres**	Ensuring that custodial centres are a safe environment is a key role of custodial officers. Poor infrastructure and overcrowding in Nigerian correctional centres make safety concerns and the role of the Officers/staff even more pertinent. This module will teach Correctional Officers how to keep the correctional environment safe and provide tools and techniques for	To impart knowledge on safety concerns in custodial centres. To teach participants how to recognise the signals that raise safety concerns. To equip staff with remedial knowledge of	**?**

		minimising/curbing safety incidents such as self-harm, suicide, attacks and bullying. Triggers such as overcrowding (lack of privacy) in the Nigerian custodial environments and in many cases little or non-existent programmes and activities may heighten inmate tension due to boredom, will be highlighted. Remedial factors of ensuring safety will also be examined (Noting and learning from international best practice).	dealing with safety concerns.	
13	**Security**	Security is a broad description of all measures and facilities that are (or can be) used within the custodial centres to ensure that offenders remain within the custodial facility and that life is safe and secure to all stakeholders within the custodial centres. The maintenance of balance between security in the correctional environment, and the obligations enshrined in the international law, namely that all offenders' fundamental human rights are respected and treated with dignity could be challenging to correctional administrators where offenders are determined to escape and commit crime. Therefore, some restrictions on certain rights may be necessary and legitimate to maintain security. However additional measures or restrictions placed on offenders' rights should adhere to the principles of legality, necessity, proportionality, accountability and non-discriminatory. This security module consists of practical and theoretical activities. The module teaches participants	To provide participants with the knowledge and practical skills necessary to keep custodial centres safe. To ensure that correctional officers' operation is in consonance with the obligations enshrined in international human rights law and international best practices.	?

		the practical skills and ability to integrate into their work, including: understanding of physical, procedural and dynamic security; Key security; opening and locking up; rub down (clothing) searches; full body searches; and cell and area searching.		
14	**Progress Report**	Effective and efficient record keeping is highly important to the work that custodial officers do. The importance of a good record keeping, reporting of observations, interventions and recommendations to the Criminal Justice system and other relevant stakeholders cannot be overemphasised. This module will focus on building the ability of staff on record generation and the maintenance of correctional files.	To build the capacity of participants in record and file keeping	
15	**Fieldwork and Reflective Practice**	This module will allow participants to relate their study with the practical reality of their training. Participants will spend some time (NB. To be determined by Training Coordinators) in various institutions related to their work including courts, communities, custodial centres and such other places that the course coordinator may determine. There will be workshops to give participants the opportunity to discuss experiences and explore the ethical, professional and value-based issues and respond to them appropriately through a combination of presentations, discussions, role-play etc.	The object of this course is to provide the experiential (practical) knowledge that will round up the theoretical work completed. To give participants the opportunity to build networks with other agencies	

16	Written test, Term paper/ Project work and Defence	This is an evaluation tool to assess officers and the effectiveness of the training. Various evaluation tools will be adopted by instructors in assessing participants knowledge based on all the modules in this curriculum.	To ascertain the knowledge of participants and the effectiveness of the training.	?

PART 2 – DEVELOPMENT COURSE FOR CUSTODIAL OFFICERS

Module Number	Module Name	Module Description	Module Objective	Duration
1	**Human Rights Part 2**	This module will build on the Human Right Principles learned during the foundational level. It will take participants through a detailed tour of the UN Standard Minimum Rules and how they reflect on rights of offenders in the Nigerian context. The training session is based on international standards and norms and particularly the UN Standard Minimum Rules for the Treatment of offenders and the Universal Declaration on Human Rights	To help participants understand the main principles of Human Rights in accordance with the UN charter and their application in Nigeria. To promote the Human Rights of offenders.	?
2	**Diversity and Equality**	The module explores and emphasises that all staff and offenders shall be treated fairly in all circumstances. No one should be discriminated against on any grounds such as sex, race, colour, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status.	To help officers minimise/avoid prejudice, ignorance, and stereotyping. To teach officers how to curb bullying and harassment of any	

		It will consider what is meant by 'Institutional discrimination' and ensure that custodial Officers are aware that they must behave in an appropriate and professional manner towards each other and offenders. This includes ensuring that their attitudes and behaviour do not demonstrate prejudice, ignorance, and stereotyping which may disadvantage other people. It will also cover the prevention of harassment and bullying of any kind.	kind within the custodial environment.	
3	**Crime: Causes, Trends and Corrections**	This module will cover the following • Crime and society • Theories of crime: profiling and intervention • Types of crime Crime is viewed as injustice through the lens of the society; punishment is always perceived as a measure of justice for wrong done. This module will examine critical issues such as concepts of crime, causes, and effects. It will consider the objectives of corrections, including -deterrence, retribution, rehabilitation and incapacitation.	To understand the interrelationship between society and crime. To understand the theories of corrections.	
4	**Management and Discipline of Offenders**	Custodial Centres operate under a set of laws, rules and regulations. Offenders can only be disciplined for a violation of these specific laws, rules and regulations. This module teaches Officers to know and understand the Rules and regulations of the disciplinary processes, what constitutes a breach and forms of corrections. The module includes: conducts constituting disciplinary offence; types and duration of sanctions which may be inflicted; and the competent authority to impose such sanctions.	To give Officers the understanding of the correctional disciplinary regime. To teach officers how to effectively implement the disciplinary regime.	
5	**Effective Monitoring and Supervision**	The safety of the correctional facility is a function of the level of observation, supervision and monitoring of offenders. This session will teach	To teach participants how best to supervise offenders.	**?**

	of Inmates (2)	participants effective observation skills; how best to supervise offenders; and methods for accounting for and monitoring offenders. It will also look at the specific situations when supervising is particularly important including: offender movement; meal times; workshops; and recreation.	To provide the skill and knowledge for effective monitoring and accounting for offenders. To teach participants when supervising is most important.	
6	**Preventing Conditioning and Manipulation**	Sometimes in the custodial environment, offenders seek to exploit the professional goodwill of the correctional officer. They will attempt to do this in a variety of ways, some more subtle than others, including: Manipulation, Conditioning; Misdirection; Exploitation; and Intimidation. This session will help staff to understand how and why offenders seek to abuse Officers professional goodwill. Participants will be taught a number of techniques of countering these threats and how they can impact on their work.	To give staff knowledge on concepts, types and modes of adoption of conditioning and manipulation by offenders. To equip staff with the knowledge and skills of dealing with conditioning and manipulation.	?
7	**Radio and Telephone Communications**	It is best practice that correctional officers should always know the location of the nearest correctional officer and carry a radio in good working order so that they can communicate immediately if the need arises. This session provides an introduction to radio and telephone procedures used in the custodial centre. Participants will learn how to: check that their radio is set up and working properly; demonstrate the correct use of the Phonetic Alphabet and Standard	To teach correctional officers how to set up and use the radio. To teach participants the importance of radio communication and its security implications.	

		Expressions; demonstrate security, accuracy and discipline when using the radio and telephones.		
8	**Firearms and Weapons Handling**	Like many security bodies and agencies, Correctional Officers may from time to time require the use of firearms and weapons. This module teaches the operational use and guidelines of firearms and weapons and its content will include: • When the use of firearms/weapons are necessary; • types of firearms/weapons required; • Rules of engagement (RoE) It will also include practical instruction of how to operate them and all safety concerns around the safe handling of firearms/weapons.	To teach participants about the safe use of firearms and weapons when necessary.	?
9	**Contingency planning and emergency procedures**	This module will teach participants the essential knowledge on contingency planning and procedures. Officers will be taught what contingencies are, elements of contingencies, the planning and procedures necessary for preparing for, and responding to correctional facilities emergencies such as: riots; jail break; hostage incidents; demonstrations; suicides; electrical and non-electrical fires; natural disasters e.g. floods, severe storms, etc. and external gangs attempt to rescue members in incarceration. The module will also teach staff the necessary steps in emergency response with key concepts such as 'Contain, Plan, Act' and what to do if you arrive first on the scene.	To give participants the knowledge necessary for dealing with emergencies. To equip staff with the ability to envisage and plan for unforeseen circumstances.	
10	**Dynamic Security**	Dynamic security highlights the elements of correctional intelligence which provides information for use within the correctional centre to prevent escapes and maintain order and control. The role of the correctional officers in intelligence	To give participants the broad knowledge of dynamic security and their roles	?

		gathering, bursting of organized criminal gangs, terrorist cells and de-radicalization of inmates will be discussed. This module highlights the importance of supervising, monitoring and engaging inmates. The rationale for intelligence gathering within the correctional facility is discussed in details. This module will look at the relationship between inmates and staff.	To understand the rationale behind intelligence gathering To learn how to monitor and engage inmates in gathering credible security intelligence	
11	**Fieldwork and Reflective Practice**	This module will allow participants to relate their study with the practical reality of their training. Participants will spend some time (NB. To be determined by Training Coordinators) in various institutions related to their work including courts, communities, correctional centres and such other places that the course coordinator may determine. There will be workshops to give participants the opportunity to discuss experiences and explore the ethical, professional and value based issues and respond to them appropriately through a combination of presentations, discussions, role-plays etc.	The objective of this course is to provide the experiential knowledge that will round up the theoretical work completed. To give participants the opportunity to build networks with other agencies	
12	**Written Tests, project and defence**	Participants will be asked to complete a number of written tests during the training course in order to test their knowledge and understanding of the subjects covered in the course.	To test, assess and evaluate participants understanding.	?

PART 3 – COMMAND COURSE FOR CUSTODIAL OFFICERS

Module Number	Module Name	Module Description	Module Objective	Duration
1	**Special needs and Vulnerable Groups**	Vulnerable offenders in incarceration sometimes loose out of being identified and accessing the required support necessary for their rehabilitation and integration. This module will teach correctional officers what vulnerabilities are, their different types, how to	To identify vulnerabilities among offenders and the appropriate intervention.	**?**

		identify vulnerable offenders and their needs, and provide timely interventions (with emphasis on the specific / unique need of the individual). Specific vulnerabilities such as drugs and alcohol addiction, mental health, speech and language, emotional and physical disabilities etc., would be examined. In addition, Officer's own attitude towards these cohorts and their professionalism in dealing with them will be critically examined.	To provide the required professional support.	
2	**Working with Women Offenders**	Women offenders require treatment that is in line with the UN Standard Minimum Rules (Bangkok Rules) for the treatment of female offenders). This module teaches Correctional Officers about the broad tenets of treating women offenders that are in line with the UN guidelines. (NB. Officers dealing directly with women offenders should undertake detailed and specialist modules on women in incarceration).	To give officers knowledge on how to treat women offenders.	**?**
3	**Capital Offenders**	This module will teach staff how to work with i. Inmates sentenced for Capital Offences and ii. inmates charged with capital offences (Un-convicted inmates) The content will include: • Risk and needs assessments, • Safety and security; • Meeting of basic needs; • Construction and managing of activities; among other. (NB. Specialist module training will be required for Officers working with lifers, Condemned Convicts).	To give officers broad knowledge and skills of how to work with capital offenders.	**?**

		• Strategies to engage relevant stakeholders towards addressing their needs		
4	**Preventing and Countering Violent Extremism and Radicalisation(PCVE)**	This module teaches correctional officers about violent extremism and radicalisation. Key learning points for staff will include - what 'extremism' and 'radicalisation' means within the correctional environment; types and their sources; identifying and knowing the intelligence infrastructures; how to manage and contain risks and threats; inter-agency collaboration in the prevention of extremism. Radicalisation, de-radicalization and also understand the risks of stereotyping or overreacting to threats.	To give Officers broad knowledge on all issues around 'extremism' and 'radicalisation' in custodial centres and how to prevent/minimise their occurrence.	
5	**Conflict Prevention and Management**	Conflicts are common features in most African Correctional settings including Nigeria with causal factors such as overcrowding, boredom etc. These conflicts happen amongst inmates and sometimes between inmates and staff. The integrated experience concept in managing actual or potential aggression states that the behaviours and attitudes of staff impact behaviours and attitudes of those in their care and vice versa. Therefore effective intervention during an offender's aggressive behaviour requires good interaction and communication skills. This module will teach staff conflict prevention and management and it will consider: Causes; prevention methods (with emphasis on effective communication for conflict prevention); working with verbally	To teach participants how to prevent, minimise and manage conflicts in the correctional facilities.	**?**

		and physically aggressive offenders; de-escalation techniques etc.		
6	**Stress Management**	Stress is associated with the work of correctional Officers due to the excessive pressure and the demands of the job. The aim of this session is to provide staff with a detailed understanding of work-related stress and coping strategies for dealing with stress. Concepts of work-related stress such as internal demands; external demands; positive pressure; primary stress; secondary stress; effects of prolonged stress; resources available to deal with stressful situations; positive coping strategies; symptoms of Post-traumatic Stress; and support networks.	This module is to create the understanding of Personal non-work/work related stress. To give participants the necessary tools needed for managing stress.	
7	**Public Safety**	The Criminal Justice System works to ensure, amongst others, public safety. This module will provide participants with the knowledge of public safety in the context of its definitions, principles and benefits. It will also provide participants with the understanding of a safe society and factors that could be detrimental to public safety. This module will explore the relationship between social policies, traditional / informal public interactions and the safety of the public, including the role of correctional officers in public safety.	To impact on participants the knowledge of the concept of public safety.	
8	**Fieldwork and Reflective Practice**	This module will allow participants to relate their study with the practical reality of their training. Participants will spend time in various institutions related to their work including courts, communities and such other places that the course coordinator may determine.	The objective of this course is to provide the experiential (practical) knowledge that will round up the theoretical work completed.	

		Participants will attend a session (If necessary) to present their experiences and explore the ethical, professional and value-based issues and respond to them appropriately through a combination of presentations, discussions, role-plays etc.		
9	**Written Tests (Where applicable)**	Participants will be asked to complete a number of written tests during the training course in order to test their knowledge and understanding of the subjects covered in the course.	To test, assess and evaluate participants understanding.	?
10	**Term paper, project work and defence**			
		ADVANCED COMMAND COURSE CUSTODIAL		
Module number	**Module Name**	**Module Description**	**Module Objective**	**Duration**
1	**Policy Formulation Planning Implementation and Review**	The module will address the process of policy formulation, importance of policy formulation in correctional administration. Analysis of relevant policies relevant to the correctional service. Participants will learn strategies of good policy formulation and how to evaluate policy impact.	To equip participants with the knowledge of policy formulation and implementation strategies	
2	**Human Rights Part 4**	This module will analyse • The compliance of correctional operations guidelines and policies in relation to human rights. • The challenges of implementing human rights principles in	To build officers that are conscious of human right conventions and laws. To make officers responsive to	

		custodial and non-custodial settings. • Comparative study of international and regional human rights instruments with national laws.	human rights issues.	
3	**National Security**	Concept of national security and the role of correctional service. Analysis of national security policy and development of strategies for the Nigerian correctional service towards its implementation National security and its implication Emerging global security threats and their implications on national security and the correctional service. Corrections and its roles in security sector reforms	To enhance the knowledge of participants on national security. To build the understanding of officers in knowing that the Service has a key role to play in national security.	
4	**Intra, Inter, and Multi-agency Cooperation, Collaboration and Coordination**	Definition of the concept of intra, inter and multi-agency cooperation. Inter-agency rivalry Joint operations and synergy amongst security agencies	To reduce the rivalry within the Service and outside the Service. To learn how to build sustainable partnerships. To learn how to coordinate joint operations with sister agencies.	
5	**Peace and conflict Resolution**	Peace is important for nation building and societal development. In the absence of peace, progress is difficult. This advanced command module will x-ray the causes of conflict in human relations and how best to handle conflict in the work place The concept of peace building in conflict resolution will be discussed in details	To understand conflicts, causes and resolution pathways. To learn peace building processes and negotiating skills in peacebuilding.	

6	**Leadership**	This module will look at the different classes of leadership such as relational leadership, transactional leadership and transcendental leadership, and the inherent merit and demerits in each of them. The module will emphasize the role of leadership in Correctional service and the imperatives of developing good leadership qualities.	To equip participants with key leadership skills, especially those relevant for effective service a paramilitary agency.	
7	**Asset management**	Proper asset management is important in effective resource utilization. This module will discuss the importance of asset management and the various strategies that can be used in asset tracking and management. The module will look at; • Asset numbering • Asset tracking • Asset management • Fixed asset and current asset	To understand asset numbering, tracking, monitoring and management. To learn good practices in asset management.	
8	**Budgeting and Financial Accountability**	Fiscal responsibility and accountability are good practices that organizations are required by law to comply with. This module will look at the Fiscal Responsibility Act of 2007, and how the Nigerian Correctional Service can align its budgeting process to comply with this Act. Elements of fiscal responsibility will be looked at in details and the various models of budgeting will be discussed to equip participants with effective budgeting skills.	To equip participants with the proper budgeting knowledge. To promote financial accountability in public service.	
9	**Transfer of Foreign Prisoners**	This module will look at international guidelines and criteria established for the transfer or reception of foreign prisoners. UN's Model agreement on the transfer of foreign prisoners and recommendations on the treatment of	To learn best practices in the management and transfer of foreign prisoners.	

		foreign prisoners, will be looked at to prepare participants with the relevant knowledge of internationally accepted best standards		
10	**Ethical Standard in Management**	Good ethical conduct is necessary for promoting professionalism and good corporate governance. Unethical conducts that undermine institutional integrity will be discussed in details This module outline ethical standards that are needed for proper management and administration of the correctional service A comparative analysis of the Nigerian Correctional Service Code of Ethics/Conduct, with that of other jurisdictions will be carried out.	To promote good ethical standard in the Service. To understand ethics and its role in building a professional Service.	
11	**Strategic Communication**	The relevance of effective communication cannot be overemphasized. Strategic communication can enhance the image and integrity of the Service. This module will look at horizontal and vertical communication and how officers can better communicate to eliminate conflict. The module will outline effective communication strategies that can be adopted to enhance the image and visibility of the Service	To learn communication models and equip participants with the skills to communicate effectively.	
12	**Financial Regulation, Pension Reform and Public Service Rule**	This module will look at the public service rules regarding financial spending, staff promotion and pension reforms. The advanced command module will equip senior officers with knowledge public service rule in order for them to make good decisions in correctional administration	To learn public finance regulations, public service rules and pension reforms.	
13	**International Correctional Best Practices**	The Nigerian Correctional Service does not exist in isolation. This module will assess correctional service practices in	To equip officers to observe best practices that	

	and Comparative Studies	other jurisdictions in order for participants to draw useful lessons that can enrich the practices in Nigeria.	meets international best practices.	
15	**Human resources & management**	Human Resource Management is the strategic approach to the effective management of people in an organization such that they help the organization function effectively and optimally. This module is designed to maximize performance of officers in the discharge of their responsibilities. This module will outline human resource policies that promote workplace efficiency and organizational discipline. It will discuss compensation policies put in place for staff welfare and motivation of officers.	Participants will be able to define human resources and the concepts that underpin it. They will learn ways to improve their service performance in the discharge of their duties. They will understand staff compensation policies of the Nigerian Correctional Service	
16	**Health and Self-care Management**	This module will teach officers how to manage their health and stay healthy. Healthy eating habits, practices, regular exercises and other means of keeping fit are dealt with in this module.	To equip officers with the right knowledge and skills to manage their health.	
18	**Public Procurement, Contract Management and Due Process**	This module looks at procurement policies in public service and laid down procurement regulations in the Nigerian Correctional Service. Due process is an assurance measure that strives to ensure adequate compliance with procurement laws through internal mechanism. It is aims at ensuring the following: that competitive bidding has been conducted in line with the procurement and award of contract procedures; the best evaluated bid is selected in line with the prequalified bidders; and that the cost of contracted selected is in conformity with comparable best value.	To learn public procurement rules and contract regulations.	

19	**Standing order**	The standing order is the instructional guide and operating protocol that guides the actions of all officers of the Nigerian Corrections. This module will highlight key areas of the standing order to give participants a deeper insight into the regulations that guides the Service.	To give participants a clearer understanding of the content of the standing order.	

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NON-CUSTODIAL CURRICULUM

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TRAINING POLICY STATEMENT

1.0 Introduction

1.1 The Nigerian Correctional service Act 2019, provides that the Nigerian Custodial Service is responsible for the administration of non-custodial measures, including

a) Community Service
b) Probation
c) Parole
d) Restorative Justice
e) Any other non-custodial measure assigned to the correctional service by a competent court of jurisdiction

This curriculum covers activities non-custodial officers will be involved in community service …

And the facilitation

1.2 Since the United Nations first publication of its Standard Minimum Rules for the Treatment of Prisoners in 1955, it has over the recent years published and adopted several basic principles in the areas of, administration of criminal justice independence of the Judiciary, protection of victims, effective policing, and non-custodial sentencing, such as among others. United Nations Standard Minimum Rules for Non-custodial Measures (The Tokyo Rules)

United Nations Standard Minimum Rules for Non-custodial Measures (The Tokyo Rules) were was drafted for the adoption of the UN General Assembly in 1989?

1.3 And adopted in 1990 by the UN general assembly. The SMR comprise of general principles which spell out the aims and purpose of the instrument. The principles invite member states of the UN to implement non-custodial measures in their respective jurisdictions as part of its criminal justice system

1.4 Various correctional services of the criminal justice system across the globe are increasingly emphasising and moving towards the greater utilisation of non-custodial measures as the best practice, particularly for moderate to minor criminal offences. Evidence from the Scandinavian countries and others such as Ireland, Holland for example, that have implemented the use of non-custodial measures and sentencing have each witnessed reductions in custodial centres, recidivism and increased public safety.

Furthermore, there has been a progression on the continent of Africa to move towards non-custodial measures, evidenced by the Ouagadougou declarations and the Lilongwe conferences on the promotion of alternatives to incarceration.
Non-custodial measures involve sentence ordered by a court of competent jurisdiction places the offender under the supervision of a non-custodial Officer.

Non-custodial sanctions may include Community Service, probation Order, and probation and other non-custodial measures assigned by a court of competent jurisdiction. The non-custodial officers are also responsible for facilitating restorative justice sessions and supervision of persons released on parole

The special needs of female offenders and vulnerable persons under non-custodial supervision needs to be effectively addressed.

1.5 Non-custodial Officers play a very important societal role and are responsible for, among others; providing information that aid the courts in making sentencing decisions on offenders; ensuring offender rehabilitation, including training placement and skills development; and providing other resources that minimise or prevents reoffending and facilitate the offenders' reintegration into the society.

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Non-custodial Officers work includes; prevention of reoffending by assessing the risk and needs of offenders, supervision and management of offenders placed on community corrections/ non-custodial.

1.6 In view of the important role that the Correctional Service~~s~~ play in promoting public safety by supporting offenders to overcome offending behaviours encouraging of modern-day society, its shift towards the utilisation of the provisions of non-custodial measures requires that it builds its human resource capacity within the administration of the criminal justice system. This requires that staffs are given accessible, comprehensive and effective training.

Non-custodial officers supervising female offenders should implement gender responsive strategies to prevent reoffending. Non-custodial officers supervise and manage women using strength-based approaches, affirmations, effective communications, and building trust. Officers must be cognizant that female offenders have a unique set of risk factors, and different pathways into criminality in order to develop effective supervision and management strategies. In order for a female offender to successfully reintegrate into society, the supervision and management plans must meet the specific need of the female offender.

2.0 Philosophy and Vision

This curriculum envisages a Correctional Service with officers that are well trained and equipped in the following:

- relevant theoretical and practical competence to understand, handle and adopt the processes that relate to non-custodial measures
- knowledge and practices that allow for safe enforcement non-custodial sentences and the reduction of recidivism.
- Knowledge of law and judicial interpretation of non-custodial orders
- Gender responsive strategies in the management of female offenders

3.0 Purpose and Aim

The training is aimed at equipping all Nigerian Correctional Service (NCoS) joining non-custodial service on all aspects of non-custodial work, undertaking assessments; report writing; effective supervision; counselling; communication; interagency work; among others.

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Note

The word **“probation”** is used in some context in this curriculum to mean the same thing as **“non-custodial"** service. In some foreign jurisdictions, non-custodial service is the same thing as probation.

4.0 Training Methodology

A range of teaching–techniques will be adopted in delivering the training. the overall approach will be consistent with an Adult Learning Model of education drawing and building on existing skills, knowledge and competencies of the participating staff. A variety of learning approaches will be used including:

- formal presentations,
- small group activities,
- case studies,
- role plays,
- group discussions,
- use of videos and other educational resource materials.
- Study tour
- Project work

Note: Training shall be delivered via physically and virtual (where necessary)

5.0 Training Monitoring and Evaluation

Systematic monitoring and evaluation of training courses will be carried out by trained internal and/or external experts in order to measure the effectiveness of training, both in terms of what is learned as well as the way any knowledge gained is put into practice at the work place. Based on the outcome of this systematic monitoring and evaluation, a training plan may be put in place to address identified needs/ gaps. Pre-test and Post-test could be used to evaluate the effectiveness and impact of the training if need be.

6.0 Audience of Participants

The curriculum is built around three pillars, viz.

a. In relation to all Correctional Officers (recruits, mid-level and senior officers). These will be exposed to the basic modules as appropriate
b. Specific to Non-custodial Officers (recruits, mid-level and senior officers)
c. Non-custodial Officers who work with women
d. In relation to ‘other correctional Officers – Such as may temporarily come to engage with offenders, but require induction.

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Basic recruitment course and basic superintendent course (6 months each)

7.0 Core Principles of the Course

Acknowledging the importance of non-custodial services in the offender rehabilitation, reintegration and safety of society in general, the three-part course curriculum is built on the principles of:

- Human rights
- Gender responsive
- Respect and accountability
- Effective implementation of non-custodial measures
- Personal and professional Development
- Knowledge, understanding and skills
- Justice, fairness and equity.

8.0 TRAINING CURRICULUM

This training curriculum broadly sets out the training course(s) that prospective Nigerian Correctional Service (NCoS) Officers delivering non-custodial measures will have to undertake in order to be adequately equipped for the role.

9.0 STRUCTURE OF THE CURRICULUM

10.0 The curriculum is organised in three parts, viz.

I. Basic
II. Development
III. Command

9.1: The basic course entails very pertinent modules essential for new recruits into the Nigeria Correctional Service and will enable them to have a good and effective start in the performance of their roles. Such modules include:

- Functions of the Criminal Justice System and the Correctional Service
- Legal Framework
- Criminology and Community Corrections
- Introduction to Probation
- Effective Supervision
- Introduction to Social Investigation and Risks and Needs Assessment
- Communication and Interpersonal Skills
- Report Writing
- Ethics and Community Correction

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- Introduction to Human Rights
- Intelligence Information gathering and Security
- Working in a Multidisciplinary team
- Fieldwork and Reflective Practice.

The foundation course will be concluded with a written test and evaluation.

9.2 Development Course: The intermediate course comprises of eleven modules designed to improve the skills and competence of participants/officers in their service delivery. They include:

- Introduction to psychology and criminal conduct
- Community Work and Rehabilitation
- Contemporary Perspectives in Community Corrections
- Restorative Justice
- Supervision
- Parole and Reintegration
- Communication and Relation building
- Human Rights (3)
- Gender and Justice
- Stress Management
- Staff safety and the Management of Actual or Potential Aggression
- Fieldwork and Reflective Practice.

This Course will also be ended with a written test and evaluation to ensure participant understanding of what is taught.

9.3 Command Course: The Advanced Course is intended to further hone the skills and competence of Officers/Participants. The course modules include:

- Crime and Society
- Criminal Justice System and Non-Custodial Sentencing
- Comparative Community Corrections
- Public Safety
- Human Rights (3)
- Equality and Diversity
- Vulnerable and Special Needs Offenders
- Fieldwork and Reflective Practice.

There will be a minimum of six months intervals between the component parts of the foundation, intermediate and advanced. This is to allow

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participants the opportunity to practice and reflect on the knowledge acquired in order to effectively build on it.

The Nigerian Correctional Service Annual Training Plan will act as a one stop shop for the detail of specific courses to be delivered, the number of the courses to be delivered, and when those courses will be delivered.

The training will be delivered in the context of a rolling programme. The number of each type of course to be delivered each year will depend on training priorities and training needs identified by the Nigerian Correctional Service board in collaboration with PRAWA and it will be clearly set out in the Nigerian Correctional Service Annual Training plan.

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PART 1- BASIC TRAINING FOR NEW NON-CUSTODIAL OFFICERS

PART 1 – Basic Training

Module Number	Module Name	Module Description	Module Objective	Course Duration
Purpose of Correctional Service and Legal Framework				
1	**History, structure and functions of the Nigerian Criminal Justice system**	The first session will look at the role of the Criminal Justice System and the part played in it by the Nigeria Correctional Service. A detailed consideration of the mission, vision, purpose and functions of the System with emphasis on the non-custodial correction.	To give Participants a clear overview of the criminal Justice system and how it interacts with the Correctional Service.	?
	History, Evolution and Legal Framework			
2		The session gives participants an overview of the Legal Framework for the Nigeria Correctional Service. (Law, Regulations, and Standing Orders), the ACJA and ACJL in states. Reference will also be made to the National Committee, State Committee and Technical Committee on Non-Custodial Measures, as stipulated by law.	To give participants understanding of the legal framework of the NCoS	?
3	**Criminology and Community Corrections**	This module will explore the meaning of crime (in the lens of socio-psychology); legal and social intersection of crime; correction/rehabilitation, alternatives to imprisonment.	To give participants understanding of the aetiology of crime and its application to non-custodial service practice.	?
Community Corrections (Non-custodial measures)				
4	**Introduction to Community Corrections**	This module introduces participants to definitions, components/ concepts, historical development in Nigeria and the relevance of Probation as a key component of non-custodial sentencing. It	To understand what probation means and its relevance in modern day criminal justice	?

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		explores both offender and societal benefits of non-custodial measures. A typology of a correctional staff will be outlined and the core characteristics of a 'model' correctional officer will be identified. The task and skills needed to be effective in the role will be outlined.	system in Nigeria	
5	**Effective Supervision**	Supervision is one of the hallmarks of non-custodial service. Participants will be introduced to and given detailed understanding of supervision: relation building after the Probation Recognisance is finalised; drawing of Supervision Plans; Also, Problem Solving and Crisis Management; 'mentoring/role model' and recording of progress as tools of effective supervision will be taught. When supervising female offenders, it is important to use gender responsive strategies. (NB. In view of the importance of the component parts of this model, more time/ focus will be given it).	To ensure that participants understand the concepts of supervision. To facilitate participants understanding of supervision and encourage them to engage in all the ingredients of effective supervision. Gender responsive strategies include affirmation, strength-based supervision, relational and trauma informed practices.	?
6	**Introduction to Social Investigation and Risk and Needs**	This module provides training for participants in presentencing investigation, assessing the risks and criminogenic needs of offenders and the likelihood of reoffending, as well as identifying the risk of harm that they pose to themselves and others. It covers both Pre-sentencing and Community Service and is designed to	To give participants the knowledge of how to undertake comprehensive social investigation and generate good Pre-sentencing reports to inform	?

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		match the risks and identified needs, reduce re-offending and the likelihood of further serious harm occurring. A separate section of this module will be dedicated to the differences in the risk and needs assessments for men and women and the importance of using the correct risk assessment.	Court Orders and facilitate offender's supervision in the community, giving regard to offender risks/needs assessments. Recognizing that gender matters is important in assisting female offenders with re-entry.	
7	**Communication and interpersonal skills**	The ability of Correctional Staff to foster relationships with offenders on non-custodial sentences hinge hugely on effective communication skills. This module will teach participants key concepts of communication such as observation, listening, verbal, non-verbal and written communication. The importance of communication in assessments, investigations, supervision, court and inter-agency work will be explored.	On completion of this module, participants should understand the key concepts of communications . To effectively interview probationers. Understand the importance of summarising, and apply the rules of feedback; recognise and name behaviour that raises conflict and/or aggression in the communication between staff and probationers; effectively react to challenging behaviour of offenders (e.g. confrontation,	?

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			aggression, non-compliance), including de-escalation techniques	
8	**Report Writing (review of forms)**	Observing as well as following-up and reporting on the behaviour of offenders is an important part of the work that correctional officers undertake. This module will teach participants of feedback and support mechanisms for non-custodial officers in supervision. The role of staff supervisors, case conferences, case committees to monitor behaviour change. The role of courts and NGOs will also be looked at. It will give participants the understanding of how to plan and structure a review report; following required stipulations; the use of simple sentences and clarity; use of appropriate language and words; legal implications of reports.	This module is intended to teach participants of the Review/feedback report; To equip participants with appropriate report writing skills including Presentencing, Community Service Reports, and other reports as may be required in the daily performance of duty/roles. Reports that include the supervision and management of female offenders should include gender specific and gender responsive verbiage, strategies and program details in the reports on female offenders.	?
9	**Ethics and Community Corrections**	Correctional staff, on and off duty, should exemplify the highest ethical and modern standards to: promote professionalism; gain public support for the profession; earn the respect and confidence of	To inculcate in participants the acceptable behaviour/conduct of the profession.	?

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		peers; and maintain a sense of self-worth and pride. The Correctional Service/probation officer will uphold the integrity of the Court, the probationers and community. This session will consider the professional conduct and ethical framework in which non-custodial staff operate and explore professional boundaries, confidentiality, rights and responsibilities. It will also delve into the key elements of the ethical code and discuss how correctional officers should deal with unethical situations e.g. fraud and corruption.	To promote integrity, probity and accountability of Service. To serve as role models for probationers.	
General Skills				
10	**Introduction to Human Rights (1)**	This module will give participants knowledge on the principles of human rights and to establish an understanding of the importance of protecting and respecting these rights even when undertaking non-custodial sentences. The training session is based on international standards and norms and particularly the UN Standard Minimum Rules for the Treatment of prisoners (non-custodial).	To help participants understand the main principles of Human Rights in accordance with the UN charter and their application in Nigeria. To promote the Human Rights of offenders and correctional officers.	?
11	**Intelligence, Information gathering and Security**	This module defines intelligence and security, types and principles of intelligence in the context of pre-sentencing and community service assessments and reporting. It also covers intelligence and information gathering during supervision.	To help participants understand the importance and role of information gathering and intelligence in their day to day work.	?

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		In addition, it also looks at paradigms of information flows in the context of non-custodial sentencing.		
12	**Working in a multidisciplinary team**	Correctional officers need to be able to co-operate efficiently and effectively in multi-disciplinary teams ensuring mutual respect, communication flow and team building in order to achieve better outcomes. This partnership should also exist between at the national and subnational levels for the effective implementation of non-custodial measures. This module focuses on how non-custodial officers can liaise and coordinate their work properly with other involved professionals (e.g. medical staff, psychologists, social workers).	To create cordial and conducive working environment. To foster cooperation amongst staff and with other agencies.	?
13	**Fieldwork and Reflective Practice**	This module will allow participants to relate their study with the practical reality of their training. Participants will spend some time (NB. To be determined by Training Coordinators) in various institutions related to their work including courts, communities, correction centre and such other places that the course coordinator may determine. There will be workshops to give participants the opportunity to discuss experiences and explore the ethical, professional and value based issues and respond to them appropriately through a combination of presentations, discussions, role-plays etc.	The object of this course is to provide the experiential knowledge that will round up the theoretical work completed. To give participants the opportunity to build networks with other agencies	?

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PART 2 – DEVELOPMENT TRAINING FOR NON-CUSTODIAL OFFICERS				
Module Number	**Module Name**	**Module Description**	**Module Objective**	**Duration**
1	**Introduction to Psychology and Criminal Conduct**	This module is intended to allow the participant to appreciate the criminal justice system and its key underpinning principles. It provides an overview of the justice system and sets out its most important concepts, processes, and agencies. The module also looks at correctional service and its connection with the criminal system.	Define the basic concepts in criminal justice Outline the principles underpinning the justice system Describe the process and roles of each criminal justice agency	**?**
2	**Introduction to Community Work and Rehabilitation**	Introduce participants to the definition of community/community work; principles of community work; profiling communities/minorities (demography, geography, history, values and politics; skills of community work: facilitation and conflict resolution. Participants will also learn about community engagement.	To create a broad understanding of the constituents of a community and how that knowledge could be transferred to plan community work in such a way that benefits the offender and the community	**?**
3	**Contemporary Perspectives in Community Correction**	This module introduces participants to modern day concepts, typologies, values, and the relevance of Probation in non-custodial sentencing. It explores offenders and societal costs and benefits as well as effective models of rehabilitation and reintegration as it applies in community correction. The importance of community work as a means of offenders serving their sentences will be explored, its benefits to clients,	To understand what probation means and its relevance in modern day criminal justice system in Nigeria. To understand the importance of community works in community corrections.	**?**

		the community and the Criminal Justice System.		
4	**Restorative Justice**	The module will deal with the definition and meaning of Restorative Justice; its application, suitability and relevance in noncustodial service. It will explore its benefit to the Victim, Offender, Community and the Criminal Justice System of Nigeria.	To give participants the knowledge and understanding of Restorative Justice as an intervention in non-custodial service.	**?**
5	**Supervision**	This module will build on effective supervision to enhance the capacity of participants to effectively carry out their supervisory roles as non-custodial officers. Problem Solving and Crisis Management; 'mentoring/role model' and recording of progress as tools of effective supervision will be taught. When supervising female offenders, it is important to use gender responsive strategies. (NB. In view of the importance of the component parts of this model, more time/ focus will be given it).	To facilitate participants understanding of supervision and encourage them to engage in all the ingredients of effective supervision. Gender responsive strategies include affirmation, strength-based supervision, relational and trauma informed practices.	
6.	**Parole and Reintegration**	This module is an introductory class on the concept of parole. It seeks to build the understanding on participants on the importance of parole and reintegration program. The duties of parole officers are detailed in the module. Rehabilitation, reformation and reintegration are discussed in this module.	Facilitate the understanding of parole and the duties of parole officers Understand reintegration programmes that can reduce the risk of recidivism Learn reintegration programmes that can enhance ex-	**?**

			offenders ability to contribute meaningfully to the community	
7	**Communication and Relation Building**	This module will build on the foundational communication course with emphasis on motivational interviewing knowledge and skills. It is intended to teach detailed theories of communication as it applies in investigation, supervision, counselling, and inter-agency work. It also deals with effective communication in advocacy, referrals and report writing in the practical sense.	On completion of this module, participants should understand the key theories of communication and the application thereof as it relates to the subjects listed in the module description.	**?**
8.	**Human Rights (2)**	This module will build on the Human Right Principles learned during the foundational level. It will take participants through a detailed tour of the UN Standard Minimum Rules and how they reflect on rights of offenders in the Nigerian context. The training session is based on international standards and norms and particularly the UN Standard Minimum Rules for the Treatment of offenders.	To help participants understand the main principles of Human Rights in accordance with the UN charter and their application in Nigeria. To promote the Human Rights of offenders.	**?**
9	**Gender and Justice**	This module explores and emphasises the importance of gender. It explains the differences between men and women and the criminal justice system, as well as women's pathways into criminality. This module discusses the five core practices areas for gender responsive programming, the gender responsive risk/needs assessments, and all relational components.	To give knowledge and understanding to officers of the differences between female and male offenders. To give an understanding of the importance of the risk/needs assessment for women. This module also discusses the importance of identifying the needs of female offenders and	

			matching specific services with needs.	
10	**Stress Management**	The aim of this session is to provide staff with coping strategies when dealing with work related stress. The session will cover: definition of stress; general causes of stress in life; internal demands; external demands; positive pressure; primary stress; secondary stress; effects of prolonged stress; resources available to deal with stressful situations; positive coping strategies; symptoms of Post-traumatic Stress; and support networks.	This module is to create the understanding of Personal non-work/work related stress. To give participants the necessary tools needed for managing stress.	**?**
11	**Staff Safety and the Management of Actual or Potential Aggression**	The module will deal with the provision of best Care, Welfare, Safety and Security in the context of probation. Participants will learn: How to respond to agitated, disruptive and assaultive behaviour through the organisation of their thoughts; the use of nonverbal, para-verbal, verbal and physical intervention skills. To provide knowledge on the Crisis Development Model – demonstrate defensive behaviour and staff intervention to each behaviour; Coping Model – used to guide staff through the process of establishing Therapeutic Rapport and staff debriefing after a crisis incident Decision Making Matrix – guide staff in assessing risk, likelihood and outcome.	To give the knowledge of safety, security and welfare to Participants in order to enable them provide Care; Welfare; Safety and Security to probationers. To provide participants with the knowledge of Crisis Decision Making and providing for the safety of all in the workplace.	**?**

10	**Fieldwork and Reflective Practice**	This module will allow participants to relate their study with the practical reality of their training. Participants will spend time in various institutions related to their work including courts, communities and such other places that course coordinator may determine. Participants use a workshop to present their experiences and explore the ethical, professional and value based issues and respond to them appropriately through a combination of presentations, discussions, role-plays etc.	The object of this course is to provide the experiential knowledge that will round up the theoretical work completed.	?

PART 3 – COMMAND TRAINING FOR NON-CUSTODIAL STAFF

Module Number	Module Name	Module Description	Module Objective	Module Duration
1	**Crime and Society**	The learning of this module will entail the underpinnings of crime and the required social interventions. Critical issues such as concepts of crime, causes, and effects, will be studied. Crime is viewed as injustice through the lens of the society; punishment is always perceived as a measure of justice for wrong done. This module will consider objectives of corrections, including - deterrence, retribution, rehabilitation and incapacitation.	To understand the interrelationship between society and crime. To understand the theories of corrections.	**?**
2	**Criminal Justice System and Non-Custodial Measures**	The model will further give an insight into the structure and role of the Criminal Justice System in addressing crime within the society. It will examine the rationale behind the preference of penal	To give Participants a clear overview of the criminal Justice system and how it deals	?

		judgements of correctional incarceration over non-custodial sentencing. A detailed consideration of the mission, vision, and purpose of the Criminal Justice System will be perused in relation to corrections.	with offending behaviour.	
3	**Comparative Community Corrections**	Probation involves a non-custodial sentence ordered by a court of competent jurisdiction and places the offender under the supervision of the Probation Service with some conditions such as, to be of good behaviour over a period of time, undertake community service, restorative justice, among others. This module builds on the learnings of the foundation: definitions, components/ concepts, historical development in Nigeria. It explores both offender and societal benefits of probation. At this level, the leanings will transcend to learning from other jurisdictions based on international best practices which will form the basis of the development of the probation within the Nigerian Correctional Service.	To understand what probation means and its relevance in modern day criminal justice system in Nigeria. To provide the participants with the opportunity to learn from international best practice.	?
4	**Public Safety**	The Criminal Justice System works to ensure, amongst others, public safety. This module will provide participants with the knowledge of public safety in the context of its definitions, principles and benefits. It will also provide participants with the understanding of a safe society and factors that could be detrimental to public safety. This module will explore the relationship between social policies, traditional informal public interactions and the safety of the public.	To give participants the understanding of the concept of public safety.	?
5	**Human Rights (3)**	This module will further build on Human Rights (1) and (2). Participants will refresh their knowledge on the principles of	To help participants understand the main principles of	**?**

		human rights and build on their understanding of the importance of protecting and respecting these rights even when undertaking non-custodial sentences. The training will still be based on international standards and norms and particularly the UN Standard Minimum Rules for the Treatment of offenders. A contextual emphasis on Nigeria will be done while drawing on international best practices to inform the learning.	Human Rights in accordance with the UN charter and their application in Nigeria. To promote the Human Rights of offenders and protect the integrity of the Criminal Justice System	
6	**Equality and Diversity**	The module explores and emphasises that staff and offenders under probation shall be treated without discrimination on any ground such as sex, race, colour, religion, political or other opinion, national or social origin, association with ethnic minority, property, birth or other status. It will consider what is meant by 'Institutional discrimination' and ensure that non-custodial officers understand it; That, they must behave in an appropriate and professional manner to each other and those under probation. This includes ensuring that their attitudes and behaviour do not demonstrate prejudice, ignorance, thoughtlessness, and stereotyping which may disadvantage other people. It will also cover the prevention of harassment and bullying of any kind.	To give knowledge and understanding to officers/participants on pertinent issues of everyday discrimination and oppression based on social affiliation. To provide the opportunity to reflect on participants' own biases and prejudices. To provide the knowledge on interventions on discrimination through the promotion of diversity and human rights.	**?**
7	**Vulnerable and Special Offenders**	Correctional staff should be able to identify and work with vulnerable probationers. In this session participants are provided with the basic knowledge of different	To equip probation officers with the knowledge of various vulnerable	?

		vulnerabilities of offenders. Individuals with identifiable vulnerabilities such as drug and alcohol addiction, mental health, speech and language, emotional and physical disabilities etc., should be given the necessary support in order to achieve the desired outcomes. Not only will participants be made to examine their own attitude towards these cohorts, but also to recognize situations or behaviour that requires specialist intervention.	groups/individuals and how best to support them.	
9	**Fieldwork and Reflective Practice**	This module will allow participants to relate their study with the practical reality of their training. Participants will spend a day in various institutions of related to their work including courts, communities and such other places that the course coordinator may determine. Participants will attend a workshop to present their experiences and explore the ethical, professional and value-based issues and respond to them appropriately through a combination of presentations, discussions, role-plays etc.	The object of this course is to provide the experiential knowledge that will round up the theoretical work completed.	?

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