



PO21 National DACUM and Survey Implementation Report

WP3 Output 1

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Introduction

01

Introduction

The PO21_Prison Officers for the 21st Century project is anchored in a robust research component within the scope of WP3 Designing transnational vocational curricula and resources. Hand in hand with extensive desk research, field research was carried out by the partnership in the form of national DACUM (Developing a Curriculum) workshops, under task 3.1.3. Thus, this document corresponds to WP3 O1, which was dedicated to assessing existing and future skill needs.

Acknowledging the importance of the DACUM workshops for the project, specifically for developing the Innovative VET curriculum and programme (WP3 O4), the partnership produced and validated a transversal Outline for the implementation of the national DACUM reports to guide the partners in their national activities. The Outline covered all essential points related to DACUM workshops, elaborating on this research method's underlying theoretical framework, and putting forward a concrete work plan to implement the activity. The Outline also provided concrete tables to be filled out by the partners as a direct way to summarise the results of each DACUM workshop, along with suggested agendas and quality control checklists. It may be found in the Annexe section, as Annexe 1.

From a practical standpoint, 3 DACUM workshops were carried out – in Germany, Portugal, and Romania – following the previously shared guidelines and suggestions. Each of the workshops was subdivided into two sessions, in order to enable separate discussions regarding the current characteristics of the prison officer occupational profile, but also those expected in the future. The choice for two online half-day sessions was due to the limitations imposed by the COVID-19 pandemic and took under consideration the difficulties of organising 1 full-day in an online setting.

The Reports of each national workshop may be found in this document. Whereas one additional workshop was also planned to take place in Belgium, the Belgium Federal Service of Justice informed the partners that a new occupational profile (and training programme) is currently under development in Belgium. To that extent, the partners found it unnecessary to carry out the DACUM workshop in Belgium – since discussions would concern the outdated profile. Instead, the Belgium partner shared the draft profile with the partners, which already demonstrates a high sensitivity towards the challenges prison officers face at present and will face in the future.

Lastly, the Consortium initially foresaw the conduction of semi-structured interviews as complementary research material to the DACUM workshops. However, due to the limited availability of respondents and restrictions posed by the COVID-19 pandemic, the partners opted for launching an online survey. The latter offers substantially more flexibility to the respondent, covers a broader range of content and dimensions and enables the collection of an incomparably higher number of responses while circumventing the difficulties posed by the pandemic. The survey results are also displayed in this document.

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National DACUM Reports
**Portuguese National DACUM
Workshop Report**

02

National DACUM Reports

Portuguese National DACUM Workshop Report

Description of the event

The present report highlights the main findings and results of the Portuguese DACUM workshop, whose goal was to analyse the current requirements for Prison Officers in Portugal while identifying specific future challenges and corresponding areas of knowledge in need of further investment. Considering the involvement of two Portuguese relevant sectoral representatives – the Directorate-General for Reintegration and Prison Services (DGRSP) and the National Trade Union of Prison Officers (SNCGP) in the project –, it was agreed to carry out the Portuguese DACUM workshop through a three-fold approach. The two organisations were enabled to implement the DACUM workshops separately, and then jointly analysing and summarising their results. As such, two separate DACUMs were organised in full (one by SNCGP and the other by the DGRSP), and a third DACUM which gathered all partners (including representatives from DGRSP’s Training Unit) for conciliating and harmonising responses.

Context

The DGRSP employs 4152 prison officers, as of December 2020, who were the main target of the Portuguese national DACUM workshops. The main **competencies of the professional profile of prison officers are described** in Decree-Law no. 3/2014, Article 27:

- **Guarantee the security conditions** that allow for the exercise of rights, freedom and respect for citizens guarantees, the respect of the law and the principles of Rule of Law;

- **Ensure the surveillance and protection of the penitentiary establishments**, as well as the DGRSP's facilities;
- **Observe inmates** at the workplace, facilities, and habitational zones, as discreetly as possible, to detect situations that may be against order and safety of the services or against the moral and physical integrity of those in the facilities;
- **Maintain a relationship with inmates** marked by justice, compliance with the rules, trying, at the same time, to exert a positive influence by example;
- **Collaborate with other services and workers** in activities of common interest, providing adequate information to achieve the purposes of the execution of the sentence, pre-trial detention, and security measures, without prejudice to the normal development of their functions;
- **Immediately forward inmates' petitions and complaints to the competent of the hierarchical superior**;
- **Report to the superior**, as soon as possible, any disciplinary infringements of which they may have become aware;
- **Accompany and take into custody inmates** who are transferred or who, for other reasons, move outside the prison establishment;
- **Apprehend and return escaped inmates or those who are outside the prison** establishment without authorisation to the nearest prison;
- **Assist and maintain security and surveillance during the visiting period of inmates**, as well as search visitors, verify and inspect the products or articles belonging or destined to them;
- Carrying out the necessary activities for the **initial reception of inmates and visitors and** enlighten them about the legal and regulatory provisions in force in the establishment;
- **Prevent and combat crime in prison**, in coordination with the security forces and services;

- **Prevent the practice of other acts contrary to the law and regulations;**
- **Ensure control over the entry and exit of persons and goods in the prison area;**
- Prison staff who know facts concerning crimes shall immediately report to their superior.

Date and place

Due to the representation of several Portuguese entities in the Consortium, the Portuguese DACUM workshop opted for an original implementation strategy that would simultaneously enrich the obtained results. Thus, the Portuguese DACUM workshops were implemented as follows:

- A first DACUM Workshop, implemented by the SNCGP - 2 half-day sessions on November 16th and November 23rd, 2020);
- A second DACUM Workshop, implemented by the DGRSP - 2 half-day sessions on November 26th and December 3rd, 2020).
- A third concluding session, that gathered representatives from all national organisations to compare and harmonise results - 1 half-day session on January 12th, 2021).

The adopted strategy resulted in a higher number of participants than it was foreseen in the application in the Portuguese DACUM workshop, and it was also possible to expand the platforms to discuss several relevant themes and, finally, the comparison of the results of each session and their validation.

Participants

A total of 25 experienced professionals from different professional categories (mostly prison officers) participated in the first and second stages of the Portuguese DACUM workshop, which gathered **principal officers, ward chiefs and prison officers.**

The participants' work experience ranges from the **national communications centre, CCTV/communications sector, k9 unit, reception, prison school, workshop, canteen, etc.** Geographical representation was also ensured by SNCGP and DGRSP, by inviting professionals from several regions of the country.

Organisation of the workshops

Preparatory meetings were held with representatives of both the SNCGP and DGRSP and BSAFE/UBI and IPS to clarify any remaining questions methodology-wise and highlight the central objectives of the activity.

The two workshops followed the general structure provided in the draft agendas, encompassing two different moments, one dedicated to the current role of the prison officer and the other focused on the present and future challenges and required adaptations.

The first session followed the steps detailed below:

- A first introductory moment, for the presentation of all involved and the overview of the objectives of the sessions;
- The organisation of brainstorming exercises, regarding the current role of the prison officer, in groups;
- A plenary session for discussing the occupational profile while ranking and prioritising duties, tasks, knowledge, and skills required for the role.

Although it had different objectives, the second session adopted a similar form to the first one:

- Organisation of brainstorming exercises, once again in groups, for identifying the challenges increasingly faced by prison officers, their impacts, and necessary adaptations;
- A plenary session aimed at debating and creating the future occupational profile and its definition;

- A final moment for reflecting on what it means to be a Prison Officer in the 21st century.

Threefold approach to the DACUM workshop

The first DACUM workshop (National Trade Union of Prison Officers)

As previously noted, the first DACUM workshop implemented at the Portuguese national level was conducted by SNCGP, through a virtual format, due to pandemic-related restrictions. By choice of the then President of the organisation, the two half-day sessions were facilitated by Pedro das Neves, CEO of IPS_Innovative Prison Systems. Overall, the session achieved gender parity regarding the group of participants, which amounted to 16 in total. Moreover, efforts were also made to achieve appropriate geographical representation of the participants, who are currently placed in several areas of the country and the islands. Jorge Alves, then President of the SNCGP, Vítor Costa, from BSAFE/UBI and Joana Apóstolo, from IPS, acted as observers for the DACUM workshop.

The second DACUM workshop (Directorate-General for Reintegration and Prison Services)

The second DACUM workshop was carried out by the DGRSP, also through a virtual format, considering the imposed limitations. The project partner nominated Nuno Queiroz de Andrade, a trainer and consultant with experience in implementing the DACUM methodology, as the facilitator of the sessions, which were also implemented in two half days. The session assembled nine prison officers (9 for the first half-day and 4 for the second half-day). Vítor Penha Ferreira, head of the DGRSP penitentiary training centre, Vítor Costa, Researcher from BSAFE/UBI, as well as Teresa Silva and Jorge Monteiro, from DGRSP, acted as observers for the DACUM workshop.

The third DACUM workshop (conclusions and harmonisation of results)

The third and final moment of the Portuguese DACUM workshop materialised into a half-day online session, gathering representatives from all the Portuguese organisations in the Consortium (BSAFE/UBI, DGRSP, IPS and SNCGP). Both facilitators presented the DACUM workshops' results before diving into the discussion and comparison of their respective findings. Jorge Monteiro, Teresa Silva, and Vítor Penha Ferreira represented DGRSP, whereas Jorge Alves participated on behalf of SNGCP; Vítor Costa, from BSAFE/UBI and Joana Apóstolo from IPS participated in the discussion of results as well.

National DACUM workshop results

First evaluation: Expectations

Participants of both workshops demonstrated enthusiasm and interest in the methodology of the session. In general, participants shared that they expected the session to enable reflections on their profession's present and future, provide a space for discussion and exchange of ideas, and potentially influence the future of their professional role.

Schematised results

The results of both DACUM workshops (SNCGP's and DGRSP's) were relatively close and pointed to similar conclusions. Comparing the reports of both DACUM workshops, **it was highlighted that the emotional and relational components in the role of prison officers were considered highly relevant, as well as accompanying technological evolutions.** The aggregated and harmonised results of both sessions are displayed below, presented in the tables used during the DACUM workshops. Table 1 corresponds to the first session's topics, whereas Table 2 and 3 are linked to the focus of the second session. Finally, Table 4 intends to present the evaluation of both workshops' quality.

Current characteristics of the PO's professional role

- Name of the developing organisation (DGRSP; SNCGP; IPS; BSAFE/ UBI)
- Affiliation of the panel members: Portuguese Prison Officers (DGRSP)
- Name and affiliation of the facilitator: Nuno Queiroz de Andrade (independent) & Pedro das Neves (IPS)
- Location of the workshop / tool used in online format: Zoom & MS Teams
- Dates of the workshops: 16.11.2020 & 23.11.2020; 26.11.2020 & 03.12.2020; 12.01.2021.

Current Job

Prison Officer

Current Job	Prison Officer
Current Duties	Ensure security conditions on the floor and in open spaces.
	Ensure surveillance and protection of the prison through technology (CCTV/radios).
	Monitor and control the entering and exit of people and goods from the prison.
	Ensure peripheral surveillance through the CCTV system.
	Manage visitations, accompany, and guard the inmates.
	Oversee the training of the inmates.
	Manage inmates' mental health.
	Transmit inmates' requests and complaints vertically through the hierarchy; Collaborate with other services and staff (e.g., medical department, social services).
	Accompany the inmate to external visits (e.g., to the hospital, to court).
	Report.
Prevent the practice of acts contrary to the law and regulation; Prevent and fight criminality.	

Current Tasks

Supervise, manage, and control the inmates (count and monitor them); carry out security checks and search proceedings with the inmates, staff, and visitors; Ensure the cleanliness and hygiene of the spaces; detect and inform of situations that may generate insecurity for the inmates, the staff, and the prison; predict and manage conflicts. Interact with the inmates over matters of rules and counselling; check their disposition.

Monitor the internal CCTV system; ensure that the devices are operational and manage their distribution; ensure communications with the outside.

Registering and controlling people and vehicles entering and exiting the prison

Operate the equipment; monitor movement and approximations to the prison wall

Assist and maintain security and surveillance during visitation periods; supervise visits; conduct searches.

Supervise, manage, and control the inmates (count and monitor them); carry out security checks and search proceedings with the inmates, staff, and visitors; Ensure the cleanliness and hygiene of the spaces; detect and inform of situations that may generate insecurity for the inmates, the staff, and the prison; predict and manage conflicts. Interact with the inmates over matters of rules and counselling; check their disposition.

Closely monitor the inmate's mental state and the clinical process; ensure that the inmate does not hide medication; alert the competent authority on situations that may pose harm to the inmate's health.

Understand and use the existing information and reporting flows and procedures. Provide counsel and ensure that the inmate gets the services he needs (e.g., medical); accompany the inmate to the services.

Check the inmates' identification, conduct body searches, and withhold their belongings.

Prepare documentation and reports relevant for the higher ranked officers.

Maintain security and order in prison.

Current Skills/Competencies

Self-control; emotional intelligence (verbal and non-verbal); active listening; know how to apply the rules and maintain the order inside the prison.

IT skills.

Ability to use the XR equipment and devices.

Ability to handle the CCTV system.

Detect and correct inappropriate behaviours.

Self-control; emotional intelligence (verbal and non-verbal); active listening; know how to apply the rules and maintain the order inside the prison.

Caring for others; communication skills; integrity

Active listening; teamwork; communicating with colleagues, inmates, higher ranks, and specialised teams.

Maintain good relationships with other professional groups and with the inmates.

Attention to detail. Make use of the existing information and reporting flows and procedures. Administrative skills.

Make use of authorised proceedings of physical control and restriction, if necessary.

Current Behaviour

Assertive behaviours, expressing oneself firmly, giving out orders, asking questions appropriately, maintaining a humane posture; supervise the activities of the inmates.

Detect anomalous situations, communicate vertically through the hierarchy.

Monitoring and searching people, vehicles, goods (and detecting forbidden goods); using the XR and performing metal detection.

Prevent escapes; detect vehicles parked by the prison wall and human activity; prevent intrusions; make use of firearms if necessary, detect the use of drones.

Assertive behaviours, expressing oneself firmly, giving out orders, asking questions appropriately, maintaining a humane posture.

Understanding the inmate's rights, dignity, and personal responsibility; Persuade, influence, and listen to others.

Offer appropriate support and care to vulnerable inmates and those at risk of selfharm to ensure emotional stabilisation.

Support other staff categories in the evaluation of the inmate, and provide them information on recent behavioural changes; protecting the team of professionals from different sectors; develop good relationships with specialised professionals.

Ensure safety and security protocols for the inmate and the staff; maintain a positive interaction with the inmate.

Report writing. Maintain and update the documentation on the inmates.

Follow and ensure that inmates follow national policies and legislation; participate in rehabilitation programmes, including workshops.

General Knowledge	Knowledge of the law, security (dynamic security), interaction with the inmate, surveillance.
	Surveillance and security.
	Surveillance and security; Respect for others.
	Knowledge of the law, security (dynamic security), interaction with the inmate, surveillance.
	Mental health problems.
	Healthcare in prison.
	Security protocols.
	Professionalism; integrity.
Specific Knowledge	Security protocols.
	Knowing the inmates' routines, schedules and needs (health or food-wise, for example), occupational safety.
	Knowing how to use different work instruments.
	Knowing the inmates; understanding the specific procedures of searches.
	Motivating the inmates for the training activities.
	Support the implementation of programmes dedicated to the reduction of violence and suicide prevention.
	Addictive behaviours.
	Outside diligences and transfers.
	Writing skills.
Knowing how to legitimately make use of force, when necessary; self-defence.	

Existing Training

Modules on: criminal and procedural law; security in the prison context; maintenance of order in prison; dynamic security, professionalism and Human Rights.

Modules on: security technologies.

Modules on: security in the prison context; maintenance of order in prison.

Modules on: arms and shooting.

Modules on: searches, posture, and professional ethics.

Modules on: criminal and procedural law; security in the prison context; maintenance of order in prison; dynamic security, professionalism, and Human Rights.

Modules on: vulnerable inmates; suicide prevention in the prison context; psychopathologies, mental illnesses, and non-criminally responsible inmates;

Modules on: communication and teamwork; promotion of health and disease prevention.

No training is provided in this regard.

Modules: criminal behaviour: risk factors and intervention models; technical intervention on the cycle of sentence execution and custodial sentences and measures; rehabilitation programmes dedicated to specific issues; self-defence.

Noted Challenges

The following Challenges are not listed in a specific order.

Challenge 1	Ageing of inmates
Challenge 2	Organised crime
Challenge 3	Information technologies
Challenge 4	Security technologies
Challenge 5	Emotional and relational competences
Challenge 6	Radicalisation (prevention)
Challenge 7	Deradicalisation/disengagement
Challenge 8	Accessing continuous training
Challenge 9	Mental health

Challenges increasingly faced by prison officers, the impacts of those challenges, and the required adaptations for the future role

Table 3: Identification of the challenges increasingly faced by prison officers, the impacts of those challenges, and the required adaptations for the future role

Current Job	Prison Officer
Future Duties	Handle information technology solutions.
	Handle inmates' mental health.
	Handle ageing inmates.
	Handle organised crime in prison.
	Prevent radicalisation.
	Promote deradicalisation/disengagement.
	Promote rehabilitation.
Future Tasks	Manage operative systems, apps.
	Effectively support the inmates' emotional stabilisation.
	Geriatric care.
	Identify and dismantle networks of organised crime.
	Identify vulnerable inmates to the radicalisation phenomenon and already radicalised ones.
	Influence and persuade inmates to join deradicalisation/disengagement programmes.
	Involvement of the prison officers in the activities of inmates.

Future Skills/Competencies	Digital and technological competencies.
	Ability to connect with the inmates; being aware of best practices on health and safety procedures; ability to communicate with the inmates.
	Sensitivity towards the unique needs of older inmates.
	Ability to connect with the inmates; understanding the organised crime phenomenon.
	Ability to connect with the inmates; understanding the radicalisation process.
	Ability to connect with the inmates.
	Ability to connect with the inmates.
Future Behaviour	Understand and use digital technologies that support security and inmates' reinsertion.
	Take care and be comprehensive. Report adequately.
	Take care and be comprehensive. Report adequately.
	Pay attention to detail. Understand and use the prison Intelligence process (tasking, collection, evaluation, collation, analysis, dissemination, and re-evaluation).
	Pay attention to detail and radicalisation alert signs, as well as proselytist behaviours. Understand and use the prison Intelligence process (tasking, collection, evaluation, collation, analysis, dissemination, and re-evaluation).
	Pay attention to detail and radicalisation alert signs. Motivating the inmates.
	Motivate the inmates.

General Knowledge	Surveillance and security.
	Inmate's mental health.
	Special conditions of older inmates.
	Phenomenon of organised crime.
	Phenomenon of violent extremism and radicalisation processes.
	Phenomenon of violent extremism and radicalisation processes.
	Surveillance and security.
Specific Knowledge	ICT, image, and digital technologies competencies.
	Knowledge of the habits and movements of the inmates; suicide prevention.
	Cognitive decline.
	Knowledge of the habits and movements of the inmates.
	Knowledge of the habits and movements of the inmates; radicalisation exit programmes.
Training Needed	Specialisation in the use of equipment and programmes.
	Posture and emotional control; conflict management.
	Attentiveness towards the specificities of ageing in prison.
	Organised crime.
	Radicalisation.
	Deradicalisation/disengagement programmes.
	Posture and emotional control; conflict management; occupational health.

Final evaluation

At the end of both workshops, participants considered that their expectations were largely fulfilled and that the DACUM process was carried out efficiently. Above all, participants considered that their contribution was helpful for this specific research field, even if the sessions' logistical aspects could have possibly been better implemented.

DACUM Quality Performance Criteria

Following Norton's (1997) DACUM Quality Performance Criteria, the PO21 Consortium produced the following adaptation, resulting in a simplified version of the checklist. Partners should fulfil this evaluation after the implementation of the workshop.

Criterion Statements	Yes	No	NA
The DACUM panel was structured as follows:			
a) A total of 5–12 expert workers were selected	X		
b) A majority of the expert workers were actual correctional officers (rather than technicians or managers)	X		
c) Committee members were geographically representative	X		
d) Members were able to participate during the entire analysis	X		
e) A working occupational title and definition was used to guide the panel member selection	X		
The facilitator possessed thorough knowledge of occupational job analysis procedures, valuable skills in group dynamics, as well as a thorough knowledge of the professional role of prison officers	X		
The DACUM workshop adhered to the theoretical conceptualisation (all steps were fulfilled)	X		
The DACUM chart produced contains duty and task statements adhering to the theoretical conceptualisation	X		
The DACUM research contains:			
a) A list of the general knowledge and skills required of workers	X		
b) List of worker behaviours desired	X		
c) List of tools, equipment and supplies used	X		
d) List of future trends/concerns	X		

Criterion Statements	Yes	No	NA
The DACUM research chart contains descriptive identification information, including:			
a) Name of the developing organisation	X		
b) Affiliation of the panel members	X		
c) Name and affiliation of the facilitator	X		
d) Location of the workshop / tool used in online format	X		
e) Dates of the workshop	X		

Conclusions

The third phase of the Portuguese DACUM workshop provided a platform for discussion, comparison, and harmonisation of the two workshop's results (DGRSP's and SNCGP's). Partners concluded that the workshops' findings were rather complementary: **whereas DGRSP's was focused on the need to adapt current training for the challenges already faced today, SNCGP's looked more towards future challenges and necessary changes.** On the other hand, the convergence of results between both sessions was considered a positive factor, especially for validating the results. Ultimately, the involved partners agreed **with the following occupational description of the Portuguese prison officer:**

Duties

- Maintain, supervise, manage, and control inmates, complying with the law;
- Conduct security checks and search procedures on inmates, staff, and visitors;
- Supervise visits and carry out control tasks;

- Escort inmates on external visits to the hospital, for example;
- Assist in evaluations of inmates;
- Advise inmates and make sure they have access to professional help if necessary;
- Deal with incidents on the “front line” and work as part of a team to solve the problems;
- Use authorised physical control and restriction procedures, where appropriate;
- Take care of the property of the inmates;
- Be aware of the rights and dignity of inmates and their responsibility;
- Provide adequate care and support for vulnerable inmates and those at risk of self-harm;
- Support the implementation of policies to reduce violence and suicide prevention;
- Participate in rehabilitation programs, including workshops;
- Develop relationships with other specialised professionals, including health and social work professionals;
- Prepare reports and documentation relevant to managers;
- Maintain and update records and write inmate reports;
- Comply with and enforce national policies and legislation.

Knowledge

- Apply rules and maintain order;
- Supervise the activities of inmates;
- Legitimately use force when necessary;
- Use the different instruments of work;
- Avoid entry and search for illicit items or substances;
- Prepare reports and report on the conduct of the inmate;
- Help in the rehabilitation and counselling of inmates
- Be assertive;

- Be mature;
- Solve problems and make decisions;
- Communicate with colleagues, managers, and inmates;
- Work as a team;
- Listen;
- **Professionalism.**

Behaviours

Professionalism

Security-wise: contributing to the safety of the prison:

- Treats security as a high-priority issue;
- Reports incidents and safety violations accurately and urgently;
- Assumes responsibility for the control of personal equipment and/or keys;
- Questions behaviour among colleagues that could harm security;
- Works in collaboration with other roles and colleagues to ensure a secure environment;
- Works with other professionals to reduce the levels of violence, bullying and self-harm and misuse of illicit substances;
- Contributes to the maintenance of physical safety;
- Handles and reports incidents of assault and injury to inmates;
- Deals with and reports violent and intimidating behaviour of inmates;
- Knows and applies the principles of dynamic security, addressing the needs of inmates individually;
- Develops professional relationships with inmates and contributes to a constructive regime;
- Encourages inmates to take responsibility for dealing with personal situations such as substance abuse;
- Identifies and reports the risks presented by inmates;
- Encourages inmates to improve their behaviour;

- Acts when there are signs of substance abuse by inmates;
- Deals constructively and reasonably with the inmates' complaints and problems.

Motivation and resilience

- Responds calmly when under pressure;
- Remains motivated and takes the initiative;
- Accepts challenges;
- Does not abandon tasks until they are completed;
- Motivates others by example;
- Maintains perspective when faced with difficulties;
- Maintains principles even when faced with resistance;
- Demonstrates enthusiasm, energy, and motivation for work;
- Recognises own emotional and professional limits and seeks help when needed;
- Demonstrates sensitivity to the risk of manipulation or conditioning;
- Maintains a professional approach when faced with assaults and serious problems with inmates;
- Responds calmly, without losing control in incidents and disturbances;
- Responds positively to inmates and their families in difficult circumstances;
- Looks for opportunities to make a positive difference in the lives of inmates.

Integrity

Consistently acts with integrity and by principles and challenges unacceptable behaviour.

- Follows through with commitments;
- Deals with others honestly, impartially, and consistently;
- Accepts responsibility for own acts;

- Challenges, exposes, and reports practices of corruption or violation of principles;
- Acts according to, and promotes the law and guidelines of the DGRSP;
- Ensures that processes are used openly and impartially;
- Always acts within own level of authority;
- Acts with discretion when dealing with personal and confidential information;
- Avoids feeding the culture of "guilt";
- Defends what is right;
- Maintains professional and principled relationships with colleagues and inmates;
- Acts as a positive model of ethics and values of the public service;
- Recognises errors and seeks to remedy them;
- Resists pressure from colleagues;
- Uses authority in a balanced and controlled manner;
- Achieves balance between excessive distance and familiarity with inmates;
- Deals with inmates firmly and fairly;
- Accepts the responsibility of dealing with inmates;
- Seeks to fulfil the commitments made to inmates.

Respect for others

Respects and promotes equal opportunities; treats all people with justice, dignity, and respect. Questions discriminatory behaviour.

- Questions behaviour and discriminatory language;
- Questions and reports bullying, harassment, and discrimination;
- Avoids judging others;
- Recognises the impact of own behaviour on others;
- Shows respect for all cultures, religions, and beliefs;
- Seeks to accommodate the different needs of specific groups of inmates and staff;

- Acts in accordance to non-discrimination or equality of opportunities;
- Treats others fairly, impartially and as individuals, and values their contributions;
- Shows respect and consideration for others;
- Shows respect for inmates;
- Encourages inmates to challenge discriminatory behaviour;
- Encourages inmates to treat each other with respect;
- Treats inmates in a consistent manner;

Collaboration

Persuade, influence, and listen to others

- Communicates constructively;
- Seeks agreement or consent from colleagues and inmates;
- Uses facts and information to support and communicate an opinion;
- Seeks to understand the perspectives of others;
- Fulfils agreements;
- Considers the other's point of view;
- Acts as a positive model.

Teamwork

- Seeks to build positive relationships with colleagues and inmates;
- Supports colleagues in difficult situations;
- Engages others in discussions and activities;
- Shows flexibility and works with collective decisions;
- Shares knowledge and information for the good of the team;
- Accepts own share of responsibility in teamwork;
- Works with colleagues to find solutions to problems and improvements in ways of working;
- Treats team members as colleagues;

- Develops team spirit and celebrates success collectively;
- Accepts help and support from other team members;
- Interest in what happens in the rest of the prison;
- Inspires confidence in others.

Communication

- Speaks and writes clearly, concisely, and logically;
- Uses the most effective means of communication for each circumstance;
- Shares information with managers and colleagues at the right time;
- Confirms the understanding on the part of others;
- Completely responds to questions and requests;
- Seeks clarification and understanding;
- Encourages others to give information and opinions, and values what they say;
- Adjusts tone and language to each situation;
- Keeps colleagues informed and up to date;
- Devotes time to listening to the concerns of inmates;
- Informs inmates of changes in the establishment or regime;
- Ensures that inmates understand the reasons behind the decisions made and the changes that affect them.

Care

- Shows concern for colleagues, inmates, and others, recognising their needs and showing willingness to support them;
- Considers the other's point of view;
- Acts when there are signs of danger;
- Considers the impact of the actions and decisions on the well-being of inmates, colleagues and others;
- Responds to issues and requests;
- Respects confidentiality;

- Maintains a balance between care and control;
- Maintains balanced professional relationships with other people;
- Treats all inmates with humanity and respects their diversity;
- Shows concern about inmates' problems and gives advice and help when requested;
- Acts on the signs of self-harm;
- Seeks to ensure decent and hygienic living conditions for inmates;
- Adopts a team-working approach when dealing with inmates who have self-harm problems;
- Seeks to help inmates with their problems (directly or through the support of other colleagues).

Results and performance

Problem-solving and decision-making:

- Gathers information from a variety of sources. Analyses information to identify problems and issues and makes decisions;
- Makes decisions according to the level of authority, when necessary;
- Obtains, verifies, and understands all available facts before concluding;
- Ensures that decisions are based on sufficient and objective evidence;
- Acts considering previous situations;
- Take the initiative to take preventive measures;
- Considers the implications and risks of the different options;
- Evaluates situations objectively;
- Ensures that decisions reflect DGRSP's values, policies, and plans;
- Accurately analyses the different action options;
- Explains the decisions made;
- Ensures that inmate requests, complaints and problems are handled quickly and accurately;
- Works with inmates to find solutions to problems.

Planning and organisation

- Organises work plans and analyses activities and resources to maximise performance;
- Systematically organises the work to fulfil own function;
- Focuses on priorities;
- Monitors progress and reacts constructively to events that occur;
- Manages time effectively;
- Links own work plan to the fulfilment of the mission and objectives of the Prison and DGRSP;
- Translates plans into action;
- Assumes personal responsibility for delivering results;
- Effectively manages and supervises the activities and movements of inmates;
- Informs inmates of their duties and responsibilities when supervising them;
- Consistently recognises and rewards the good behaviour of inmates;
- Fights bad behaviours and performance of inmates consistently.

Personal development and personal development of others

Welcomes personal development and encourages and supports the development of others.

- Manages own development and looks for opportunities to develop own skills;
- Looks for feedback on performance;
- Evaluates own performance and seeks improvement;
- Accepts feedback constructively and acts on it;
- Regularly reviews and updates personal development plans;
- Train others;
- Encourages inmates to take personal responsibility for the development of social skills;
- Advises and supports inmates to acquire skills and qualifications while in custody;
- Encourages inmates to take responsibility for their own development;
- Ensures that inmates participate in work, programs, and other planned activities;

Romanian National DACUM Workshop Report

03

Romanian National DACUM Workshop Report

Description of the Event

The present report highlights the main findings and results of the Romanian DACUM workshop, whose goal was to analyse the current requirements for Prison Officers in Romania while identifying specific future challenges and corresponding areas of knowledge in need of further investment.

Context

Romanian Prison Police has 11.843 employees and all of them are prison policemen. Of the total, 7503 (64%) are working in Security and Regime sector, and most of them are working as Operative Agents (6808). Therefore, when we target the prison officer, the focus was on the category of **Prison Police Operative Agents (58% of the total number of employees)**. They perform their duty in direct contact with the inmates and are responsible for ensuring security and provide the prison regime for the prison population in Romania.

Date and place

The National DACUM Workshop was organised in Romania by the National Trade Union of Prison Policemen, and it was carried out online, using Zoom platform, as part of WP3 O1 of the PO21 project. The activity is very important for the development of the project, to produce Innovative VET curriculum and programme (WP3 O4) foreseen by the project.

The National DACUM Workshop was organised in two parts, as follows:

- Day 1: 19.01.2021, between 09:00 – 12:00, focused on the current characteristics of the professional role of prison officers.
- Day 2: 21.01.2021, between 10:00 – 13:20, focused on challenges and needed adaptation for the future role.

Participants

In order to ensure the validity of the content, participants from 16 units (spread in all the country) and headquarter were invited (totalling 20 participants). The units cover the **prisons, prison hospitals, detention centres and the National School for Prison Agents. Most of them are working in Security and Prison Regime Sector (the majority as prison agents but there were also middle managers – officers) and others are working as: educator, psychologist, nurse, HR officers.** Among the participants, were three prison policemen who had recently retired and some of the prison policemen who are working for less than five years. Most participants are working in the prison service for more than 15 years. Except for one person, the participants are trade union members of NTUP, in charge of representing the employees from their units.

Organisation of the workshop

Before the workshop, a preparatory meeting was held between the organisers and IPS, as activity leader.

The facilitator of the workshop was Stefan Teoroc – President of the National Trade Union of Prison Policemen – supported by Adrian Neagoe and Catalina Andrei.

The workshop started with a plenary session, including a short introduction about the project and activity, a brief introduction of the participants, the explanation of the concepts used. Afterwards, the participants were asked to complete the questionnaire about their expectations regarding the activity, using Monkey Survey tool.

For the brainstorming activity, the participants were divided into groups to discuss the given tasks. After the brainstorming, the participants presented their work results to the plenary, which were debated by all.

The second session was developed similarly. At the end, the participants were asked to complete a questionnaire regarding the final evaluation.

National DACUM workshop results

First evaluation: Expectation

The responses were different, but the majority can be grouped into 4 dimensions:

- A considerable dissatisfaction with the current job description and expectations regarding modification: clear tasks and responsibilities are needed;
- A clearer description of the role and proper training;
- To highlight the importance of the job and to ensure the necessary respect;
- More information about the work done in other countries.

Schematised results

The aggregated and harmonised results of the workshop are displayed below, in the tables used during the DACUM workshops. The first table corresponds to the first session's topics, whereas the following two are linked to the focus of the second session. The last table depicts the evaluation of both workshops' quality.

Current characteristics of the PO's professional role

- Name of the developing organisation (SNPP)
- Affiliation of the panel members: Romanian Prison Officers (Romanian Prison Officers)
- Name and affiliation of the facilitator: Stefan Teoroc (SNPP)
- Location of the workshop / tool used in online format: Zoom
- Dates of the workshop: 19.01.2021 & 21.01.2021

Current Job

Prison Officer

Current Duties	Prison Officer
	Surveillance of the inmates in the: wings; walking yards; visiting sector; video; educational, religious activities /school; kitchen; medical facilities; workshops.
	Ensure the security of the perimeter, access points and patrols.
	Escort inmates to courts, hospitals, work, outside, community, activities, transfers, abroad transfers (extraditions).
Current Tasks	Prison Officer
	Ensure the integrity of the cells and inmates by checking the facilities and the state of prisoners; Ensure a safe environment by following the procedures regarding the searches of persons and belongings, separation criteria, space admission rules; Ensure the respect of inmates' rights and obligations; Organise the daily activities following the approved daily schedule; Observe, gather information, and inform superiors about inmates' preoccupation and behaviour; Solve legal request of inmates or ensure that the information is transmitted to competent persons; Prevent any disturbance/ restore the order when necessary by reporting to superiors and by being part of the response actions.
	Ensure the security of the prison perimeter by preventing unauthorised access of persons and objects and by preventing unauthorised exits (escapes); Interact with all the persons from outside at the entrance and performs the checks
	Accompany the inmates to different destination; Ensure the safety of the inmates during transportation; Prevent any unauthorised contact between inmates and others; Ensure the surveillance and guarding of the transported inmates; Ensure communication with third parties (judges, doctors, work beneficiaries).

Current Skills/ Competencies	<p>Maintain the legality by respecting the legal framework; Maintain a safe environment inside the prison facility; Maintain a positive professional relationship with prisoners based on fairness; Perform activities as part of a team; Maintain a good professional relationship with co-workers from other different sectors (medical, education, logistic); Make quick decisions upon the different situations; Take part in different activities linked with the social reintegration of the inmates.</p>
	<p>Ensure the safety of the prison as well as the community against any threats; Act as an interface (first contact) between prison administration and the outside world.</p>
	<p>Maintain a safe environment in the transportation of inmates; Ensure the safety of all prisoners; Prevent any incidents during the period when inmates are outside the prison; Maintain the link with prison during the mission/ reporting to superiors; Ensure the respect of separation criteria during transportation; Take any necessary measures required by unforeseen situation and report.</p>
Current Behaviour	<p>Respect the safety instructions and procedures all time; Perform the checking of the rooms and persons when entering the service; Perform checks on the inmates and belongings when they enter or exit the premises; Check the permission access of the persons that interact with the inmates he/she is responsible for; Observe, gather information, and inform superiors about inmates' preoccupation and behaviour; Organise and manage the activities (meals, consultations, visit, workshops, educational) with the inmates he/she is responsible for; Instruct the inmates that perform daily activities on the wing or other premises in his/her responsibility area.</p>
	<p>Secure the fence and entrance against any unauthorised entry or escapes; Observe the cell blocks and areas near the tower; Perform security and antiterrorism checks at the entrance; Perform document verification of those who enter and exit prison; Keep a log of the prison entrance/exits; Report to the superiors about any request to enter the prison.</p>
	<p>Inform about the history of the transported inmates; Perform searches of the inmates; Check of the vehicles' or other means of transportation's integrity; Check the premises for disembarking the inmates: Guard the premises till the inmates are embarked; Respecting the itinerary or decide on an alternative if the case.</p>

General Knowledge	<p>Correct reading and writing competencies; Legal framework that regulates the prison service; Concepts of static, procedural and dynamic security; Control and restrain techniques; Communication flow to pass and receive information; How to work efficiently as part of a team.</p>
	<p>Concepts of static, procedural and dynamic security; Knowledge about the legal framework regarding the use of firearms; Knowledge of the use of weapons and different technical means; Control and restrain techniques.</p>
Specific Knowledge	<p>Assertive communication; Elements of nonverbal communication; Dynamic security; Legal provisions regarding specific types of inmates: Intervention programs regarding specific types of inmates; Conflict resolution techniques; Crises techniques; Stress management techniques</p>
	<p>Assertive communication; Legal framework on how to use the firearms; Antiterrorist procedures.</p>
	<p>Assertive communication; Dynamic security; Legal provisions regarding specific types of inmates; Conflict resolution techniques; Crisis situations techniques; Stress management techniques.</p>
Existing Training	<p>Entry level 4 EQF; National prison training school program; Legislation courses; Communication training; Physical training; Control and restrain techniques; Shooting training; IT courses for operating the database; Courses for dealing with aggressive inmates; Courses for dealing with mentally disturbed inmates; Conflict resolution courses.</p>
	<p>Entry level 4 EQF; National prison training school program; Legislation courses; Communication training; Physical training; Control and restraint techniques; Shooting training; Antiterrorist control procedures</p>
	<p>Entry level 4 EQF; National prison training school program; Legislation courses; Communication training; Physical training; Control and restrain techniques; Shooting training; Courses for dealing with aggressive inmates; Conflict resolution courses.</p>

Noted Challenges

The following Challenges are not listed in a specific order.

Challenge 1	Legal framework modification – increase the number of requests
Challenge 2	New technologies (online hearings, telemedicine, electronic access, electronic surveillance)
Challenge 3	Digitisation/digitalisation
Challenge 4	New technologies used by inmates and caregivers (new communication methods, drones, etc.)
Challenge 5	Changes regarding career, pension (higher age to retire, etc.)
Challenge 6	Modernising the infrastructure
Challenge 7	Decrease of the quality of the new employees
Challenge 8	Increase of specialised crimes (cybercrimes, terrorism/ radicalisation, drugs, organised crime) – modification of the inmates' characteristics
Challenge 9	Increase in the prison population
Challenge 10	Ecology movement/fight against pollution

Challenges increasingly faced by prison officers, the impacts of those challenges, and the required adaptations for the future role

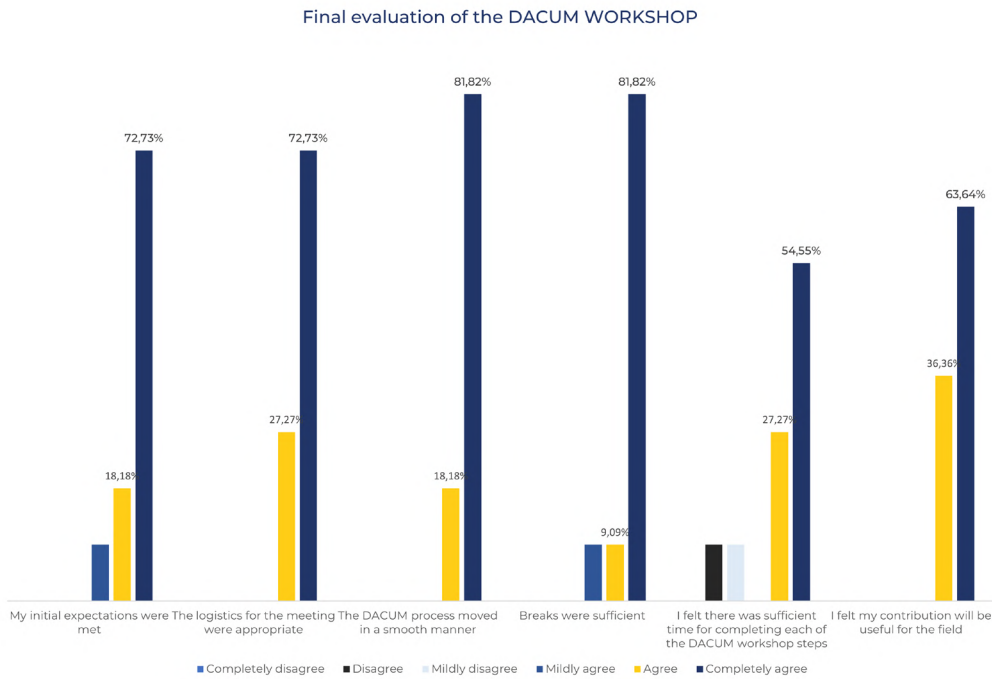
Table 3: Identification of the challenges increasingly faced by prison officers, the impacts of those challenges, and the required adaptations for the future role

Current Job	Prison Officer
Future Duties	Surveillance of the inmate using electronic means.
	Escort inmates.
Future Tasks	Electronic registration of inmates and reporting; Use of electronic communication within inmates' cells; Operate electronic locks/ fingerprint identification; Fill the electronic application instead of working with pen and paper; Electronic planning on visits for the inmates; Assess and monitor inmates from different risk categories; Participate in rehabilitation activities if the number of inmates decreases; Participate in case management activities; Be involved in mentoring the new employees; Supervise the electronic communication; Educate inmates regarding environmental threats.
	Use of electronic information about the inmates; Use of electronic monitoring devices; Operate separate smaller transfers in collaboration with other law enforcement agencies.
Future Skills/Competencies	Computer proficiency; Use of new technology; Understanding the role and activities done for case management; Verification of electronic identification with the person; Treatment of different vulnerable categories; Be involved in counselling inmates over their problems; Get in-depth information over inmates by reading/ completing electronic files; Develop the ability to work in multidisciplinary teams; Specialised intervention in case of incidents; Overwatch inmates regarding selective waste collection.
	Computer proficiency; Use of new technology; Specialised intervention in case of incidents; Develop the ability to work in multiagency teams.

Future Behaviour	Operate with new technology; Pay attention to nonverbal communication; Pay attention to gesture and behaviour of inmates; Multitasking (e.g., computer usage and observation of the inmates); Talks 1 to 1 with inmates on different subjects to know them better; Provide and use relevant information with colleagues from other departments; Selective waste collection/enforce energy-saving measures.
	Operate with new technology; Multitasking (e.g., computer usage and observation of the inmates); Provide and use relevant information with colleagues from other departments; Coordinate the activities with professionals from other organisations.
General Knowledge	Legislative knowledge; Procedures; How to work on teams (roles and attributes); How to put theoretical knowledge in practice; Pedagogy elements; Physical training; Use of weapons and other intervention means
	Legislative knowledge; Procedures; How to work on teams (roles and attributes); How to put theoretical knowledge in practice; Pedagogy elements; Physical training; Use of weapons and other intervention means.
Specific Knowledge	Assertive communication; Elements of nonverbal communication; ICT knowledge; Technical knowledge; Control and restraint; Conflict resolution; Stress management techniques
	Assertive communication; Elements of nonverbal communication; ICT knowledge; Technical knowledge; Control and restraint; Conflict resolution; Stress management techniques.
Training Needed	ICT courses; Communication; Foreign languages; Group dynamics; Effective approaches to work with new categories of inmates; Counselling; Time management; Case management; New procedures courses; First aid courses.
	ICT courses; Communication; Foreign languages; Group dynamics; Counselling Case management; New procedures courses; First aid courses

Final Evaluation

At the end of the activity, the participants were asked to complete the final evaluation. The results are displayed in the graph below:



The most problematic aspect identified was the time allocated. Many discussion points were raised, and the participants felt they would need more time to debate them fully (the result would have been probably different if the workshop could be organised in a face-to-face setting).

DACUM Quality Performance Criteria

Following Norton's (1997) DACUM Quality Performance Criteria, the PO21 Consortium produced the following adaptation, resulting in a simplified version of the checklist. Partners should fulfil this evaluation after the implementation of the workshop.

Criterion Statements	Yes	No	NA
The DACUM panel was structured as follows:			
a) A total of 5-12 expert workers were selected	X		
b) A majority of the expert workers were actual correctional officers (rather than technicians or managers)	X		
c) Committee members were geographically representative	X		
d) Members were able to participate during the entire analysis	X		
e) A working occupational title and definition was used to guide the panel member selection	X		
The facilitator possessed thorough knowledge of occupational job analysis procedures, valuable skills in group dynamics, as well as a thorough knowledge of the professional role of prison officers	X		
The DACUM workshop adhered to the theoretical conceptualisation (all steps were fulfilled)	X		
The DACUM chart produced contains duty and task statements adhering to the theoretical conceptualisation	X		
The DACUM research contains:	X		
a) A list of the general knowledge and skills required of workers	X		
b) List of worker behaviours desired	X		
c) List of tools, equipment and supplies used	X		
d) List of future trends/concerns	X		

The DACUM research chart contains descriptive identification information, including:

- | | |
|---|---|
| a) Name of the developing organisation | X |
| b) Affiliation of the panel members | X |
| c) Name and affiliation of the facilitator | X |
| d) Location of the workshop / tool used in online format | X |
| e) Dates of the workshop | X |
-

German National DACUM Workshop Report

04

German National DACUM Workshop Report

Description of the Event

The present report highlights the main findings and results of the German DACUM workshop, whose goal was to analyse the current requirements for Prison Officers in Bremen, Germany, while identifying specific future challenges and corresponding areas of knowledge in need of further investment. The National DACUM Workshop was organised by the Bremen Senate of Justice and Constitution.

Context

The state of Bremen has two prisons. The detention facilities in Bremen include all types of detention. About 400 people work in the Bremen Prison, located in the city of Bremen. The prison has 724 detention places available. As societies are constantly changing regarding socio-political developments, the prison system needs to constantly adapt the training content and thus ensure the expansion of knowledge of its employees in what respects to newly emerging issues and challenges in prison. Therefore, the partner organisation tried to recruit as broad a selection of employees from as numerous facilities in northern Germany as possible, in order to get a representative impression from the practice and thus to get the best possible insight into current challenges in training and education, related to the professional daily practice in the prison system.

Date and place

Due to the ongoing pandemic situation related to COVID-19, the event took place online, using the platform Zoom and the tool Jamboard. The National DACUM Workshop was organised in two parts, as follows:

- Day 1: 05.05.2021, between 09:00 – 12:00 focused on the current characteristics of the professional role of prison officers
- Day 2: 06.05.2021, between 10:00 – 13:20 focused on challenges and needed adaptation for the role's future.

Before the workshop, there had been a preparatory meeting between the Senate of Justice and Constitution as well as three preparatory meetings with the facilitator.

Participants

In order to ensure a broad overview on training contents and needs, as well as challenges in everyday work, professionals with differing job profiles from three different prisons in northern Germany (Bremen Prison, Bremerhaven Prison, Lübeck Prison) were invited, totalling 16 participants. Professionals invited belong to the general enforcement service, Psychological service, and also educating roles from the school for the training of prison officers. Most participants were correctional officers, from different departments and prisons, some were educators, and some have a background in human resources within the prison system. Most of the participants has a professional experience of 10-25 years.

Organisation of the workshop

The facilitator of the workshop was André Galdia, the Deputy Director of the Administrative School in Bremen, who is responsible for the school-theoretical training in professions, in general administration and justice administration at the middle functional level. He was supported by Ivo Lisitzki and Clara Müller from the Senate of Justice and Constitution.

The workshop started in plenary with a welcome by the head of the division of the Senator for Justice and Constitution. This was followed by an introduction to the project, its goals, and the overall contents of the DACUM workshop. The participants were then asked to complete a zoom survey about their expectations of the workshop.

For the brainstorming phase, the participants were divided into three groups of 5 participants each. They were able to record their first results in assigned “jamboards”, which were then compiled in a subsequent plenary discussion.

The organisational process of the second day was organised in a similar way, with the exception that the results of the previous day were again discussed with the participants, before the beginning of the second brainstorming phase and prioritised according to time, importance and difficulty.

National DACUM workshop results

First evaluation: Expectation

The expectations outlined by the participants were mainly related to discussions on:

- Opportunities and needs for specific training not covered in initial training;
- Common solution and approaches for upcoming and specific challenges;

- Assurance and development of quality standards as part of the initial training;
- Learning other approaches regarding specific issues and challenges (“what works”);
- Opportunities to improve the contents of training.

Schematised results

Current characteristics of the PO’s professional role

- Name of the developing organisation (Bremen Senate of Justice and Constitution)
- Affiliation of the panel members: Bremen Prison; Bremerhaven Prison, Lübeck Prison
- Name and affiliation of the facilitator: André Galdia (Administrative School in Bremen)
- Location of the workshop / tool used in online format: Zoom
- Dates of the workshop: 05.05.2021 & 06.05.2021

Current Job	Prison Officer	Practical Trainer
Current Duties	Handle/ treatment of prisoners.	
	Self-care/resilience.	
	Ensure health, safety, and order.	Educational training / training of (new) staff.
	Administrative work.	
	Further (specialised) training.	

Current Tasks	Specifically dealing with differing languages, religions, and cultures in relation to dealing with prisoners.	Providing special trainings; enhancing core competencies.
	Work-life balance/ health and safety/ staying (mentally and physically) healthy.	
	Control of security aspects/ ensuring a smooth overall process/ selfprotection as well as protection of prisoners.	
	Cooperation with others, ensuring basic services, applications, and statements.	
	Participation in further trainings, Choosing a suiting and productive training.	
Current Skills/Competencies	Intercultural competence through specific training.	Continuous updating and development of specific specialised.
	Aftercare.	
	Urine control, escorted leave, security measures, cell controls.	
	Processing applications, correspondence with other (involved) authorities and institutions, daily routines.	
	Implementation of training contents; recognising needs in training, accepting existing training.	

Current Behaviour	Being interculturally aware; motivate, encourage, and support the creation positive perspectives for the future.	Communication skills; being a role model; specific professional knowledge regarding content-related to specific cases from experience and professional practice.
	Dynamically react to issues and crises, dealing with critical and challenging situations.	
	Safeguarding safety and ongoing practice.	
	Filling out checklists, observation sheets and statements, basic administrative work (filling out specific tables etc).	
	React dynamically in regard to newly emerging topics, issues, and challenges.	
General Knowledge	Social skills.	Knowledge about the needs regarding practice related procedures as well as the opportunities to make use of them in training (work-based learning).
	Knowledge about the instruments and support structures available in aftercare.	
	Awareness of occurring critical situations, awareness of the structures and theoretical knowledge of dynamic Security.	
	Knowledge about administrative needs and processes.	
	Communication skills.	

Specific Knowledge	Intercultural competences.	Knowledge about practical needs in everyday professional practice.
	Knowledge about needs of supporting structures, recognising existing/specific demands.	
	Theoretical background and knowledge of dynamic security.	
	Knowledge about the implementation of requirements in practice as well as other relevant positions and instructions.	
	Recognising needs regarding newly emerging topics and challenges (i.e., radicalisation, mental health, digitalisation).	
Existing Training	“Legato” training regarding radicalisation; intercultural training.	Existing part of the general structured training for prison staff.
	Trainings do not really exist. If at all, intern offers/collegial assistance/support. Not structured/institutionalised help and support.	
	Theoretical and practical training in maintaining security and order.	
	During practical phases, daily duties are discussed in detail. Trainees are prepared for their daily profession all routines.	
	Further training in regard to specific topics with a relevancy for every professional practice.	

Noted Challenges

The following Challenges are not listed in a specific order.

Challenge 1	Radicalisation and radicalised inmates
Challenge 2	Inmates with mental disorders and “troublemakers”
Challenge 3	Generation conflicts/education
Challenge 4	Elderly inmates
Challenge 5	Specific challenges such as for instance the pandemic situation
Challenge 6	Digitalisation
Challenge 7	Interculturality

Challenges increasingly faced by prison officers, the impacts of those challenges, and the required adaptations for the future role

Table 3: Identification of the challenges increasingly faced by prison officers, the impacts of those challenges, and the required adaptations for the future role

Current Job	Prison Officer
Future Duties	Deal with people who are in a process of radicalization.
	Deal with inmates who are having psychological or psychiatric issues as well as dealing with inmates that are troublemakers.
	Induction of new employees (generational conflicts / education).
	Handle/ care for lifelong prisoners.
	Deal with specific challenges such as the pandemic situation and other specific challenges.
	Digitalisation / implementation of technology.
	Interculturality and integration.
Future Tasks	Content-specific treatment of these inmates
	Dynamic handling of the challenge of dealing with prisoners with mental disorders.
	Better integration of new and young colleagues into the team.
	Mental stress in relation to lack of perspective for discharge perspective.
	Extended areas of responsibility, higher requirements that were previously not understood as related to the actual role.
	Dealing with and implementing IT solutions;
	Dealing with cultural differences, language barriers and “dangerous corps spirit”.

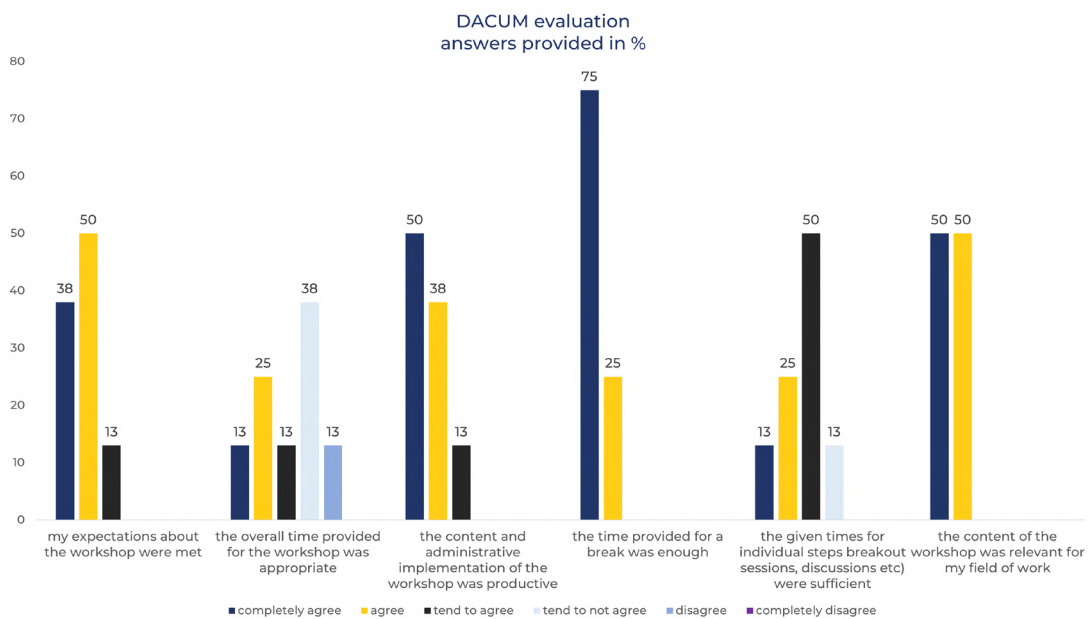
Future Skills/Competencies	More knowledge about cultural specifics, value images; Cooperation with cooperation partners.
	More theoretical knowledge about the “correct” way to deal with inmates, a competence so far almost exclusively obtained from professional practice.
	Improve the quality and practical knowledge of new colleagues.
	Deal with the danger of suicide/suicidal thoughts of inmates.
	Dynamic reaction to very specific challenges in the shortest possible time as well as dealing with the emotional instability caused by such events.
	Confidence and routine in dealing with technology and digital solutions.
	Intercultural skills.
Future Behaviour	Adaptation of existing processes and expansion of Skills related to radicalised inmates.
	Adaptation of the exchange and expansion of the information content about and with other involved institutions.
	Social component of “growing together” and getting closer; managing conflict conflicts.
	Support older inmates who might not be able to work and carry out regular activities.
	Memorise strategies and tools to handle previous crisis.
	Replacing manual tasks with technical processes.
	Treating every inmate fairly; breaking down reservations, sensitivity.

General knowledge	Radicalisation and radicalised inmates.
	Knowledge about mental disorders as well as theoretical knowledge about networks, helping structures.
	Guide / checklist of important work content for new colleagues.
	Care for elderly prisoners.
	Crisis management.
	Understanding of technology and applications.
	Intercultural skills.
Specific Knowledge	Cooperation with other partner institutions.
	Existing and relevant networks that can be involved, as they work with inmates with mental disorders and troublemakers.
	Deal with stressful situations among colleagues; to react to exceptional psychological.
	Special accommodation situation in detention / e.g. specially designed detention room etc.
	Crisis management and dynamic processes.
	Confidence in using applications and technological services.
	Foreign languages and cultural background knowledge.
Training Needed	Guides and training courses on various phenomena within radicalisation.
	Specific training on the possibilities of dealing with the inmates and networking with other relevant actors in the field.
	Modules on andragogical skills.
	Modules on ageing prison population.
	Organisational and theoretical processes; training for global / national / local crises; spontaneous reaction.
	IT certifications.
	Reduction of prejudices, intercultural competences.

Final Evaluation

At the end of the activity, the participants were asked to evaluate the content, as well as the organisational aspects, of the workshop.

Overall, the participants were very satisfied with the workshop and its topics. In addition, most of them confirmed the high relevance of the topic for their everyday work. However, most participants mentioned that the lesser time given for the entire workshop. Specifically, the time for discussions amongst the participants regarding specific, daily work related, issues that came up in breakout sessions and/or general discussions, were considered insufficient.



DACUM Quality Performance Criteria

Following Norton’s (1997) DACUM Quality Performance Criteria, the PO21 Consortium produced the following adaptation, resulting in a simplified version of the checklist. Partners should fulfil this evaluation after the implementation of the workshop.

Criterion Statements	Yes	No	NA
The DACUM panel was structured as follows:			
a) A total of 5-12 expert workers were selected	X		
b) A majority of the expert workers were actual correctional officers (rather than technicians or managers)	X		
c) Committee members were geographically representative	X		
d) Members were able to participate during the entire analysis	X		
e) A working occupational title and definition was used to guide the panel member selection	X		
The facilitator possessed thorough knowledge of occupational job analysis procedures, valuable skills in group dynamics, as well as a thorough knowledge of the professional role of prison officers	X		
The DACUM workshop adhered to the theoretical conceptualisation (all steps were fulfilled)		X (not entirely)	
The DACUM chart produced contains duty and task statements adhering to the theoretical conceptualisation	X		

Criterion Statements	Yes	No	NA
The DACUM research contains:			
a) A list of the general knowledge and skills required of workers	X		
b) List of worker behaviours desired	X		
c) List of tools, equipment and supplies used	X		
d) List of future trends/concerns	X		
The DACUM research chart contains descriptive identification information, including:			
a) Name of the developing organisation	X		
b) Affiliation of the panel members	X		
c) Name and affiliation of the facilitator	X		
d) Location of the workshop / tool used in online format	X		
e) Dates of the workshop			

Belgian Occupational Profile

05

Belgian Occupational Profile

Description of the Event

As mentioned in the introductory section of the document, the workshop planned to take place in Belgium did not occur, since the national Prison administration is going through internal reforms concerning the update of the prison officer occupational profile – that will be fully implemented in the fall of 2022. As such, the Belgian partner shared information with the partnership regarding the new professional profiles that are being developed and finetuned.

Context

The Belgian prison system is organised around 35 prisons: 17 in Flandres, 16 in Wallonia and 2 in Brussels. The Directorate-General for Penitentiary Establishments is responsible for their management.

Three training centres provide initial and continuous training, in Marneffe (Centre de Formation du Personnel Pénitentiaire – CFPP), Bruges and Merksplas (Opleidingscentra voor Penitentiair Personeel – OCPP) (Service public federal de Justice, n.d. a). The correctional officers of the external services of the Directorate General Penitentiary Institutions of the Federal Public Service Justice Belgium who are part of the surveillance, technique and logistics, are currently responsible for both the **security and the guidance aspect**, whereas the new profiles (under development) already indicate a certain level of specialisation.

Participants

The design of the new occupational profile is being carried out through participatory methods. It is important to note that this exercise is not yet finalised and is still expected to take some months as discussions continue. More precisely, consultations are being held as part of a social dialogue process with trade unions, for instance.

Results

The prison service understands that combining these two roles in one function is becoming increasingly complex, given society's changing expectations in what concerns inmate's reintegration and the role of the prison officer in that regard. In addition, scientific data has been given, concerning detention damage and several problems inherent to incarceration (such as an abrupt spike in suicide and drug use). From this study, important recommendations were formulated for prisons, regarding the contemporary interpretation of the tasks of the private security officers to signal recognition, prevention and referral to assistance.

The development of specialised, different job profiles has produced positive results in migrants' detention centres in Belgium, as well as in the Netherlands and Scotland, such as a sharp decrease in the number of aggression incidents. This and the fact that this method also promotes reintegration and the reduction of recidivism, according to the literature, led to the conceptualisation of different occupational profiles for the prison officer in Belgium.

To achieve the same results in Belgium prisons, the Act of 23 March 2019 on the Organisation of Penitentiary Services and the Statute of the Penitentiary Personnel¹ stipulated that penitentiary officials were to be divided into two separate functions: the security assistant, on the one hand, and the detention supervisor, on the other.

¹ Législation consolidée. Loi concernant l'organisation des services pénitentiaires et le statut du personnel pénitentiaire. 23 Mars 2020. http://www.ejustice.just.fgov.be/cgi_loi/change_lg.pl?language=fr&la=F&cn=2019032312&table_name=loi

Both profiles are complementary and are responsible for the maintenance of order and safety, carry out safety procedures, contact detainees, colleagues and third parties, and act in crises. In fact, together, they work towards dynamic security within the institution and in society.

Currently, the **security assistant** has an additional responsibility in carrying out various control and observation tasks, while the **detention supervisor** has the following tasks:

- Support and guide detainees both during their detention and in their preparation for their return to society;
- Daily support in the housing unit, for motivating and referring to other services, be actively involved in some activities in contact with the detainees (e.g., in the field of employment, sports, relaxation, activities in the housing unit, etc.);
- From their interaction with and their insight into (the behaviour of) detainees, they also participate in the multidisciplinary consultation with the staff that accompanies their detention and probation trajectory.

However, **detention supervisors** can only be deployed in security and surveillance pillars in highly exceptional cases, whereas **security assistants** can only be deployed for generic tasks on the housing unit, and not for guidance tasks concerning the detainees. When comparing the volume of existing tasks in the field of security against the volume of tasks in the field of guidance, the current profile of a prison officer who accumulates both functions, performs 40% of tasks in the security assistant area and 60% in the area of detention supervisor. However, soon they will only be carried out by the specialized profile.

PO21 Online Survey for prison officers

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PO21 Online Survey for prison officers

Introduction

Although the initial idea was to organise a series of semi-structured interviews combined with the DACUM Workshops, the fact that partners were not able to hold the DACUM workshops in person (due to the COVID-19 pandemic), led to a shift in the strategy. As such, it was considered that a thorough online survey on the topic would be more informative than a series of (online) semi-structured interviews. On the one hand, the interviews could have provided qualitative data and an in-depth view on the role of prison officer, by a small groups of prison officers. On the other hand, the current online survey allowed partners to gather data from a larger sample, involving more participants in the activity and collect their perception on different topics.

Online survey

The online survey was designed by IPS and BSAFE/UBI. The questionnaire encompassed the following sections:

- Introduction, explaining the goals of the survey, how data will be used and an informed consent;
- Sociodemographic data, collecting information on the following variables: Age, sex, nationality, country where participants work (and federal state, if applicable), education level, role in the prison system, prison population they work with, prison security regime, and years of work experience;

- Correctional Orientation. Items (16 in total) from Cullen et al.'s (1989) work were used for capture officers' orientation towards security and rehabilitation. Participants' perceptions were measured on a 7-point scale, from "Very strongly disagree" to "very strongly agree";
- Training provision. This section was designed to capture participants' perceptions related to 23 items reflecting training topics. Initially, it was asked to what extent the topics were part of their initial training (on a 5-point scale from "Not at all" to "a great deal"); then, for the same items, participants rated how important these training topics are for their professional occupation (on a 5-point scale from "Not at all important" to "extremely important"); lastly, participants could choose (from the list of 23 training topics) up to 5 topics, the ones they would favour to receive additional continuous training;
- Training methods and techniques. This section asked officers to rate the frequency of use of 9 methods and techniques during their initial and continuous training, using a 5-point scale from "never used" to "used every time";
- Prison officers' skills and competencies. Participants rate the importance of a list of 22 skills and competences (e.g., Effectively communicate with prisoners and others to maintain order in prison; Encourage prisoners' positive behaviour) using a 5-point scale ranging from "not at all important" to "extremely important".
- Emerging knowledge. The last section of the survey listed 7 training topics (e.g., aging/geriatrics; mental health) and asked participants to rate how important they think it is to increase their knowledge on them, on a scale from "not at all important" to "extremely important".

Participants

Participants were invited by the project partners. The translations were available in German, Portuguese, Romanian and French. A total of 436 participants completed the survey. Participants mean age was 42.59 years (min = 20; max = 64) and they were very experienced, working in prison for 15.93 years (mean). Participants were mostly male (73%), with upper secondary education (52%) and bachelor's degree (22%), working in adult male prisons (68%) and juvenile male prisons/detention centres (15%) operating in closed (high security) prison regime (60%). Female prisons are not represented.

Results

Survey Results in Portugal

1. Sociodemographic Data

In Portugal, 147 people participated in the survey, with an average age of 44 years and average professional experience of 19 years. Most participants have upper secondary education (63.3%) and work in an adult male prison (78.9%) within a closed (medium security) space (64.6%).

Most respondents² are men (83.7%) and are prison officers holding a leadership position (91.8%).

² One of the respondents identified himself as "other" and not as a man or woman.

2. Correctional Orientation

Regarding POs correctional orientation, results from the survey in Portugal show that POs agree more strongly with the following sentences³:

- Keeping the inmates from causing trouble is my major concern while I'm on the job;
- Rehabilitating a criminal is just as important as making a criminal pay for his or her crime;
- Many people don't realize it but prisons are too soft on the inmates;
- We would be successful even if all we taught inmates was a little respect for authority;
- I would support expanding the rehabilitation programs with criminals that are now being undertaken in our prisons.

On the other hand, respondents somewhat disagree with the following statements⁴ :

- The only way to reduce crime in our society is to punish criminals, not try to rehabilitate them;
- So long as the inmates I supervise stay quiet and don't cause any trouble, I really don't care if they are getting rehabilitated or cured while they are in here;
- My job isn't to help rehabilitate inmates; it's only to keep them orderly so that they don't hurt anyone in here or tear this place apart.

³ From the most voted idea to the least voted one.

⁴ From the least voted idea to the most voted one.

3. Initial/induction Training

a) Initial Training in the Portuguese system can last for 6 to 24 months.

b) In what concerns initial training topics and their importance, the results from the survey in Portugal display, regarding the first point, that Portuguese respondents believe the mission of the prison service, the International and Regional Human Rights instruments and the professional ethics standards are moderately important elements in their training and are included in their induction training. Conversely, the use of information technologies for prisoners, social media by POs and working with juvenile and young adults were not considered as important. In fact, these aspects are not contemplated in the initial training. On the other hand, training elements such as professional ethics, static and procedural security and safety and use of force were considered very important.

c) As for the learning methods in this training, classroom-based sessions are used almost (49%) or every time (about 20%) and rarely never used (about 5%); case studies display a wide variety of answers, but mainly from occasionally used (about 37%), almost never used (about 25%) and never used (about 20%); distance learning and virtual reality are mostly never used (about 84% and 82%, respectively); simulations are occasionally used (about 40%), although more than a half of the respondents stated that are never or almost never used (about 27% and 22%, respectively); demonstration on location, role-playing and film and video display similar results, showing that these are not a very common practices either, with most responses between never, almost and occasionally used and group discussions are more occasionally or almost never used.

4. Continuous/ In-service Training

a) Topics - Here, the respondents were invited to choose 5 topics of which they would favour to receive additional in-service (continuous) training. The respondents set as priorities The mission of the prison service (about 46%), followed by Practice in a legal context (Constitutional Law, Criminal Law, Penal Law) (about 16%), Policies, Procedures, Rules and Regulations (Legal frameworks which impact the daily prison routines) (about 14%), Dynamic security and officer-inmate relationship (everyday communication and interaction with prisoners based on professional ethics) (about 8%) and Professional Ethics (about 4%).

b) Methods and Techniques - where respondents had to rate statements about frequency of use of learning methods and techniques applied during in-service (continuous) training and for Classroom-based sessions, responses vary mostly from almost to never used (about 29% and 28%), although, at a lesser extent they are occasionally used or almost every time (19% and about 18%); Case studies are never or almost never used; Distance Learning and Virtual Reality are mostly never used; Simulations and Demonstration on Location are mostly never used, although a significant number of respondents stated they were almost never used or occasionally used; Film and video are even less used than the former and, finally, Group discussions are occasionally or almost never used (both about 26%) and never used (about 37%).

5. PO Skills

Respondents were also questioned whether they consider specific skills and competences important to their profession. The following skills were considered **extremely important** for more than 50% of the POs:

- Ability to maintain professionalism and fairness at all times;
- Ability to cope with difficult emotional situations;
- Respond quickly when facing dangerous or unpredictable situations

And the following topics were considered as **very important**:

- Assist others in resolving differences to avoid conflict;
- Effectively communicate with prisoners and others to maintain order in prison;
- Cooperation with relevant services (e.g., social worker, psychologist, administration);
- Encourage prisoners' positive behaviour.

6. Emerging Knowledge

All the topics displayed very similar answers, specially between very and extremely important and, to a lesser extent, moderately important. Specifically, Radicalisation was considered very and extremely important, followed very closely by Mental Health and Organised Crime by almost 75% of the respondents. ICT was also considered very important by most respondents (about 42%) and moderately and extremely important (both about 26%); De-radicalisation/Disengagement was considered as very important by about 40% and extremely (about 27%) and moderately important (about 24%). Lastly, Security Technologies were considered mostly very important (about 40%) and extremely important (about 35%). Aging/Geriatrics was considered moderately important.

Survey Results in Romania

1. Sociodemographic Data

In Romania, 95 people participated in the survey, with an average of 36 age, 10 years of professional experience, bachelor or equivalent level (55.8%) or even master's or equivalent level (30.5%). Only a few of the respondents have upper secondary education (8.4%). Most respondents are men (78.9%), and women represent the rest of the participants (21.1%). Moreover, within Romanian prisons, prison officers holding higher hierarchical positions amount to sensibly 15% of the wider staff - such as, chief/sergeants (10.5%), prison warden/governor/superintended/director (1.1%) or others (3.2%) in the respondents' sample.

Most participants work in an adult male prison (55.8%), in closed (medium security) facilities (38.9%), and the second most common response is juvenile male prison/detention centre (27.4%).

2. Correctional Orientation

In what concerns Correctional Orientation, Romanian respondents display a wide variety of opinions on all topics presented, showing a low level of agreement. They very strongly agree with:

- We should stop viewing criminals as victims of society who deserve to be rehabilitated and start paying more attention to the victims of these criminals;

By order of magnitude, they agree with:

- Rehabilitating a criminal is just as important as making a criminal pay for his or her crime
- We would be successful even if all we taught inmates was a little respect for authority;
- Many people don't realize it but prisons are too soft on the inmates.
- Keeping the inmates from causing trouble is my major concern while I'm on the job;

At the same time, they neither agreed or disagreed with the next phrases:

- All rehabilitation programs have done is to allow criminals who deserve to be punished to get off easily.
- One of the reasons why rehabilitation programs often fail with prisoners is because they are under- funded; if enough money were available, these programs would work.
- I would support expanding the rehabilitation programs with criminals that are now being undertaken in our prisons;

Finally, by order of magnitude, they disagree with:

- An inmate will go straight only when he finds that prison life is hard.
- The only way to reduce crime in our society is to punish criminals, not try to rehabilitate them.
- The rehabilitation of adult criminals just does not work.
- The rehabilitation of prisoners has proven to be a failure.

3. Initial/induction Training

a) Initial Training in the Romanian system can last for 8 months to 48 months.

b) Romanian prison officers were also questioned about whether some topics were included in their initial training and if some training elements were important or not for their professional occupation. From their perspective, policies, procedures, rules and regulations, professional ethics and the mission of the prison service are somewhat important elements and are included in their initial training. However, it was mentioned that prison officers' training was rather reduced in the area of social media use, gender responsiveness (awareness regarding women-specific issues and gender-based violence) and the use of information technologies for prisoners.

Additionally, topics like professional ethics, static and procedural security and staff support are viewed as very important elements to execute their jobs. On the contrary, the use of information technologies or even confidentiality or data protection are perceived as moderately important.

c) As for methods and techniques, Classroom-based sessions and Case Studies are occasionally or used almost every time (around 40% and 21%, respectively); Distance learning is never used and, to a lesser extent, occasionally used; Virtual Reality is mostly never used (about 58%), although, to a lesser extent is almost or occasionally used (both at about 17%); Simulations and Demonstration on Location are occasionally used (around 37%) or almost never used (around 21%); Role-playing is occasionally (about 37%) or never used (about 22%); Film and video are occasionally used and Group Discussions are occasionally (about 42%) or used almost every time (about 32%).

4. Continuous/ In-service Training

a) The five topics chosen were, by order of magnitude: Mission of the Prison Service, Policies, Procedures, Rules and Regulations (Legal frameworks which impact the daily prison routines), Practice in a legal context (Constitutional Law, Criminal Law, Penal Law), Dynamic security and officer-inmate relationship (everyday communication and interaction with prisoners based on professional ethics) and Safety and Use of Force.

b) As for training methods, Classroom-based sessions are occasionally or used almost every time; Case studies are almost never or occasionally used; Distance learning is mostly never used or, to a lesser extent, occasionally used; Virtual Reality is mostly never used but sometimes occasionally used; Simulations are occasionally used as well as Demonstration on Location, Role Playing and Group Discussions.

5. PO Skills

Romanian respondents were also questioned about specific skills and competencies important to their profession.

More than 50% of the answers point that the following topics are extremely important:

- Confidence and assertiveness (in the approach with prisoners);
- Ability to cope with difficult emotional situations.

Additionally, the following topics are considered as very important for more than 50% of POs:

- Assist others in resolving differences to avoid conflict;
- Effectively communicate with prisoners and others to maintain order in prison;
- Ability to detect prisoners' behavioural changes;
- Encourage prisoners' positive behaviour;
- Understanding the personal situation of the prisoner.

whereas topics as Strength to physically subdue prisoners and Linguistic Skills (e.g., know other languages to improve the communication with prisoners) were considered as slightly important. The remaining topics were considered important.

6. Emerging Knowledge

Mental Health was mostly considered as extremely important and, by order of magnitude, Organised Crime, Radicalisation (Prevention), Security Technologies, De-radicalisation / Disengagement and ICT were mostly considered very important. Aging/Geriatrics was considered moderately important.

Survey Results in Germany

1. Sociodemographic Data

In Germany, 194 people participated in the survey, with an average of 43 years of age, 16 years of professional experience and upper secondary education (65.5%) or bachelor or equivalent level (11.9%).

A small number of questioned Germans have lower secondary education (4.6%), post-secondary non-tertiary education (5.7%), or a doctoral or equivalent level (0.5%). Most respondents are men (62.4%). However, female respondents hold almost 40% of prison jobs. In this context, most are prison officers (71.6%), while 13% represent the rest of the jobs inside a prison system.

Respondents work mainly in adult male prisons (71.6%), in a closed (medium security) space (66.0%), and juvenile male prison/detention centres (18.0%).

2. Correctional Orientation

Respondents somewhat agreed with the next points:

- Rehabilitating a criminal is just as important as making a criminal pay for his or her crime;
- We would be successful even if all we taught inmates was a little respect for authority;
- We should stop viewing criminals as victims of society who deserve to be rehabilitated and start paying more attention to the victims of these criminals;
- Keeping the inmates from causing trouble is my major concern while I'm on the job;
- Many people don't realize it but prisons are too soft on the inmates;

3. Initial/induction Training

a) Initial training in Germany lasts from 1 month to 120 months.

b) German prison officers also answered questions regarding the topics covered by initial training and their importance for their professional occupation. The responses indicate that the mission of the prison service, practice in a legal context and policies, procedures, rules and regulations are heavily incorporated in their induction training. However, the use of information technologies for prisoners and gender responsiveness are not.

c) Regarding training methods, Classroom based sessions are almost (about 57%) and used every time (32%); Case Studies are occasionally (about 43%) or used almost every time (about 24%), Distance learning and Virtual Reality are never used (about 81% and 88%, respectively); Simulations are never used (about 57%); Demonstration on Location is sometimes used (about 46%) or used almost every time (about 24%); Role-Playing is occasionally (about 46%) or used almost every time (about 24%); Film and Video are occasionally (about 47%) or almost never used (about 25%) and Group Discussions are used almost every time (about 48%) or occasionally (about 35%).

4. Continuous/ In-service Training

a) When it comes to the importance of specific training elements, respondents observe that the mission of prison service, policies, procedures, rules and regulation and dynamic security and officer-inmate relationship (e.g., everyday communication and interaction with prisoners based on professional ethics) are very important elements in their professional role. By contrast, gender responsiveness and the use of information technology (by prisoners) are considered slightly important in relation to the most important training elements that need implementation, in the respondents' perspective.

b) Regarding training methods, Classroom based sessions are almost (about 49%) and occasionally used (20%); Case Studies are occasionally (about 32%), almost never used (about 26%) or used almost every time (about 24%), Distance learning and Virtual Reality are mostly never used (about 64% and 79%, respectively); Simulations are never used (about 59%); Demonstration on Location is sometimes used (about 37%) or used almost never used (about 22%) Role-Playing is occasionally (about 46%) or used almost every time (about 25%); Film and Video are occasionally (about 42%), almost never (18%) or used almost every time (about 18%) and Group Discussions are used almost every time (about 42%) or occasionally (about 29%).

5. PO Skills

German respondents were also questioned about specific skills and competencies and if they are viewed as important to their profession or not.

More than 50% of POs note that the following topics are extremely important:

- Information sharing and collaboration with co-workers and within the organisation's hierarchy;
- Respond quickly when facing dangerous or unpredictable situations;
- Be familiar with and understand the different groups (including religious, ethnic, cultural) you may come across in prison).

And the following topics below were considered as very important to 50% or more of the questioned POs:

- Insight into and improving social climate of the penal institution;
- Assist others in resolving differences to avoid conflict;
- Be empathetic/sensitive towards the needs of others;
- Effectively communicate with prisoners and others to maintain order in prison;
- Understanding the personal situation of the prisoner.

Moreover, strength to physically subdue prisoners was viewed as moderately important by 30% of POs and the use of computers and software as not at all important by 7% of POs.

6. Emerging Knowledge

Mental Health was considered extremely important, Radicalisation (Prevention), Organised Crime, Security Technologies were mostly considered very important and, to a lesser extent, extremely important and ICT and De-radicalisation/Disengagement were considered very important and, to a lesser extent, moderately important. Aging/Geriatrics was considered moderately important.

Discussion of the Survey Results

After the analysis carried out by country, it is important to highlight the convergence points that were identified between countries, even if substantial differences in key areas contribute to the multiplicity of practices and outlooks regarding the occupational profile of prison officers in the European Union.

Firstly, in Portugal, Romania and Germany, most respondents are male. In addition, while in Portugal and Germany, most prison officers are in their 40s, Romanian prison officers are younger, being 36 years old on average. In this context, it is essential to note that only a small percentage of respondents from the three countries work in female prisons. Curiously, a higher percentage of female respondents work in Romanian prisons compared with Portuguese and German prisons. Education level of respondents varies considerably, with Romanian respondents having a higher level of education (bachelor or master's degree), when compared to most respondents from Portugal and Germany (that have upper secondary education).

Moreover, respondents were questioned about what should be considered essential or less necessary in their workspace. Overall, it is possible to conclude that results from Portugal, Romania and Germany evidence that a healthy interaction between a prison officer and an inmate is important for a good professional performance, in parallel with offenders having the possibility to join a rehabilitation program. Against this background, respondents also point out the relevance of maintaining the order inside the prison, and ultimately, they consider that prison officers are successful at their jobs even if all they teach inmates is "a little respect for authority". Bearing this in mind, it is essential to underline that the answers also converge towards the notion that offenders "should not be viewed as victims of society who deserve to be rehabilitated", and that more attention needs to be given to the victims instead.

On the other hand, when considering the future changes and challenges that prison officers may face, aging/geriatrics, is considered the least interesting topic by the POs.

In addition, when thinking about training elements for their professional occupation, such as strength to physically subdue a prisoner is given less importance by German and Romanian officers. German respondents alone believe that the use of computers and software by prisoners is not a significant element in their professional role, while Romanian respondents point out that linguistic skills (e.g., knowledge of other languages to improve the communication with prisoners) is not considered as an important element.

Portuguese respondents, on the other hand, seem to consider that inmate rehabilitation is not a primary aspect of their professional role, holding on to the notion that “So long as the inmates I supervise stay quiet and don’t cause any trouble, I really don’t care if they are getting rehabilitated or cured while they are in here”, “Keeping the inmates from causing trouble is my major concern while I’m on the job.” and that “their job isn’t to help rehabilitate inmates, it’s only to keep them orderly so that they don’t hurt anyone in here or tear the place apart”.

In what concerns the respondents’ induction training and the relevance of the included modules for their professional role, most respondents refer that the mission of the prison service, professional ethics and practice in a legal context, along with policies and procedures are, in fact, included in their induction training in a moderate way/or substantially.

Nevertheless, topics such as the use of information technologies by prisoners, social media by prison officers, gender responsiveness are not contemplated in the initial training of the respondents and are considered slightly important in relation to the remaining training elements that need implementation. Staff support and development, anti-discriminatory practices (e.g., regarding race, colour, ethnic origin, nationality, sexual orientation religion, physical or mental conditions) and the importance of writing a report (e.g.,

incident reporting, performance reporting) are barely included in the initial training in Portugal, Germany and Romania, not unlike training on inmate's mental health and intellectual disabilities (Portuguese respondents note that their initial training did not include modules on these topics). However, Portuguese respondents consider these practices as "moderately important" or even "very important" to do their job adequately. Suicide and self-harm fall under these categories as well. In other words, they are perceived as very important training elements to all prison officers.

Regarding the training methods and techniques, it was possible to detect that both initial and continuous training, although the last to a lesser degree, in all countries, with small variations by country, depend heavily on classroom-based learning and make very little use of distance learning and virtual reality. Other methods such as Case studies, Simulations, Demonstration on Location, Role-Playing, Film and Video and Group Discussion, although used more often are still little explored.

Conclusion

The elements presented above, and throughout this report, provided an opportunity for a detailed analysis of the professional profiles in the partner countries, through the perspective of the prison officers themselves. In sum, O3.1 - DACUM workshops and semi-structured interviews aimed to collect and expose relevant aspects of the needed skills and corresponding adaptative actions in training offer, as expressed by frontline practitioners, but also by those who hold management positions.

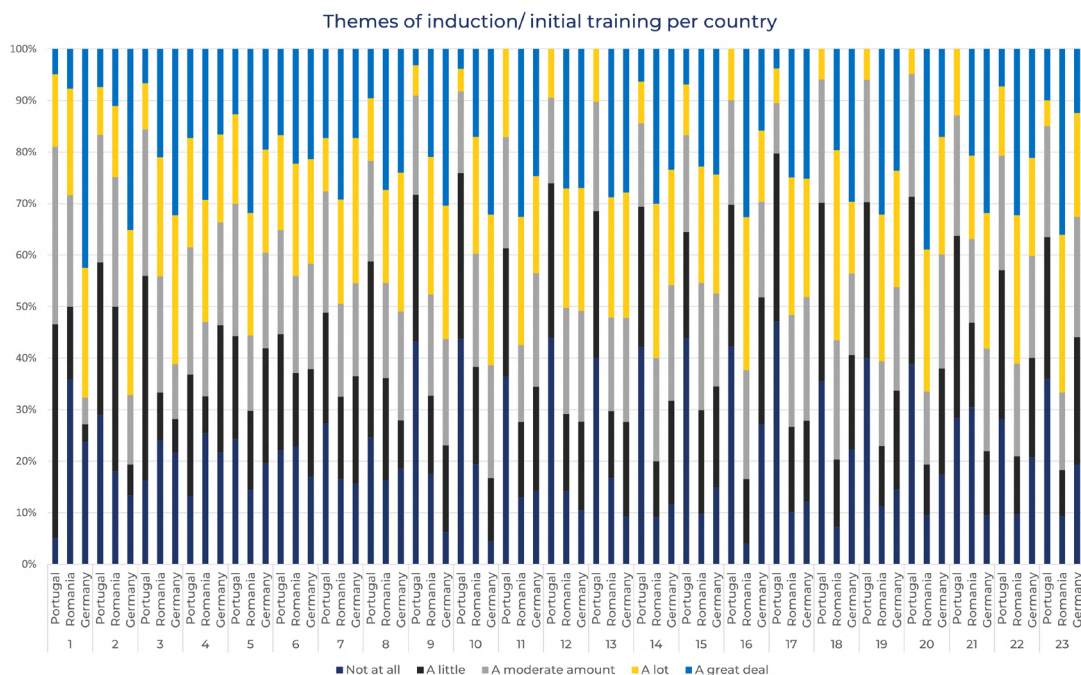
In this sense, the survey and the DACUM workshops contributed to paving the way to upcoming project tasks and objectives, culminating in the Innovative VET curricula and programme (O3.5) and its associated learning materials (O3.6), since the design of both

central PO21 outputs relies on the assessment of the much-needed skills of prison officers carried out in this output, as well as the National Reports (O3.2) and the EU Report (O3.3). Therefore, it is interesting to consider that there are several common aspects that are possible to depart from to build a common strategy for upscaling the existing training curriculum and, in the long term, contribute to sustainable change in EU training offer for prison officers.

Overall, from the data presented throughout the survey analysis, it is possible to conclude that the POs pointed out very pertinent topics that should be considered for the prison officer future profile. Firstly, it is interesting to consider the common topics included in German, Portuguese and Romanian POs' initial training so far:

- The mission of the prison service;
- Policies, procedures, rules and regulations;
- Professional ethics standards.

The graph below illustrates the level of agreement in the three countries, regarding initial training topics:



Regarding **future competencies**, it is important to consider that most respondents highlighted the importance of acquiring:

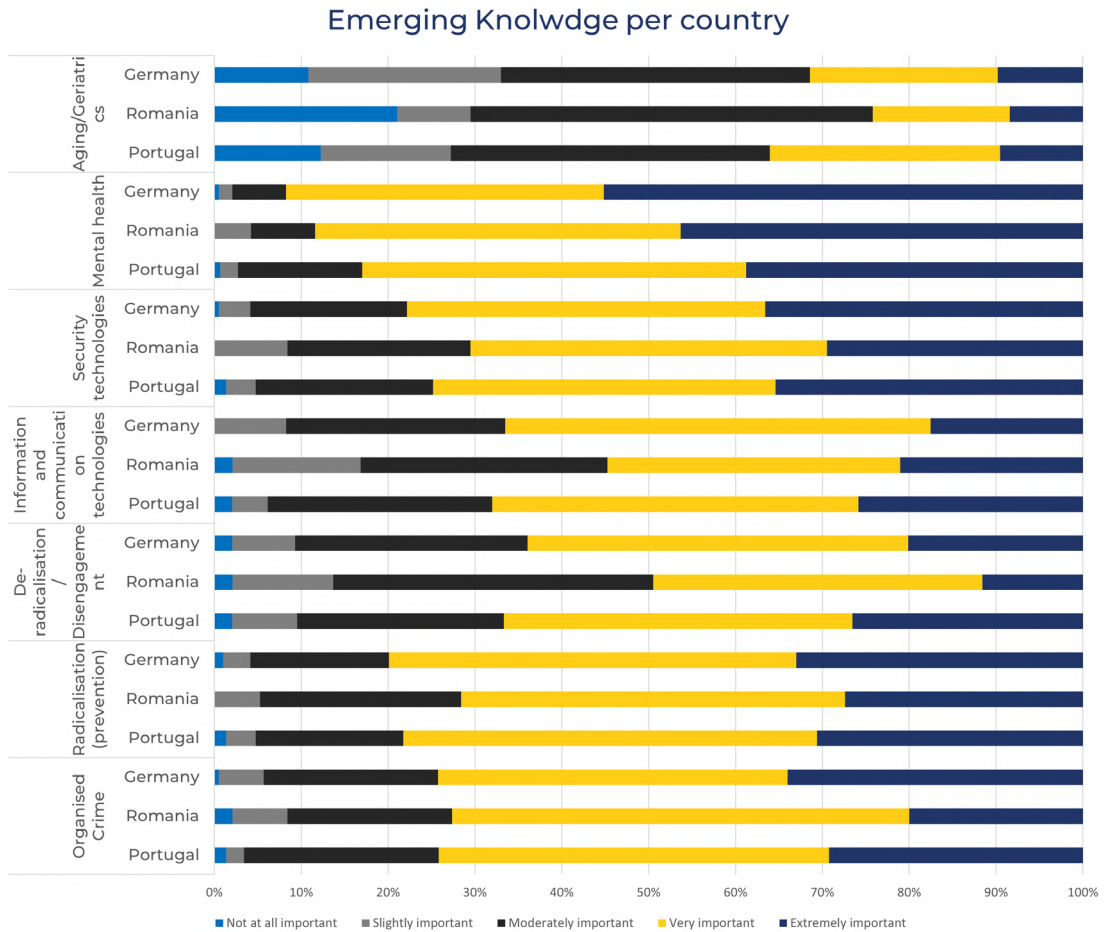
- Digital and technological competencies.

Bearing this in mind, respondents note that they lack computer proficiency, or/and they need to adapt to new technology, by attending courses in this area, for example. Additionally, the results point out that the following topics are felt as in **need of further training**, as they were shared by the different represented nationalities:

- IT courses;
- Guides and training courses on various phenomena within radicalisation;
- Guides and training courses on organised crime;
- Guides and training courses on deradicalisation/disengagement programmes.

Finally, respondents also refer that they could improve their knowledge on the topics above, and especially in what regards to a wider understanding of the radicalisation process, but also learn about deradicalisation/disengagement.

The graph below depicts the choice of the topics regarding Emerging knowledge, by country.



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Annexes

Annexe 1: DACUM Workshop Outline

Introduction

The present document is meant to create the general outline for the implementation of the **National DACUM workshops** (WP3 O1) of the PO21 project.



This is a central activity for the development of the project, in particular for the production of the **Innovative VET curriculum and programme** (WP3 O4) foreseen by the project.

As such, along with the project's parallel activities of desk-research, the **4 DACUM workshops** taking place in Belgium, Germany, Portugal, and Romania will pose as the point of departure for the **development of the transversal EU VET curriculum and programme**.

The activity described in this document aims at assembling relevant information regarding the **training needs of prison officer**, with a specific focus on future challenges and specific adaptations.

The upcoming sections will lay out **important information and guidelines** for the implementation of the DACUM workshops, along the following lines:

What is a **DACUM workshop**?

How to develop the **PO21 DACUM workshops**?

What is a DACUM workshop?

Developing A Curriculum (DACUM) consists of a systematic process, aiming to **analyse and codify a specific professional role**, taking the form of a facilitated workshop. This process entails the use of a **focus group in a facilitated storyboarding process**, proving to be an efficient and cost-effective method for analysing a job role (Eastern Kentucky University, n.d.).

During the workshop, high performing workers and the facilitator will strive to extract and capture the **major occupational duties** performed by workers, and respective **required skills**, according to the perspective of the workers themselves (Eastern Kentucky University, 2017).

This process will find a direct translation into the **DACUM chart** (cf. Figure 1), a visual scheme which systematises the outcomes of the workshop, organising the information extracted from the participants into categories (duties and tasks).

Which are the main principles of a DACUM workshop?

DACUM workshops are founded on **three main principles** (Norton, 1997):

- 1) Expert workers are the best-positioned individuals to effectively and accurately describe and define their occupation/job;
- 2) The description of the tasks performed by competent workers is an effective method to define a job/occupation;
- 3) The correct fulfilment of all tasks implies the use of certain skills, knowledge, tools, and positive workers behaviours.

This tool is widely used in the framework of Technical and

Vocational Education and Training, in order to develop a technical curriculum (Colombo Plan Staff College, n.d.), therefore adequately corresponding to the objectives of the PO21 project.

How to develop the PO21 DACUM workshops?

DACUM workshops are carried out by a **facilitator**, with the support of a **recorder**, with the latter acting as a note-taker. External observers may also sit-in during the session but are only expected to intervene when asked to. Alternatively, if the workshop takes place in a virtual format, the recorder role may be substituted by the recording of the session and will not gather observers (Eastern Kentucky University, 2017).

The PO21 **DACUM workshops** will last for **one full-day**, subdivided into two sessions (cf. Annexe 1), which will follow the same structured, outlined in the following sections. However, their thematic focus will diverge:



Current job role characteristics

Present & future challenges and required adaptations

1 The **first session** intends to map out the current characteristics of the professional role of prison officers.

Already informed by the results of the desk-research phase of the project, namely by the relevant national report, the facilitator will be able to contrapose the legal characterisation of the job function with the participants perspectives, finding the main tension points which will feed the subsequent project implementation phases.

2 The **second session** aims to identify the challenges increasingly faced by prison officers, the impacts of those challenges, and needed adaptations for the role's future.

Accordingly, participants will be asked to reflect on which adaptations will be necessary in terms of procedures, skills, and competences for adequately responding to emerging challenges (e.g., radicalisation threats, ageing inmates, managing inmates' mental health).

Similar to the final DACUM chart, tentative schemes (one per country) will be produced prior to the DACUM workshops themselves, containing the identified duties and tasks of the job role, as well as challenges and needed adaptations on several levels. It will be based on the information assembled through desk-research, allowing for a comparative exercise to be carried out after the implementation of each DACUM workshop.

Valuable resources

Before and throughout the workshop, the partners and especially the facilitator should pay particular attention to the Council of Europe's 2019 "**Guidelines Regarding Recruitment, Selection, Education, Training And Professional Development Of Prison And Probation Staff**" (Council of Europe, 2019).

The document, which you may find [here](#), highlights several fundamental principles for directly and indirectly improving the professional performance of prison, as well as probation staff (Council of Europe, 2019).

We strongly encourage the partners and respective facilitators to familiarise themselves with it (if needed) and bear it in mind, namely for guiding the exchanges of ideas and arguments, as well as orienting participants to the most important points for discussion.

Choosing the best facilitator

Each partner is free to determine their respective facilitator, according to their own internal structure or available network. Regardless, the facilitator's profile must adhere to the points outlined below.

The **DACUM facilitator**, a neutral actor in the process, must possess in-depth skills in occupational job analysis procedures, valuable skills in group dynamics (Norton, 1997), as well as a thorough knowledge of the professional role of prison officers, and a strong connection to the professional area of correctional services.

It is especially important that the facilitator establishes their role clearly (Colombo Plan Staff College, n.d.):

- Orienting the participants through the process;
- Guiding them through the analysis and drawing out relevant ideas and points put forward by the participants;
- Privilege a critical approach and question each proposed task statement, so to stimulate the discussion;
- Clarify and detail vague statements;
- Reach a consensus from the group on each item.

In turn, **ineffective facilitation** may lead to difficulties in the DACUM workshop implementation, connected to the facilitator's posture, such as: (1) unclear purposes and misaligned activities, (2) defensive and overreactive communication and (3) even abuses of power:

- 1) The first issue mentioned derives from lack of a common purpose or lack of clarity on how to work towards the collective goal. This obstacle may easily lead to compromising the effectiveness of the workshop, even if the participants demonstrate high levels of activity and participation.

Note: Overcoming this problem requires that the facilitator acts intentionally, by being aware of the group process, making the otherwise hidden process open. This is achieved through the promotion of awareness of personal stances and by modelling desired behaviours.

2) The second problem is linked to inappropriate and defensive responses from the facilitator himself, possibly triggered by certain behaviours or attitudes from the panel of participants. This decreases the facilitator's level of "free attention", that is, that part of the awareness free of any self-focused thoughts, feelings, or body sensations. When facilitators get distracted in this sense, they might become defensive when encountering resistance or hostility from the group.

Note: Effective group facilitators benefit from high levels of self-awareness and self-management, along with the capacity to monitor their own reactions to group processes and group participants. Appropriate responses from the facilitators demand that they focus on possible hypothesis or explanations regarding the participants' resistant behaviours, remaining open to the group.

3) Lastly, facilitators may also use their power and influence in a negative manner (even if not deliberately) by misusing it to serve a hidden agenda and privilege certain interests, or by mismanaging the power relationships between participants and failing to consider marginalised views (for example, when the facilitator uses stereotypical or sexist language).

Note: To avoid this problem, the facilitator needs to develop and practice the position of partial, yet open awareness: being aware of their own limited awareness and recognising their own partiality. Facilitators need to be aware of their power and rank, and how can they use it constructively, in order to benefit the whole group and themselves.

IMPORTANT: Before the implementation of the **DACUM workshops**, the project partners are expected to provide the names and contact details of the identified facilitators for each **DACUM workshop** to the Project Coordinator (UBI/BSAFE Lab) and Task leader (IPS).

This strategy will allow for an introductory meeting between the Project Coordinator, Task leader and facilitators to take place, aiming to establish a harmonised workplan and clarify any remaining doubts or questions.

DACUM workshop participants: Which are their roles?

Participants are expected to analyse their current work and freely express and describe their actual occupation, while distancing themselves from what supervisors or others would expect them to say (Eastern Kentucky University, 2017). The contribution of the participants will then lead to a list of duties and tasks inherent to the professional role in question, as well as supportive enablers such as knowledge, skills, tools, equipment, workers traits and educational qualification, which will mark the **DACUM chart** (Colombo Plan Staff College, n.d.).

Each **DACUM workshop** will assemble **15 participants** from the same professional occupation (prison officers), forming a panel.

How to implement the workshop?

Begining of the workshop

It is important to start the workshop by introducing the **facilitator** and the **recorder**, their functions, as well as reviewing key introductory materials such as the work agenda.

At this point, the facilitator will also describe the DACUM workshop general structure and operational characteristics (as outlined in a previous section), as well as the objective goals of the PO21 DACUM workshops:

- Map out the **major occupational duties** performed by prison officers, and respective **required skills**, according to the perspective of the workers themselves (Eastern Kentucky University, 2017).
- This step is especially important for the management of participants expectations, at the time of fulfilment of the first evaluation form.

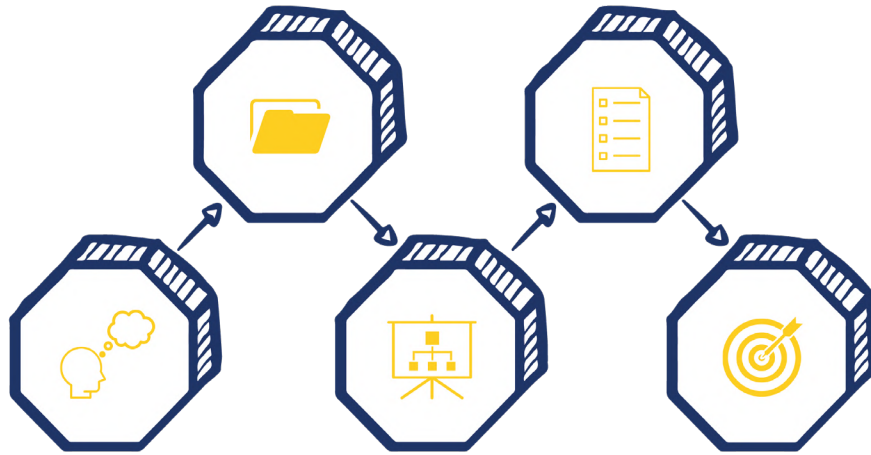
Additionally, participants are expected to introduce themselves briefly in order to establish connections and create a positive environment (Eastern Kentucky University, 2017).

The facilitator will then explain the participants' rights and duties throughout the workshop while emphasising the importance of sharing ideas, respecting others, contributing to the ideas of others, and limiting value judgment. Accordingly, phrases such as the following are best to be avoided (Eastern Kentucky University, 2017):

- We don't do that at...;
- Nobody else does it that way;
- The staff won't like it;
- What will ... say if they found out?.

Additionally, participants will also be asked to fill out a first evaluation (cf. Annexe 2), which is meant to aggregate the participant's expectations towards the workshop (Eastern Kentucky University, 2017). In case the workshop takes place in a virtual format, the first evaluation will also be conducted online (e.g., Zoom survey tool).

Behind the curtains: DACUM stages



Step 1: Brainstorming

Before the start of the brainstorming workshop, the facilitator will explain the meaning of each key term (Colombo Plan Staff College, n.d.):

- **Duties:** general area of competence that successful workers in the occupation must demonstrate or perform on an ongoing basis (subdivided into tasks);
- **Tasks:** a work activity that has a definite beginning and ending, is observable and leads to a product, services, or decision (subdivided into steps);
- **Steps:** Specific elements or activities required to perform a task.

1.1. Grouping and “group storming”

Participants' will be initially divided into groups of three, in order to stimulate communication, individual participation and commitment of each participant, then starting the brainstorming inside the group. This stage will be marked by a free discussion for identifying fundamental duties and tasks, then translated into cards. Participants will also be asked to fill out a table outlining the knowledge, skills, behaviours, tools, equipment, and supplies associated to each duty (cf. Annexe 3).

1.2. Plenary discussions

Afterwards, the facilitator will break up the groups and launch a joint discussion with the whole group, aiming at the completion of the **DACUM chart** through collective brainstorming techniques.

The objective is thus to extract the panel's expertise and achieve a consensus on every single task they complete on a daily basis within their role (Smith, 2018).

During the first section of the **DACUM workshop**, questions put forward by the facilitator are intended to grasp the current duties and tasks of prison officers. The objective is that each duty is linked to certain knowledges, skills, and behaviours.

The questions may include:

- *How important is the performance of this task in your job?*
- *To whom do you report?*
- *Which duties does your role encompass?*
- *How frequently do you perform this task?*
- *Is this task expected of a beginning worker?*
- *What tasks does your role encompass?*
- *Have we specified all the tasks appropriate to this area?*
- *In what sequence are these tasks usually, performed?*

On the other hand, the second section of the **DACUM workshop** would include questions focused on the prison officers expected future role, inherent duties, and tasks, as well as associated skills:

- *Which are the main emerging challenges that correctional services face?*
- *What is the impact of these new challenges in your professional life?*
- *How do you imagine the role, duties, and tasks of a prison officer in the future?*
- *Which new duties do you believe will arise in response to these challenges?*
- *Which tasks do you believe will be essential?*

1.3. Masterplanning

Accordingly, several cards will be filled out, and displayed in front of the panel, in order to create a complete chart (cf. Figure 1). The chart will summarise and systematise the duties and tasks performed by successful workers in the occupation (Colombo Plan Staff College, n.d.).

Each of the tasks pointed out should begin with an action verb for clarity and consistency, and the facilitator has the responsibility to encourage participants to express themselves this way (Smith, 2018).

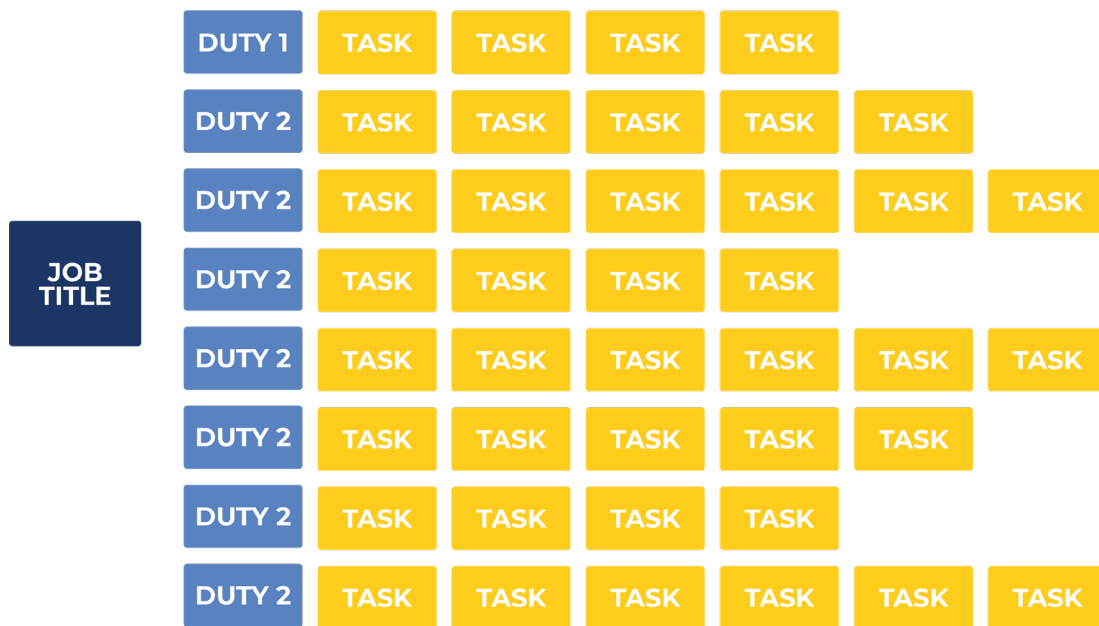


Figure 1. DACUM chart (Smith, 2018).

In case the workshop takes place in a virtual format, online instruments may be mobilised in order to achieve the same result as a physical **DACUM chart** (e.g., Mind Manager).

Step 2: Compilation

The tasks will then be organised into groups of duties, as shown in Figure 1, in order to create visually organised categories (Smith, 2018).

Common criteria for sequencing tasks include: chronological order, most to least important; simple to complex; most to least frequent (Eastern Kentucky University, 2017).

Step 3: Reorganisation and validation

The gathered ideas will then be reorganised into refined actions, with continuity. The review of the chart should lead to clarifications, as well as word changes – meaning that possibly new cards will have to be written and added. As such, the facilitator must encourage the participants to be as precise as possible, questioning their suggestions.

At this point, it is time that the facilitator makes sure that every duty contains at least 4 tasks, that **every task has at least 2 steps**, and that **every task is duly identified with an action verb**, and with an object that receives the action (Smith, 2018; University of Eastern Kentucky, 2017).

Step 4: Hierarchisation

In order to better understand the necessary underlying training for the role in question, it is useful to create a rank between the identified tasks, possibly using differently coloured stickers. The rankings should be separated as follows (Eastern Kentucky University, n.d.):

- Criticality (most essential tasks);
- Most time consuming;
- New worker training needs;
- Veteran working training needs.

Step 5: Definition

The final step corresponds to the summarisation of the reflections carried out, cohesively describing the professional role and why it exists.

The following elements must be defined at this stage (Smith, 2018):

- A specific job title: **WHO** (e.g., prison officer);
- A main verb, or several verbs, that describe the observable performance: **WHAT** (e.g., ensuring safety and security and organising everyday life in prison);
- Some possible methods or techniques used in the position: **HOW** (e.g., dynamic security methods);
- A statement of purpose: **WHY** (e.g., preparing inmates for release and reintegration into society).

Which are the intended results?

The first outcome from the **DACUM workshop** consists of the **DACUM chart**, which must have been universally agreed upon by the participants.

Above all, throughout the workshop, the panel of participants will have identified **knowledge and skills**, along with **behaviours** required of successful workers, as well as the **required tools, equipment, and supplies**. For clarification, below are some concrete examples of these terms:

Session 1

Current Job	Prison Officer
Current Duties	Maintain security in prison
Current Tasks	Surveillance of the inmates
Current Skills/ Competencies	Maintain positive professional relationship with prisoners based on fairness
Current Behaviour	Make the prisoners aware of the dynamics of organisation of life in prison
General Knowledge	Concepts of static, procedural, and dynamic security
Specific Knowledge	Dynamic security
Existing Training	Maintenance of control in prison, based on the use of dynamic security

Table 1. Expected results deriving from the occupational analysis during session 1 and corresponding examples.

Session 2

Challenge 1	The threat of radicalisation in prisons
--------------------	--

Current Job	Prison Officer
Future Duties	Assess and monitor radicalisation risk
Current Tasks	Monitoring radicalisation in prisons
Current Skills/Competencies	Understanding the radicalisation process
Current Behaviour	Pay attention to detail and radicalisation alert signs.
General Knowledge	Radicalisation
Specific Knowledge	Radicalisation exit programmes
Existing Training	Effective approaches to working with radicalisation

Table 2. Expected results deriving from the occupational analysis and corresponding examples

The result of the DACUM workshops will culminate in the construction of the PO21 transversal EU prison officer curriculum (WP3 O5), relying on the information collected during the **DACUM workshops** as a point of departure.

As such, the **identification of the competencies/skills, behaviours, knowledge, and training** corresponds to the fundamental objective of these activities, as they will shape the subsequent construction of the VET curriculum and programme, along with the training materials (WP3 O6).

Achieving DACUM Quality

Managing DACUM quality is also a central element to take in mind throughout the workshop. Other than the initial evaluation (cf. Annexe 2), participants will also fill out a final evaluation form (cf. Annexe 4), enabling a comparative analysis to be carried out in the future.

Additionally, a DACUM Quality Performance Criteria Checklist has been developed (Norton, 1997), in the form of a comprehensive document which the PO21 Consortium intends to assess the quality of the implemented DACUM (cf. Annexe 5). **The facilitator is expected to fill out this Checklist immediately after finishing the workshop.**

Prison Officers for the 21st Century National DACUM workshop Agenda

(date)

If implemented online, we suggest the workshop takes place over the course of two half-day sessions (two mornings/afternoons).

Day 1 - [insert day] of [insert month], [insert year]

9:30 – 09:40 Welcome

09:40 – 10:15 Introductory interviews & first evaluation

- Introduction and establishment of the facilitator's role;
- Overview of the agenda and brief explanation of objectives;
- Introduction of the participants;
- Fulfilment of the first evaluation: expectations
- Sharing of expectations

The meeting will take place at (online / address of location).

Participants will present themselves and fill out the first evaluation form.

First session

Current job role Characteristics

10:15 – 12:35 DACUM workshop operationalisation (current prison officer role)

- Organisation into groups of 3 and first brainstorming exercise (20')
- Step 1 – Collective brainstorming (30')
- Step 2 – Complete Draft Occupational Profile (20')

15' comfort break

- Step 3 – Edit and Sequence Occupational Profile (15')
- Step 4 – Rank and Prioritise Duties, Tasks, Knowledge and Skills (20')
- Step 5 – Definition of occupational profile (20')

Mapping out the current characteristics of the professional role of prison officers.

12:35 – 12:50 Closing Remarks

Second session

Present & future challenges and required adaptations

09:50 – 10:05 Introductory Remarks

- Overview of the agenda and brief explanation of objectives;
- Sharing of expectations

10:05 – 10:15 Welcome

10:15 – 12:35 DACUM workshop operationalisation (emerging challenges and future prison officer role)

- Organisation into groups of 3 and first brainstorming exercise (20')
- Step 1 – Collective brainstorming (30')
- **Step 2 – Complete Draft Occupational Profile (20')**

15' confort break

- Step 3 – Edit and Sequence Occupational Profile (15')
- Step 4 – Rank and Prioritise Duties, Tasks, Knowledge and Skills (20')
- Step 5 – Definition of occupational profile (20')

12:35 – 12: 50 Closing remarks

Summarisation: How does the Prison Officer of the 21st century looks like? (20')

12:50 - 13:20 Feedback, final evaluation, and closure.

Identifying the challenges increasingly faced by prison officers, their impacts and needed adaptations for the role's future.

Based on the work developed, participants will summarise the profile of the PO21.

Participants will provide feedback about the session and will fill out the final evaluation form.

Annex 3: First evaluation: expectations

Please describe your expectations regarding the DACUM workshop:

Expectation 1

Expectation 2

Expectation 3

Expectation 4

*Add lines as needed

Annex 4: Group exercise (1st Session)

In your group, please take some time to reflect and add examples to the following elements necessary for your professional performance:

Current Job	Prison Officer
Current Duties	
Current Tasks	
Current Skills/ Competencies	
Current Behaviour	
General Knowledge	
Specific Knowledge	
Existing Training	

*Add lines as needed

Annex 5: Group exercise (2nd Session)

In your group, please take some time to reflect and add examples to the following elements necessary for your professional performance:

Challenge 1	
Challenge 2	
Challenge 3	
Challenge 4	

*Add lines as needed

**Current
Job**

Prison Officer

Existing Training	
Specific Knowledge	
General Knowledge	
Future Behaviour	
Future Skills/ Competencies	
Future Tasks	
Future Duties	

*Add lines as needed

Annexe 6: Final Evaluation

	1	2	3	4	5	6
My initial expectations were met						
The logistics for the meeting were appropriate						
The DACUM process moved in a smooth manner						
Breaks were sufficient						
I felt there was sufficient time for completing each of the DACUM workshop steps						
I felt my contribution will be useful for the field						

1 – Completely disagree; 2 – Mildly disagree; 3 – Disagree; 4 – Mildly agree; 5 – Agree; 6 – Completely agree

Annexe 7: DACUM Quality Performance Criteria

Following Norton's (1997) DACUM Quality Performance Criteria, the PO21 Consortium produced the following adaptation, resulting in a simplified version of the checklist. Partners should fulfil this evaluation after the implementation of the workshop.

Criterion Statements	Yes	No	NA
The DACUM panel was structured as follows: <ul style="list-style-type: none">a) A total of 5-12 expert workers were selectedb) A majority of the expert workers were actual correctional officers (rather than technicians or managers)c) Committee members were geographically representatived) Members were able to participate during the entire analysise) A working occupational title and definition was used to guide the panel member selection			
The facilitator possessed thorough knowledge of occupational job analysis procedures, valuable skills in group dynamics, as well as a thorough knowledge of the professional role of prison officers			
The DACUM workshop adhered to the theoretical conceptualisation (all steps were fulfilled)			
The DACUM chart produced contains duty and task statements adhering to the theoretical conceptualisation			

Criterion Statements	Yes	No	NA
<p>The DACUM research contains:</p> <ul style="list-style-type: none"> a) A list of the general knowledge and skills required of workers b) List of worker behaviours desired c) List of tools, equipment and supplies used d) List of future trends/concerns 			
<p>The DACUM research chart contains descriptive identification information, including:</p> <ul style="list-style-type: none"> a) Name of the developing organisation b) Affiliation of the panel members c) Name and affiliation of the facilitator d) Location of the workshop / tool used in online format e) Dates of the workshop 			

Annexe 8: EU Survey

PO21 Survey

Fields marked with * are mandatory.

Introduction

Welcome to the Prison Officers for the 21st century survey!

Throughout this exercise, you will be asked a number of questions on your professional experience and opinions, specifically concerning the profile of the prison officer, as well as the inherent training provision. The estimated time for filling out the survey is 20 minutes.

Data gathered through the survey is anonymous and confidential, and will be used solely for project activities (reports, recommendations) and scientific research purposes.

There are no risks foreseen related with participation. The participation may also be beneficial in terms of increasing your self-awareness about your professional occupation. Participants are able to withdraw at any time.

Thank you for your cooperation!

The research team:

Vitor Costa, PhD (UBI/BSAFE Lab)
Graça Esgalhado, PhD (UBI/BSAFE Lab)
Samuel Monteiro, PhD (UBI/BSAFE Lab)
Ana Cunha, PhD (UBI/BSAFE Lab)

Pedro das Neves (IPS_Innovative Prison Systems)
Joana Apóstolo (IPS_Innovative Prison Systems)

To proceed, please tick the informed consent declaration (below).

INFORMED CONSENT

I accept participating in this research. I'm doing so free from any pressure or fear. I also declare to have received enough information and clarifications in order to make this decision. I agree with the use of my data for the identified purposes.

Yes

Sociodemographic data

Age:

Only values of at least 18 are allowed

What is your gender?

- Women
- Man
- Other

Nationality

* Country where you work:

- Afghanistan (AF)
- Albania (AL)
- Algeria (DZ)
- Andorra (AD)
- Angola (AO)
- Antigua and Barbuda (AG)
- Argentina (AR)
- Armenia (AM)
- Australia (AU)
- Austria (AT)
- Azerbaijan (AZ)
- Bahamas (BS)
- Bahrain (BH)
- Bangladesh (BD)
- Barbados (BB)
- Belarus (BY)
- Belgium (BE)
- Belize (BZ)
- Benin (BJ)
- Bhutan (BT)
- Bolivia (BO)
- Bosnia and Herzegovina (BA)
- Botswana (BW)
- Brazil (BR)
- Brunei Darussalam (BN)
- Bulgaria (BG)
- Burkina Faso (BF)
- Burundi (BI)
- Cabo Verde (CV)
- Cambodia (KH)
- Cameroon (CM)
- Canada (CA)
- Central African Republic (CF)
- Chad (TD)
- Chile (CL)

- China (CN)
- Colombia (CO)
- Comoros (KM)
- Congo (CG)
- Costa Rica (CR)
- Côte D'Ivoire (CI)
- Croatia (HR)
- Cuba (CU)
- Cyprus (CY)
- Czechia (CZ)
- Democratic Republic of the Congo (CD)
- Denmark (DK)
- Djibouti (DJ)
- Dominica (DM)
- Dominican Republic (DO)
- Ecuador (EC)
- Egypt (EG)
- El Salvador (SV)
- Equatorial Guinea (GQ)
- Eritrea (ER)
- Estonia (EE)
- Eswatini (SZ)
- Ethiopia (ET)
- Fiji (FJ)
- Finland (FI)
- France (FR)
- Gabon (GA)
- Gambia (GM)
- Georgia (GE)
- Germany (DE)
- Ghana (GH)
- Greece (GR)
- Grenada (GD)
- Guatemala (GT)
- Guinea (GN)
- Guinea Bissau (GW)
- Guyana (GY)
- Haiti (HT)
- Honduras (HN)
- Hungary (HU)
- Iceland (IS)
- India (IN)
- Indonesia (ID)
- Iran (IR)
- Iraq (IQ)
- Ireland (IE)
- Israel (IL)
- Italy (IT)
- Jamaica (JM)
- Japan (JP)
- Jordan (JO)
- Kazakhstan (KZ)
- Kenya (KE)
- Kiribati (KI)
- Kuwait (KW)
- Kyrgyzstan (KG)
- Laos (LA)
- Latvia (LV)
- Lebanon (LB)
- Lesotho (LS)
- Liberia (LR)
- Libya (LY)
- Liechtenstein (LI)
- Lithuania (LT)
- Luxembourg (LU)
- Madagascar (MG)
- Malawi (MW)
- Malaysia (MY)
- Maldives (MV)
- Mali (ML)
- Malta (MT)
- Marshall Islands (MH)
- Mauritania (MR)
- Mauritius (MU)
- Mexico (MX)
- Micronesia (FM)
- Monaco (MC)
- Mongolia (MN)
- Montenegro (ME)
- Morocco (MA)
- Mozambique (MZ)
- Myanmar (MM)
- Namibia (NA)
- Nauru (NR)
- Nepal (NP)
- Netherlands (NL)
- New Zealand (NZ)
- Nicaragua (NI)
- Niger (NE)
- Nigeria (NG)
- North Korea (KP)
- North Macedonia (MK)
- Norway (NO)
- Oman (OM)

- Pakistan (PK)
- Palau (PW)
- Panama (PA)
- Papua New Guinea (PG)
- Paraguay (PY)
- Peru (PE)
- Philippines (PH)
- Poland (PL)
- Portugal (PT)
- Qatar (QA)
- Republic of Moldova (MD)
- Romania (RO)
- Russian Federation (RU)
- Rwanda (RW)
- Saint Kitts and Nevis (KN)
- Saint Lucia (LC)
- Saint Vincent and the Grenadines (VC)
- Samoa (WS)
- San Marino (SM)
- Sao Tome and Principe (ST)
- Saudi Arabia (SA)
- Senegal (SN)
- Serbia (RS)
- Seychelles (SC)
- Sierra Leone (SL)
- Singapore (SG)
- Slovakia (SK)
- Slovenia (SI)
- Solomon Islands (SB)
- Somalia (SO)
- South Africa (ZA)
- South Korea (KR)
- South Sudan (SS)
- Spain (ES)
- Sri Lanka (LK)
- Sudan (SD)
- Suriname (SR)
- Sweden (SE)
- Switzerland (CH)
- Syrian Arab Republic (SY)
- Tajikistan (TJ)
- Tanzania (TZ)
- Thailand (TH)
- Timor-Leste (TL)
- Togo (TG)
- Tonga (TO)
- Trinidad and Tobago (TT)

- Tunisia (TN)
- Turkey (TR)
- Turkmenistan (TM)
- Tuvalu (TV)
- Uganda (UG)
- Ukraine (UA)
- United Arab Emirates (AE)
- United Kingdom (GB)
- United States of America (US)
- Uruguay (UY)
- Uzbekistan (UZ)
- Vanuatu (VU)
- Venezuela (VE)
- Viet Nam (VN)
- Yemen (YE)
- Zambia (ZM)
- Zimbabwe (ZW)

Federal State:

- Baden-Württemberg
- Bavaria
- Berlin
- Brandenburg
- Bremen
- Hamburg
- Hesse
- Mecklenburg-Western Pomerania
- Lower Saxony
- North Rhine-Westphalia
- Rhineland-Palatinate
- Saarland
- Saxony
- Saxony-Anhalt
- Schleswig-Holstein
- Thuringia

• Education Level:

- Primary education (typical duration: 6 years) / 6 years
- Lower secondary education (typical duration is 3 years) / 9 years
- Upper secondary education (Typical duration is 3 years) /12 years
- Post-secondary non-tertiary education (e.g., vocational education)
- Short-cycle tertiary education (minimum duration is 2 years)
- Bachelor's or equivalent level (3-4 years full-time study)
- Master's or equivalent level
- Doctoral or equivalent level

*What is your role in the prison system?

- Prison officer
- Probation officer
- Prison officer (chief / sergeant)
- Prison warden / governor / superintendent / director
- Other

If other, please specify:

*You work in:

- An adult male prison.
- An adult female prison.
- A prison hospital.
- A juvenile male prison/detention centre.
- A juvenile female prison/detention centre.

What type of prison you work in?

- Open
- Semi-open
- Closed (medium security)
- Closed (high security)

To date, how many years have you worked in the prison service?

Correctional Orientation

(Cullen et al., 1989)

ease express the extent to which you agree or disagree with the statements listed below:

	1 – Very strongly disagree	2 – Disagree	3 – Somewhat disagree	4 – Neither agree or disagree	5 – Somewhat agree	6 – Agree	7 – Very strongly agree
* Keeping the inmates from causing trouble is my major concern while I'm on the job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Many people don't realize it but prisons are too soft on the inmates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* An inmate will go straight only when he finds that prison life is hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>• Sleep'em, feed'em, and work'em is the best way to handle inmates.</p>	●	●	●	●	●	●	●
<p>• We would be successful even if all we taught inmates was a little respect for authority.</p>	●	●	●	●	●	●	●
<p>• So long as the inmates I supervise stay quiet and don't cause any trouble, I really don't care if they are getting rehabilitated or cured while they are in here.</p>	●	●	●	●	●	●	●
<p>• My job isn't to help rehabilitate inmates; it's only to keep them orderly so that they don't hurt anyone in here or tear this place apart.</p>	●	●	●	●	●	●	●

(Cullen et al., 1989)

Please express the extent to which you agree or disagree with the statements listed below:

	1 – Very strongly disagree	2 – Disagree	3 – Somewhat disagree	4 – Neither agree or disagree	5 – Somewhat agree	6 – Agree	7 – Very strongly agree
• All rehabilitation programs have done is to allow criminals who deserve to be punished to get off easily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Rehabilitating a criminal is just as important as making a criminal pay for his or her crime.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>* The only effective and humane cure to the crime problem in this country is to make a strong effort to rehabilitate offenders.</p>	●	●	●	●	●	●	●
<p>* The only way to reduce crime in our society is to punish criminals, not try to rehabilitate them.</p>	●	●	●	●	●	●	●
<p>* We should stop viewing criminals as victims of society who deserve to be rehabilitated and start paying more attention to the victims of these criminals.</p>	●	●	●	●	●	●	●

<p>• I would support expanding the rehabilitation programs with criminals that are now being undertaken in our prisons.</p>	●	●	●	●	●	●	●
<p>• One of the reasons why rehabilitation programs often fail with prisoners is because they are under-funded; if enough money were available, these programs would work.</p>	●	●	●	●	●	●	●
<p>• The rehabilitation of adult criminals just does not work.</p>	●	●	●	●	●	●	●
<p>• The rehabilitation of prisoners has proven to be a failure.</p>	●	●	●	●	●	●	●

Training Provision

In this section, we will ask you about your initial/induction training and about in-service/continuous training you receive.

• Induction training

How long did your initial/induction training lasted (in months)?

To what extent were the following topics included in your **induction (initial) training**:

	Not at all	A little	A moderate amount	A lot	A great deal
• Mission of the Prison Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Practice in a legal context (Constitutional Law, Criminal Law, Penal Law)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Policies, Procedures, Rules and Regulations (Legal frameworks which impact the daily prison routines)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Human Rights in Context (International and regional Human Rights instruments and standards)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Professional Ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Static and Procedural Security (procedural security: importance of security procedures; static security: barriers, locks, equipment used to restrain prisoners)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Dynamic security and officer-inmate relationship (everyday communication and interaction with prisoners based on professional ethics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Safety and Use of Force	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Suicide and Self-harm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Psychological, Social-Work and Criminological Approaches (knowing the fundamentals of and the role of related social sciences)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Risk Assessment (e.g., risk of re-offending and risk of harm)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Sentence Planning and Implementation (techniques and models which help achieve social reintegration)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Report Writing (e.g., incident reporting, performance reporting)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Confidentiality and Data Protection (safe management, storage and retention of data)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Use of social media by prison officers (sensible personal use of social media networks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Use of Information Technologies (e.g., internet access for prisoners, e-health and e-learning for prisoners, biometrics, video-conferencing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Working with Juvenile and Young Adults (different needs of juveniles and young adults)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Gender Responsiveness (awareness regarding women and gender-based violence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Inmates' Mental Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Inmates' Intellectual Disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Substance Misuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Anti-Discriminatory Practice (regarding, for example, race, colour, ethnic origin, nationality, sexual orientation, religion, physical or mental condition)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Staff Support and Development (information on the supports available to staff, to carry out their role effectively, e.g., stress management)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate the **importance** of the following training elements **for your professional occupation**:

	Not at all important	Slightly important	Moderately important	Very important	Extremely important
* Mission of the Prison Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>• Practice in a legal context (Constitutional Law, Criminal Law, Penal Law)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>• Policies, Procedures, Rules and Regulations (Legal frameworks which impact the daily prison routines)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>• Human Rights in Context (International and regional Human Rights instruments and standards)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>• Professional Ethics</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>• Static and Procedural Security (procedural security: importance of security procedures; static security: barriers, locks, equipment used to restrain prisoners)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>• Dynamic security and officer-inmate relationship (everyday communication and interaction with prisoners based on professional ethics)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>• Safety and Use of Force</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>• Suicide and Self-harm</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>• Psychological, Social-Work and Criminological Approaches (knowing the fundamentals of and the role of related social sciences)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>• Risk Assessment (e.g., risk of re-offending and risk of harm)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>• Sentence Planning and Implementation (techniques and models which help achieve social reintegration)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>• Report Writing (e.g., incident reporting, performance reporting)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Confidentiality and Data Protection (safe management, storage and retention of data)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Use of social media by prison officers (sensible personal use of social media networks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Use of Information Technologies (e.g., internet access for prisoners, e-health and e-learning for prisoners, biometrics, video-conferencing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Working with Juvenile and Young Adults (different needs of juveniles and young adults)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Gender Responsiveness (awareness regarding women and gender-based violence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Inmates' Mental Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Inmates' Intellectual Disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Substance Misuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Anti-Discriminatory Practice (regarding, for example, race, colour, ethnic origin, nationality, sexual orientation, religion, physical or mental condition)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Staff Support and Development (information on the supports available to staff, to carry out their role effectively, e.g., stress management)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which of the following training elements would you favour to receive additional in-service (continuous) training:

at most 5 choice(s)

You can choose up to 5. Please prioritize the training elements you consider to be more relevant.

- Mission of the Prison Service**
- Practice in a legal context** (Constitutional Law, Criminal Law, Penal Law)

- Policies, Procedures, Rules and Regulations** (Legal frameworks which impact the daily prison routines)
- Human Rights in Context** (International and regional Human Rights instruments and standards)
- Professional Ethics**
- Static and Procedural Security** (procedural security: importance of security procedures; static security: barriers, locks, equipment used to restrain prisoners)
- Dynamic security and officer-inmate relationship** (everyday communication and interaction with prisoners based on professional ethics)
- Safety and Use of Force**
- Suicide and Self-harm**
- Psychological, Social-Work and Criminological Approaches** (knowing the fundamentals of and the role of related social sciences)
- Risk Assessment** (e.g., risk of re-offending and risk of harm)
- Sentence Planning and Implementation** (techniques and models which help achieve social reintegration)
- Report Writing** (e.g., incident reporting, performance reporting)
- Confidentiality and Data Protection** (safe management, storage and retention of data)
- Use of social media by prison officers** (sensible personal use of social media networks)
- Use of Information Technologies** (e.g., internet access for prisoners, e-health and e-learning for prisoners, biometrics, video-conferencing)
- Working with Juvenile and Young Adults** (different needs of juveniles and young adults)
- Gender Responsiveness** (awareness regarding women and gender-based violence)
- Inmates' Mental Health**
- Inmates' Intellectual Disabilities**
- Substance Misuse**
- Anti-Discriminatory Practice** (regarding, for example, race, colour, ethnic origin, nationality, sexual orientation, religion, physical or mental condition)
- Staff Support and Development** (information on the supports available to staff, to carry out their role effectively, e.g., stress management)

Training Methods and Techniques

Please rate the following statements about frequency of use of learning methods and techniques applied during your induction (initial) training:

	Never used	Almost never used	Occasionally / Sometimes used	Used almost every time	Used every time
* Classroom-based sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Case studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Distance learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Virtual reality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Simulations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Demonstration on location.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Role-playing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Film and video.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Group discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate the following statements about frequency of use of learning methods and techniques applied during your in-service (continuous) training:

	Never used	Almost never used	Occasionally /Sometimes used	Used almost every time	Used every time
* Classroom-based sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Case studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Distance learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Virtual reality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Simulations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Demonstration on location.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Role-playing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Film and video.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Group discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Prison Officers Skills and Competencies

Please rate **how important** do you think the following **skills and competencies** are for your occupation:

	Not at all important	Slightly important	Moderately important	Very important	Extremely important
* Understanding the personal situation of the prisoner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Cooperation with relevant services (e.g., social worker, psychologist, administration).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Information sharing and collaboration with co-workers and within the organisation's hierarchy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Effectively communicate with prisoners and others to maintain order in prison.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Assist others in resolving differences to avoid conflict.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Be empathetic / sensitive towards the needs of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Ability to detect prisoners' behavioural changes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Encourage prisoners' positive behaviour.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Use of computers and software.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Confidence and assertiveness (in the approach with prisoners).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* A non-judgmental attitude.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Insight into and improving social climate of the penal institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Understanding organisational reporting mechanisms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Strength to physically subdue prisoners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Respond quickly when facing dangerous or unpredictable situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Ability to cope with difficult emotional situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Understand how behaviour, communication and interpersonal skills affect an individual's expectation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Ability to maintain professionalism and fairness at all times.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Be familiar with and understand the different groups (including religious, ethnic, cultural) you may come across in prison.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Be a pro-social model (i.e., model pro-social values and behaviours in your interactions with prisoners).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Linguistic Skills (e.g., know other languages to improve the communication with prisoners).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Emotional control / anger management in hostile situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Emerging Knowledge

Considering the future changes and challenges that prisons may face, please rate how important do you think it is for you to increase your knowledge on the following topics:

	Not at all important	Slightly important	Moderately important	Very important	Extremely important
* Aging/Geriatrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Organised Crime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Radicalisation (prevention)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* De-radicalisation / Disengagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Information and communication technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Security technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Mental health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please name other training topics not mentioned on the previous questions you think are important for preparing the future prison officers:

Thank you for your cooperation!

You reached the end of the questionnaire. If you have any comment, you can use the text box below. Please submit your answers before leave this page.



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WP3 Output 1

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