



# PO21 NATIONAL REPORTS

WP3 Output 2

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# Introduction

01

# Introduction

PO21's National Reports intend to gather and interpret the evidence of the current skills needed for prison officers. The present document results from the needs assessment report, containing the comprehensive findings of the project's initial research tasks (3.1.1 Research framework and 3.1.2 Desk research). Therefore, each of the national chapters included in this document (Belgium, Germany, Portugal and Romania) presents a mapping of existing training provisions and the latter's characterisation.

Additionally, this Output was informed by information collected during the field research phase of the PO21 project (3.13 Field Research), specifically by WP3 O1 DACUM workshops and survey. On the other hand, the present report is complemented by the WP3 O3 EU Report. In summary, WP3 O2 outlines the prison officer profile, VET offer and learning methods, and therefore, gathers and disseminates information about the current training provision for prison officers in the PO21 partner countries. This overview will prove especially valuable for the design of WP3's O5 Innovative VET curricula and programme, as well as WP3's O6 learning materials.

Furthermore, during the workshops, each partner was invited to give additional specific information regarding recruitment processes, entry requirements, initial and continuous training. To structure the collection of data presented in this report the partnership agreed to include the following tabs:

General introduction of the prison system (including characterisation of current in-service training facilities);

- Professional profile of prison officers;
- Recruitment Process;
- Current skills needed for prison officers (from DACUMs);
- Training (induction and in-service) offer (length, content, etc.);
- Learning methods;
- Conclusions.

The report ends by offering general conclusions on the form carried out.

Regarding the semi-structured interviews, it is important to note that the partnership changed the initial strategy for collecting first-hand information through field research. Due to several factors (namely the COVID-19 pandemic), partners concluded that it would be more beneficial for the project to develop and launch an online survey instead of conducting semi-structured interviews. Not only will the partnership collect a substantially higher volume of responses, but the survey itself is also more comprehensive than any semi-structured interview could be in terms of dimensions covered. The survey's underlying reasoning, script and preliminary responses may be found under chapter 5.

**Method**

**02**

## Method

The information collection was carried out mostly by relying on online information sources, such as the Council of Europe's (CoE) "Information About the Training of the Prison and Probation Staff in Some Council of Europe Member States Provided by the National Prison and Probation Services". Additional information was also found on official government websites. On the other hand, given the difficulties in retrieving sufficient information online, the partnership also decided to design information collection tables (which may be found in Annexe 1 of the report). Said tables were then shared with the partner organisations, who filled them in and shared the most recent training programmes and learning methods for prison officers in their partner countries.

Furthermore, information on the skill needs for Belgian Prison Officers was based on the preliminary discussions for the future prison officer profile in Belgium, which is currently being developed by the Belgian Public Federal Ministry of Justice.

Finally, additional information regarding recruitment processes and entry requirements, initial and continuous training features (trainers, training and trainees evaluation, EQF exit level, the professional path associated to continuous training) was provided by the participants in the third workshop in Bucharest, Romania. The partners were sent a template regarding the training features that should be included and presented it as part of the workshop's activities.

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National Reports  
**Belgium National  
Report**

03

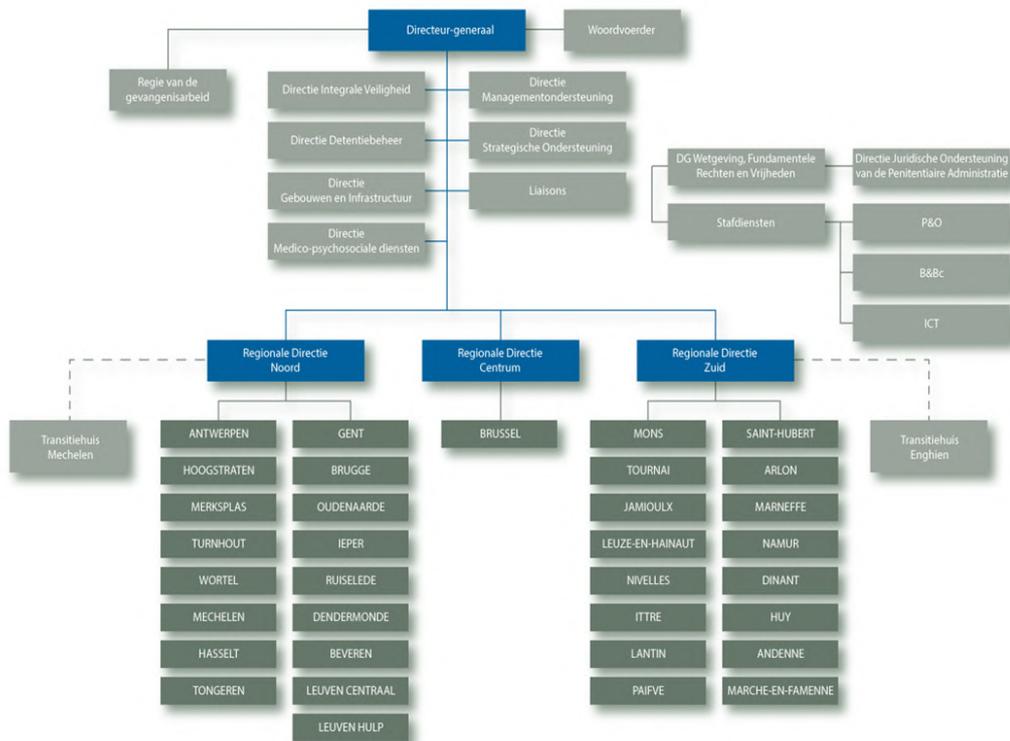
# National Reports

## Belgium National Report

### *General introduction of the prison system (including characterisation of current in-service training facilities)*

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) under the jurisdiction of the Service public federal de Justice (Service public federal de Justice, n.d. a)



## ***Professional Profile of prison officers***

The professional profile of the PO is established in Royal Decree and it comprises two domains:

- a) supervision and guidance of detainees within the function of detention counsellor
- b) surveillance and security of buildings and persons within the function of security assistant.

## ***Recruitment Process***

To **recruit prison officers**, the Belgium Federal Service of Justice has advertisement campaigns in several channels: on their website ([https://justitie.belgium.be/nl/werken\\_bij\\_justitie\\_das\\_just](https://justitie.belgium.be/nl/werken_bij_justitie_das_just)) where detailed information can be found about vacancies and the recruitment process, as well as testimonies of prison officers about the job, promotional videos with the Minister of Justice, information sessions in prison and job fairs, integration of lessons of safety in schools, music festivals and Facebook.

The entry requirements for a prison officer are

- Age – minimum – 18; maximum – 65;
- Education level – EQF level 4, if not boarding pass is possible;
- Clean criminal record;
- Medical examination;
- Belgian nationality;
- Entry tests – interview and role play;
- The interviews are focused on the assessment of stress, integrity, motivation, teamwork, customer-oriented;
- Recruitment process – national and local contests.

The **recruitment process** for Belgian Penitentiary Officers is divided into 4 stages, the review of which will facilitate our understanding of the current training scenario for prison officers in the national context in question, under the direction of SELOR – the federal recruitment agency.

Stage 1 corresponds to the minimum requirements for application, which correspond to the possession of a secondary education diploma or a successful exam of verification of competences; at a later stage, recruits take an electronic test to assess the fulfilment of general competencies regarding the post in question. According to the Council of Europe (2017 p.6), this evaluation entails questions concerning “correspondences, conflict resolution, teamwork, professional orientation, trustworthiness, capacity to develop, the capacity to analyse, to observe, to communicate in a written form”. A posterior third phase then consists of an interview before a jury to better understand the motivation and perceptions of the candidate in relation to their future professional role and verify the points covered at the previous written test. Finally, a medical examination ensures the physical capacity and aptitude towards the service. EMPREVA, another federal agency, is charged with delivering this examination, which curiously does not benefit from any pre-established criteria or requirements for a positive evaluation (Council of Europe, 2017).

### ***Current skills needed for prison officers (from DACUMs)***

The Belgium Federal Service of Justice informed the partners that a new occupational profile (and training programme) is 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.

The development of the new professional profile derives from a positive experience in migrant detention centres in Belgium, as the creation of different, specialised profiles has produced positive results in Belgium and the Netherlands and Scotland – such as a sharp decrease in the number of aggression incidents. According to the literature, this and the fact that this method also promotes reintegration and the reduction of recidivism led to the conceptualisation of different occupational profiles for the prison officer in Belgium: the **security assistant**, on the one hand, and the **detention supervisor**, on the other. Both profiles are complementary and are responsible for maintaining order and safety, carrying out safety procedures, contacting detainees, colleagues and third parties, and acting in crises. Together, they work towards dynamic security within the institution and in society.

### ***Training (induction and in-service) offer (length, content, etc.)***

The Council of Europe document of 2017 specifies that the entry into service begins at the training centre, where each group of 10-15 new agents is accompanied by a tutor/trainer. As such, the initial stage of the service comprises induction training. The induction training includes a theoretical component, lasting for 15 days. Additionally, trainees are also expected to benefit from three days per month of theoretical during the internship year, totalling 50 days of training (Service public federal de Justice, n.d. b). With the development of the new profiles, the training length for the Guidance profile is 61 days and for the Security profile, 66 days.

In what regards the **basic training curriculum**, the Council of Europe document (2017, p. 6) highlights the following points: “general principles of the detention law, professional ethics, searches, crisis management, communication, ICT, psychology, suicide prevention, diversity, radicalisation, addictions, well-being at work, safety regulations, fire prevention, self-defence.”

## ***Learning Methods***

The **training is organised** in alternating class training with in-context training and course-internship.

In parallel, the trainees benefit from alternate theoretical and practical training, guided by their respective mentor/trainer, who collaborates between the training centre and the prison. Thus, the learning methods comprise class training, training in simulation prison, role-playing, mentor in prison and e-learning

Regarding **trainees assessment**, theoretical and practical exams are also foreseen for each of the disciplines undertaken, which indicate the posterior nomination. In effect, only the federal commission enjoys sufficient powers to decide the nomination of new prison officers based on the results of the exams. There are also evaluation procedures at the workplace. After the induction training period, continuous evaluation and formal reporting on a trimestral basis are also foreseen. In this context, Belgian prison officers go through an interview process, the first of which is still at the training centre and the four others at the prison to which the officer was assigned.

The trainee is expected to carry a notebook for the whole duration of the traineeship, containing all the information gathered during the induction training period.

The **trainers** can be permanent teachers attached to the training centre, external teachers from prisons, or hired from external firms.

The **exit EQF level** is the same as the entry level, level 4.

Regarding **Continuous training**, prison officers are also encouraged to continuously develop their competencies through continuous courses which the training centres offer. Some areas are mandatory, e.g., first aid, but most are not. There is a catalogue of various training courses that PO can apply for but only after management approval. The association to career progression/credits are organised after passing an exam.

# German National Report

04

# German National Report

## *General introduction of the prison system (including characterisation of current in-service training facilities)*

German federal states enjoy specific jurisdiction in what concerns justice and corrections systems. In this sense, as all prisons are publicly managed, each state issues their respective regulation towards managing the prison and probation systems. On the other hand, prison staff training structures are fairly homogenous, specifically in the formal prerequisites, selection norms, training and rules for examination. Moreover, it is also important to note that the Departments of Corrections and Academies for Prison Officers work closely together through regular and continuous exchanges (Oberfell-Fuchs, 2018).

Considering the Bremen Ministry of Justice's involvement in PO21's Consortium, a particular focus will be given to the Free Hanseatic City of Bremen's prison system and training provision of prison officers. There is currently one centre for training prison officers in Bremen – the School of Administration of the Free Hanseatic City of Bremen ("Verwaltungsschule der Freien Hansestadt Bremen"), which, in 2019, delivered 781 training lessons to 1250 officers as part of their induction training. Its aim is to comprehensively develop the trainees' competences (i.e. readiness and ability to behave appropriately, responsibly, and thoughtfully in professional, social, and private situations) required to serve in the State's correctional facility adequately.

## ***Professional Profile of prison officers***

The German system generally differentiates between career paths to provide appropriate training to each audience. In this sense, there is a clear distinction between the:

- **Penal executive service** (“Vollzugsdienst” ): prison officers in the direct sense of the term (80% of the prison staff).
- **Workshop service** (“Werkdienst” ): supervision of prison labour and vocational training of inmates (14% of the prison officers)
- **Administration service** (“Verwaltungsdienst” ): prison administration (6% of the prison staff).

## ***Recruitment Process***

The different German Federal States follow different methods for selecting trainees, ranging from centralised applications and personal selection at the Academies or the Departments of Corrections, which is the most frequent method, to decentralised approaches at the particular prison facilities, to a mixed-method (Obergefell-Fuchs, 2018).

The **entry requirements** to become a PO are the following:

- Age – differs between all German Federal states – from at least 18 to 20-23 years and 35-40 years are generally considered the maximum ages for applicants.
- Education level – secondary modern school (“Hauptschule”) diploma, corresponding to 9 school years, as well as an additional professional education diploma OR a junior high school (“Realschule”) diploma, corresponding to 10 school years.
- Nationality – only German nationals may apply in some German Federal States; many others also accept applications from EU nationals.

- Physical fitness is the final of these formal criteria. The eligibility is based on the comparable police regulation (PDV 300) regarding body height, BMI, vision and hearing capabilities, pre-existing medical conditions, amongst others (Oberfell-Fuchs, 2018).

On the other hand, personal capacities are also under verification, specifically: communication and conflict abilities, self-confidence, the capacity to teamwork, empathy, reflectivity, loading capacity, mental balance, good general education, preparedness to work shifts (Oberfell-Fuchs, 2018).

The applicants are then subjected to the specific process of personnel selection, which comprises several tests: German language written essay; intelligence test (regarding the applicant's general education, retentiveness, reasoning, speech comprehension); vocational aptitude test; personal interview before a selection committee (composed by the warden, administrative director, and a psychologist); group assessment methods (group discussion, role-play activities); tour of the prison facility, which entail the observation of the behaviour of the candidates; internship; testing of physical abilities.

While this format is fairly shared amongst the German Federal States, specific tests may differ from Länder to Länder.

## ***Current skills needed for prison officers (from DACUMs)***

The German DACUM workshop results pointed out six current skills that are needed for prison officers:

- Intercultural competence through specific training;
- 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;
- Continuous updating and developing specific specialised knowledge (concerning special issues and basic knowledge).

They have also acknowledged that the following skills are needed for prison officers in the future:

- 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;
- Dealing 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; and
- Intercultural skills.

## ***Training (induction and in-service) offer (length, content, etc.)***

Penal executive service officers in most federal States adhere to a 2-year training course, except in Bavaria, which promotes an 18-month training course. This training is mandatory for all prison officers, with a minimum of 40 compulsory weeks of training required. This training is complemented by a 42 weeks traineeship in which the trainee is under the supervision of a mentor who is beforehand provided with a traineeship plan as well as observation and competence assessment instruments. During training, practical stages usually last between 7-12 months, whereas theoretical phases entail 11-18 months of courses. Only induction training is provided, as in-service training is not envisioned.

The following training programmes are shared by all penitentiary facilities across federal States: use of firearms; self-defence; fire protection; extremism. More specifically, the training provided by the School of Administration of the Free Hanseatic City of Bremen encompasses six learning areas, namely:

- Security and supply (“Sicherheit und Versorgung”) – **total of 260h**;
- Counselling/Support/Treatment (“Beratung/Betreuung/Behandlung”) – **total of 300h**;
- Crisis intervention (“Krisenintervention”) – total of **240h**;
- Own position and development in enforcement (“Eigene Stellung und Entwicklung im Vollzug”) – total of **130h**;
- The penal system in society (“Strafvollzug in der Gesellschaft”) – total of **200h**;
- Languages (“Sprachen”) – total of **120h**.

Within these learning areas, prison officers' induction training includes the following modules:

Training Modules	Total of Hours
The penal system and its social significance	30h
Criminal law, Administrative law, Politics	190h
Correctional law and practice; Pre-trial detention.	120h
Fundamental rights	30h
Psychology	10h
Correctional law and practice	110h
Pedagogy; Group work	45h
Direct coercion and self-protection; Weaponry; Sports	265h
Psychology	20h
Criminology	15h
Social security law	30h
Psychology	10h
Law enforcement	20h
German	100h
Enforcement law (service and safety regulations)	10h
Service and safety regulations	-
Data processing	20h
Psychology	20h
Psychology	10h
Psychology	20h
50%Diversity	16h
Public Service; Fire protection; First aid; Team	80h
Execution of the juvenile sentence + 10h Pedagogy	30h
50% Diversity	16h

(Table 1 – Training provision in Germany)

The **trainers** responsible for delivering these modules are internal and external to the prison system and are not provided with guidelines for training. The training provided by these is evaluated in terms of the learning outcomes of the trainees.

## ***Learning Methods***

The training programmes across regions may differ in the division between theoretical and practical stages of the training. However, the most common format consists of “practice-theory-practice-theory”.

Concerning the training modules aforementioned within the School of Administration of the Free Hanseatic City of Bremen, the division between theoretical and practical learning methods is the following:

<b>Training Modules</b>	<b>Learning Method</b>
The penal system and its social significance	100% Theoretical
Criminal law, Administrative law, Politics	100% Theoretical
Correctional law and practice; Pre-trial detention.	100% Theoretical
Fundamental rights	100% Theoretical
Psychology	100% Theoretical
Correctional law and practice	100% Theoretical
Pedagogy; Group work	100% Theoretical
Direct coercion and self-protection; Weaponry; Sports	30% Theoretical, 70% Practical
Psychology	100% Theoretical
Criminology	100% Theoretical
Social security law	100% Theoretical
Psychology	100% Theoretical
Law enforcement	100% Theoretical

Training Modules	Learning Method
German	100% Theoretical
Enforcement law (service and safety regulations)	100% Theoretical
Service and safety regulations	-
Data processing	100% Practical
Psychology	100% Theoretical
Psychology	100% Theoretical
Psychology	100% Theoretical
50%Diversity	100% Theoretical
Public Service; Fire protection; First aid; Team	50% Theoretical, 50% Practical
Execution of the juvenile sentence + 10h Pedagogy	100% Theoretical
50% Diversity	100% Theoretical

(Table 2 – Learning Methods in Germany)

**Portuguese National  
Report**

**05**

# | Portuguese National Report

## ***General introduction of the prison system (including characterisation of current in-service training facilities)***

The Directorate General of Social Reintegration and Prison Services (DGRSP), successor by merger to the Directorate General of Probation Services and Directorate General of the Prison Service, has the mission “to develop crime prevention policies, of enforcement of judicial measures and sentences, social reintegration and articulated and complementary management of juvenile justice system and prison system, ensuring conditions consistent with human dignity and contributing to the defence of order and social peace” (Article 2 of decree-law No. 215/2012 of September 28<sup>th</sup>).

The wider scope of work in the field of the enforcement of judicial sentences encourages greater consistency and responsiveness “... centred on the individual from pre-sentence decisions to release, preparing, in cooperation with other public and private sector organisations, opportunities for change and social reintegration, reducing the negative consequences of deprivation of liberty and reducing the risk of recidivism” (cf. Preâmbulo, DL No. 215/2012 of September 28<sup>th</sup>). These principles and values foresee a systemic vision of the service, inevitably focused on its recognition within society and institutions as a behaviour change promoter and active civil society protector.

Being simultaneously part of the National Criminal Justice System and a public VET provider (through its own Penitentiary Training centre), the Portuguese Prison and Probation Services has currently about 4100 prison officers (PO) and 2500 other professional categories (6600 professionals). In 2019, it was responsible for the induction training of 25 prison officers (1330 hours of training) and the in-service training of 300 prison officers (16 870 hours of training).

### ***Current in-service training facilities***

The DGRSP Training Division (TD) is a service dependent of the Human Resources Department; its central facilities are located in Caxias (near Lisbon). The central training facility has the capacity to accommodate 200 students, counting with seven classrooms, a simulation cell, a small gym and other support structures. It is also equipped with a full range of training equipment (riot control gear, simulated weapons, searching kits, etc.).

In 2018, in partnership with the Security Services Department, the Training Division launched a decentralised training program (PFDS) for in-service Prison Officers training. This program has seven training units located across the country within Prison facilities nationwide:

- North – (St.ª Cruz do Bispo Prison);
- Center – (Leiria Juvenile Prison);
- Lisbon – (Caxias training facility);
- South – (Pinheiro da Cruz Prison – under preparation to initiate training activities in 2021);
- Madeira island – (Funchal Prison);
- Azores islands 1 – (Ponta Delagada Prison);
- Azores islands 2 – (Angra do Heroísmo Prison).

These facilities have their own trainers' group, but the central office plans and oversees the activities. In these adapted training units (URF), there are conditions to accommodate 12 students, classrooms, simulation facilities, gym and other support structures. They are also provided with a full range of training equipment (riot control gear, simulated weapons, searching kits, etc.). CGP students receive accommodation during periods of theoretical and practical training.

### ***Professional Profile of prison officers***

Professional profile of prison officers is described in Decree Law no. 3/2014, Article 27. The following **main** competences are considered:

- Guarantee the security conditions that allow rights, freedom and respect for citizens guarantees;
- Protect the prisons and other DGRSP facilities;
- Observe inmates at the workplace, facilities and habitational zones, as discreetly as possible, to detect situations that may be against order and security of the services or 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 be a positive influence through example;
- Collaborate with other services and workers in common interest activities, sharing information that is adequate to the execution of the sentence, pre-trial detention and security measures without impairing their normal functions;
- Immediately transmit to the hierarchies petitions and complaints from the inmates;
- Share with the hierarchies, as soon as possible, any disciplinary infractions,

- Accompany inmates that may be transferred or, for other reasons, need to move outside the prison facility;
- Capture and lead back to the prison facility any inmate that escaped or is found outside the prison facility with no authorisation;
- Pay attention and keep vigilant and secure during visits to inmates, inspecting visitors, verifying and checking products and articles that belong to or that will be given to inmates,
- Develop the necessary activities for inmates and visitors intake, clarifying legal and regular dispositions at the facility;
- To prevent and fight criminality inside prisons, in coordination with security forces;
- To prevent all other acts against law and rules;
- Guarantee that the entry and exit of persons and goods in prison facilities is controlled.

## ***Recruitment Process***

The **advertisement for the prison officer** job is announced in the “Diary of the Republic” (the Portuguese government official diary) and the DGRSP internet page (<https://dgrsp.justica.gov.pt/Instrumentos-de-gest%C3%A3o/Recursos-humanos/Recrutamento>). The recruitment is done by the DGRSP central office. All training is provided by the DGRSP Training Division. The vacancy of male and/or female PO, are according to the number of places announced for each one. There is no regular procedure with a stated term/frequency, as there were courses for 400 candidates and others for 28. Admittance frequency depends on Government decisions related to several conditions (financial, needs assessment, political, etc.).

The **entry requirements** to be a PO are

- Age – minimum age is 21 and the maximum is 28, but there is an exception for military personnel.
- Education level – complete secondary education, level 4.
- Clean criminal record
- Portuguese Nationality
- Physical tests: 100 m flat race (speed test); Push-ups on the ground (upper strength test); Abdominal Push-ups (abdominal strength test); Unsupported wall jumping (motor coordination test, lower strength and decision-making capacity); Cooper test (aerobic endurance test).
- Psychological tests: Personality traits assessment, intelligence test, psychological interview, etc.
- Medical tests: candidates are required to submit a medical overall fitness document and to do a complete health screening, with blood and urine analysis, heart condition, thoracic x-ray, hearing conditions, eyesight tests, blood pressure, etc.
- Written test focuses on Public Administration Law, Prison and Probation Law, writing expression and interpretation of Portuguese language

### ***Current skills needed for prison officers (from DACUMs)***

The Portuguese DACUM workshop results pointed out the following skills that are needed for prison officers:

- Self-control; emotional intelligence (verbal and non-verbal); active listening; know how to apply the rules and maintain 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;
- 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; and
- Make use of authorised proceedings of physical control and restriction, if necessary.

In addition, the Portuguese DACUM Workshops also indicated the following future skills that are needed for prison officers:

- Digital and technological competencies;
- Ability to connect with the inmates; be 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; understand the organised crime phenomenon;
- Ability to connect with the inmates; understand the radicalisation process; and
- Ability to connect with the inmates.

## ***Training (induction and in-service) offer (length, content, etc.)***

**Induction training** is offered by DGRSP to provide the needed knowledge, soft and hard skills and professional conduct required for the new prison officers. It is mandatory for prison officers to undergo training, overall **duration** of 9 months (35h per week), 5 months theoretical training and practice at the Training Division, with a three weeks observation at the penitentiary centres followed by 4 months of internship. The trainees are accompanied by a mentor that is previously provided with a traineeship functional and competence profile and observation and competence assessment instruments.

Training is divided into technical-practical training and real-work context training (in Prisons). In the context of the induction training, the definition of courses and the respective operating regulations are the object of a dispatch from the Director-General for Reinsertion and Prison Services.

According to the new, highly complex and demanding skills required of Prison Officers, the TD has implemented a multi-competence development course divided into eight great areas of study, encompassing a variety of knowledge and practical skills required to perform the function. These areas are outlined below and illustrated by examples of thematic courses under each category:

Thematic Areas	Training Modules	Total of Hours
Prison Officer's function overall framework	<ul style="list-style-type: none"> <li>- DGRSP in the justice system. DGRSP's overall organisation. Organisation and functioning of prison systems;</li> <li>- Public Administration workers' legal regime;</li> <li>- Status of the prison guard corps;</li> <li>- Discipline and ethics.</li> </ul>	36h
Legal framework in the penalty enforcement system	<ul style="list-style-type: none"> <li>- The evolution of prison;</li> <li>- Human rights and international principles and norms in the execution of sentences and custodial measures – Mechanisms;</li> <li>- Penal and Penal Processes Law;</li> <li>- Execution of sentences and custodial measures;</li> <li>- Execution of sentences and measures resorting to electronic surveillance;</li> <li>- Community sentences.</li> </ul>	66h
Security	<ul style="list-style-type: none"> <li>- The inclusion of DGRSP in the internal security system;</li> <li>- Information;</li> <li>- Security in the prison environment;</li> <li>- Searches and body searches;</li> <li>- Risk assessment and management in the prison environment;</li> <li>- Maintenance of the prison order;</li> <li>- Protection and security devices;</li> <li>- Weaponry and shooting;</li> <li>- Preparation of working hours;</li> <li>- Strategies to counter the use and trafficking of drugs and other illicit goods;</li> <li>- Radicalisation in prison settings;</li> <li>- Prevention and extinction of fires;</li> <li>- Coercive means – case studies.</li> </ul>	172h
Behaviour in the prison environment	<ul style="list-style-type: none"> <li>- Gender equality and prevention and countering of domestic and gender-based violence;</li> <li>- Dynamic security, professionalism and human rights;</li> <li>- Communication and teamwork;</li> <li>- Personal development and stress management;</li> <li>- Posture and professional ethics;</li> <li>- Reclusion and multiculturalism;</li> <li>- Health and safety at work;</li> <li>- Basic life support.</li> </ul>	82h5

Thematic Areas	Training Modules	Total of Hours
<b>Prison treatment and social reintegration</b>	<ul style="list-style-type: none"> <li>- Criminal behaviour: risk factors and intervention models;</li> <li>- Technical intervention in the</li> </ul>	38h
<b>Health</b>	<ul style="list-style-type: none"> <li>- Framework of the provision of health care in the prison setting;</li> <li>- Promotion of health and prevention of disease in the prison setting;</li> <li>- Infectious diseases. Reduction of risks and damage control;</li> <li>- Chronic diseases;</li> <li>- Psychopathologies, mental health, mentally unfit;</li> </ul>	18h
<b>Transversal Competences</b>	<ul style="list-style-type: none"> <li>- English language;</li> <li>- DGRSP's information system;</li> <li>- IT in the users' view.</li> </ul>	59h5
<b>Physical activities</b>	<ul style="list-style-type: none"> <li>- Physical education;</li> <li>- Self-defence;</li> <li>- Military parade conduct.</li> </ul>	94h

(Table 3 – Training Provision in Portugal)

In the induction training courses, the following subjects, with a practical component, must also be taught:

- Physical education;
- Self-defence.

The induction training process is always subject to **evaluation** and classification. All training themes have an evaluation phase (written and/or practical) and there is a final classification list, using a 0-20 scale, with a minimum success score of 10. It is moreover important to note that the legislation is slightly contradictory in what concerns the full duration of induction training. Whereas Prison Officers' Corps professional status preamble refers to induction training lasting a minimum of 12 months (consisting of courses of nine months and at least three months of practical training), Article 8 of ANNEX II states that induction training lasts 9 months, which goes against the aforementioned preamble.

Regarding the **in-service training**, DGRSP provides various security or hard skills courses and behaviour or soft skills, whose duration varies according to their content and specificity. Usually, the practical training lasts 30 hours, and the theoretical section amounts to at least 6 hours. In 2019, 300 prison officers underwent in-service training (16 870 hours).

**Initial and continuous training courses** are available for prison officers and probation staff and there are specific training courses for entry GISP – Prison Security and Intervention Team and the K9 Team (Detection Dog Trainer Courses). Continuous Training courses for prison officers and other staff are available in the following areas:

- Financial and Human Resources Management
- Penal and Penitentiary Law and International Standards and Norms
- Technical intervention on the enforcement of prison and community sanctions
- Technical intervention on the enforcement of youth justice sanctions
- Security and Safety: security procedures, firearms , first aid intervention and fire safety
- Health Promotion and Suicide Prevention, Social Skills programmes for inmates and probationers
- Computer tools and Prisoners Management Database
- Cross-cultural Awareness

Although continuous training is mandatory by Law, it does not take into account the needs of staff and there is no auscultation of the labour unions. The DGRSP Training Division, elaborates an annual training plan, after consulting all of the DGRSP departments. In 2018 the Training Division launched a Decentralized Training Programme in the area of Security for in-service prison officers, based in six prison facilities country wide, aiming to improve cost-benefit and efficiency, increase the number of trainees; standardize technical procedures and assure training process sustainability.

In brief the Training Division has tried to make sure that the training given to the Portuguese Prison officers in this recent years

were in line with the internal needs of the service, the competence profile defined in their respective professional status and other relevant international practices and standards.

One of the aims to be reached, is to develop deeply in the future the skills of this professionals mainly in the behavioural areas, in subjects like communication skills, interpersonal relations, conflict prevention and management, teamwork and stress management, as well as the ones related to risk management and violence prevention, inmates with special needs, personality disorders, conditioning, manipulation and corruption prevention awareness, criminal behavioural psychology and offender management. These courses have been increasing due to the implementation of the PFDS decentralised training program that focuses on 5 areas (Personal defence; Riot control; Escort of inmates; Prison facilities and personal searching; Law, proceedings and official forms).

In addition to this, the TD has an all year diversified training offer that embraces areas like:

- Computer skills,
- Use of Coercive Means: Case Analysis,
- Training for X-Ray Operators and Metal Detectors,
- Posture and Professional Relationship - Dynamic Security and Human Rights,
- Ethics and professional deontology in the execution of sentences,
- Etc.

However, the in-service training is not evaluated, and it is recognised that the annually available training programmes are few.

Regarding the **trainers**, there is no permanent training staff exclusively allocated to the Training Division and, whenever

necessary, training is delivered by internal staff, prison officers and other personnel, with experience and specialized knowledge in the different subjects. There is also a sporadic collaboration with external trainers and organizations. In the particular case of the Initial Prison Officer Training Course, a project team is specifically set up, consisting of a Course Director, coordination structure, trainers and tutors, to ensure its execution.

The trainers that work with the TD are very qualified and experienced, as most of them work for the prison system (both Prison Officers and other technical staff), thus benefiting from a very complete and in-depth knowledge of the system. They also are invested in continuously updating their skills, and they frequently undertake courses and are evaluated by the students. For certain specific contents, the TD relies on external trainers, for example of in what concerns: First-aid, train-the-trainer courses, English language, etc.

In both the induction and the in-service training, trainers are provided with a session plan, learning objectives, content and course material, and evaluation methods beforehand of the training initiatives. Some of the induction training provided is evaluated concerning learning, behaviour, and results.

Concerning the **EQF exit level**, the penitentiary staff is trained according to a professional development training package, with no connection to the National Education system and its several levels. The classification of the prison officers according to the "National qualification board" is level 4 (equivalent to high school), according to the entry level and not the training received in the DGRSP.

The **Training Assessment** is carried out by the Training Division, which conducts post training satisfaction questionnaires shared with

the trainers, and sporadically impact questionnaires.

## Learning Methods

The **training methods** in the decentralised centres are essentially theoretical training and practical training, from a perspective of know-how or practice-theory-practice-theory. The Training Courses (both induction and in-service) use active methodologies, focusing on techniques such as role-playing, group work, case study, simulated practices, and skills, as well as training component in a real-work context. The evaluation component is also very important as all courses have a minimum achievement grade, under which the student will not be considered successful.

The TD is also undertaking a technological modernisation process regarding the offer of e-learning and b-learning courses

The learning methods of the induction and in-service training are the following:

Areas	Learning Method	
	Induction Training	In-Service Training
Practice in legal context	100% Theoretical	-
Human rights	100% Theoretical	-
Safety and use of force	20% Theoretical, 80% Practical	10% Theoretical, 90% Practical
Suicide and self-harm	100% Theoretical	-
Psychological work and criminological approaches	100% Theoretical	-
Social work	100% Theoretical	-
Report writing	90% Theoretical, 10% Practical	90% Theoretical, 10% Practical
Confidentiality, data protection	100% Theoretical	-

Areas	Learning Method	
	Induction Training	In-Service Training
Inmates' mental health	100% Theoretical	-
Inmates' intellectual disabilities	100% Theoretical	-
Substance misuse	100% Theoretical	-
Staff support and development	100% Theoretical	-

(Table 4 – Learning Methods in Portugal)

that will soon be available in the DGRSP/TD Moodle platform. These courses include: “The Law regarding the driving of prison security vehicles”, available online for prison officers in the second semester of 2020.

In continuing education and pathological training, specific training programmes of practical nature are offered in Self Defence, searches and body searches, protection and safety deposits, maintenance of prison order and shooting in the practical area. Theoretical training, in turn, includes shooting legislation (meaning the theoretical part which precedes the practice), conflict resolution, among others.

# Romanian National Report

06

# Romanian National Report

## *General introduction of the prison system (including characterisation of current in-service training facilities)*

The National Administration of Penitentiaries is a public service responsible for the enforcement of detention regimes and rehabilitation interventions, under the conditions that ensure human's dignity, by facilitating responsibility and social reintegration into society of the persons in custody and by contributing to the increase of community safeguard, public order and national security.

The organisation, functioning and responsibility of the National Administration of Penitentiaries are regulated by Government Decision No. 1849 dated October 28th 2004, which sets up the institution membership to the tasks of defence and maintenance of the public order and the national security system. Until 2004 the prison service was militarised but, from September 2004 onwards, prison staff became public functionaries. The Minister of Justice directly coordinates the National Administration of Penitentiaries and its subordinated units.

The management of the National Administration of Penitentiaries falls under the responsibility of the general director, representing it before the Ministry of Justice and other central and local public administrations, authorities, central and local organisations, and individuals and legal entities. Exerting the managerial act, the general director is assisted by three deputy directors, who involve and represent the penitentiary administration, based on the mandate expressly conferred by the decision of the general director.

The Ministry approved the current structure of the National Administration of Penitentiaries of Justice's Order no.2414/C/13.08.2013. The organisational structure of the National Administration of Penitentiaries includes departments, divisions, and offices.

The responsibilities and competencies of the staff working in the headquarters are set up according to the Regulation approved by a Ministry of Justice's Order concerning the organisation and function of the National Administration of Penitentiaries. The inmates and boarded persons execute imprisonment punishments and educative measures in the subordinated units of the National Administration of Penitentiaries.

The National Administration of Penitentiaries coordinates 47 units of which:

- 33 penitentiaries
- 1 penitentiary for women
- 2 penitentiaries for minors and young people
- 2 re-education centres for minors
- The National Training School for Non-commissioned Prison Officers Târgu Ocna
- The training and specialization center for prison administration officers (Amara Vocational Training Center – Slobozia Penitentiary, Arad Vocational Training Center – Arad Penitentiary, Rodbav Vocational Training Center – Codlea Penitentiary, Chilia Vocational Training Center – Tulcea Penitentiary)
- Supply, housekeeping and repair base
- Subunit for access, guarding and escorting transferred inmates
- 6 Hospital- Penitentiaries
- Sovata Training Centre
- Complex "Flamingo" Eforie Sud – Training Center Of the 33 prisons, 8 have a coordination role of the units placed in a certain geographical area.

The total number of positions provided for the entire penitentiary system is 16041, according to GD no. 652/2009 regarding the organisation and functioning of the Ministry of Justice, modified by GD no. 893/2017, as a result of the completion of the standardisation process initiated by NTP in 2014 (the result of the grant project). According to an analysis carried out jointly by the prison service and the NTP trade union, the necessary number of staff amounted to around 21 000 positions. During the last ten years, 12500 positions were continuously occupied, out of 16041. The medium age of the staff is 38,3 years.

The structure by categories/bodies of the personnel scheme (occupied positions) sensibly indicates the following proportion: 10 000 agents and 2 500 officers. Of the officer positions, 730 are functions with management duties. In the top management area, excluding central apparatus (ANP) functions, there is an average of 4 functions per unit: one director and three deputy directors or similar functions, so almost 1/3 of the total management positions. Next comes the middle management area, occupied by the functions of the head of service and the head of the office, head of section and chief of staff.

Lastly, the variation of the number of inmates held in custody presents a major decrease over the years: from 33 400 in 2013 to 20 600 inmates in the present. These dynamics are mostly linked to changes in the legal framework.

## ***Characterisation of current in-service training facilities***

The human and material financial resources for the functioning of the prison units are ensured by the National Administration of Penitentiaries, which is tasked with coordinating the following entities:

- National School for Training the Agents at Târgu Ocna;
- Centre for Staff Training at Rodbav, Braşov County;
- Centre for Staff Training at Amara, Ialomiţa County;
- Centre for Staff Professional Training at Arad, Arad County;
- Centre for Staff Professional Training at Chilia, Chilia Veche, Tulcea County;
- Base for Supply, Administration and Repairs;
- Flamingo Complex, Eforie Sud, Constanta County;
- Sovata Complex, Mureş County.

In 2019, 1276 prison officers received induction training and, in 2020, 240 received induction training, with no officers being enrolled in in-service training initiatives.

## ***Professional Profile of prison officers***

According to the performed occupational analyses, the main individual qualities needed to work in the key occupations of the prison system are the following:

- Stress resistance
- Ability to cooperate with others
- Working skills with people
- Self-control
- Versatility / Flexibility
- High responsibility
- Attention to details
- Integrity
- Emotion control.

The most important skills required for working in the key occupations of the penitentiary system are the ability to react quickly and distribute attention appropriately. Distributive attention is often required, regardless of the sector of activity in the prison context. At the same time, rapid reaction capacity, orientation in space and perceptiveness prove more useful in the security of detention and penitentiary regime. Along with these, high spatial and mental awareness skills are essential skills.

Other very important skills for working in the penitentiary system include the ability to sustain prolonged physical effort, visual and distance visual acuity, and auditory acuity for locating sound. In general, these skills are most often needed for key occupations in the security of detention and prison, closely related to their duties' specifics.

Therefore, working in the prison system, especially in the security of the detention sector, demands a series of necessary skills (such as rapid reaction capacity, distributive attention and extended physical effort capacity) that highlight the specificity of the activities and working conditions, as well as their potential implications on workers' health. The most important competencies for working in the penitentiary system are the skills of active listening, communication, learning and coordination and organisation, as well as negotiation, problem-solving and decision-making competencies. The increased importance of these skills that must be developed and continuously trained to ensure the activity in the penitentiary system emphasises the role of recruitment from the internal source (dedicated schools), which must remain the main mode of recruitment.

## ***Recruitment Process***

Penitentiary units independently organize their recruitment campaign in schools and high schools, in order to promote the educational institutions where we educate students for the penitentiary system. The Professional Training Service in National Administration of Penitentiaries organizes once a year a recruitment campaign in the malls of Bucharest. Candidates can apply for exam admission for the educational institutions at any penitentiary unit in the penitentiary system. If they want to apply for national contest, they can apply to the penitentiary unit mentioned in the job announcement.

The **entry requirements** for a prison officer are

- Age: Minimum 18 years old, total exercise capacity and medically and psychologically fit for performing the function
- Romanian citizenship and live in Romania;
- Knowledge of Romanian language;

-Education level - Post-secondary and university education institutions require a minimum level of education: high school education, graduated with a baccalaureate diploma, issued by institutions accredited according to the law; Competition from an external source regarding the positions of prison police officer require a minimum level of education: high school education, graduated with a baccalaureate diploma, issued by institutions accredited according to the law, and, in addition, depending on the specialty of the position, certain training courses/certificates / credentials).

- Have no criminal record or not being prosecuted or have been prosecuted for committing crimes;

- Fulfilling the specific conditions of the job;

- Not having terminated their service relations with a public office, for disciplinary reasons, during the last five years;

- Present appropriate behaviour corresponding to the principles that govern the profession of prison police. The procedure for carrying out the specific checks and the criteria for behavioural assessments is approved by order of the Minister of Justice;

- Not having been an agent or collaborator of the security organs nor of any information service;

- Presentation of the security credential for the functions involving classified information after promoting the competition.

- Admission exam for external source - Stages preceding the competition tests: medical examination and psychological testing;

Competition tests – internal/external source: a) one or more tests of an eliminative character, with direct relevance regarding the specifics of the attributions of the position put up for competition;

b) written test to examine the knowledge specific to the position put up for competition.

- The eliminatory tests, with direct relevance in terms of the specifics of the duties of the position put up for competition, are: a) sports test for evaluating physical performance; b) practical test; c) oral test to verify knowledge of a foreign language; d) the interview, which evaluates the potential of the candidate to correspond to the specifics of the position and the intended work environment, established by reference to the psychoprofessional profile of the position.

- The interview test aims to select candidates who have the potential to cope with the specifics of the position put up for competition and the intended work environment. The candidates' potential to cope with the specifics of the job and the intended work environment is established in relation to the psychoprofessional profile. In the profile you can find the list of psychoprofessional requirements involved in the job. The interview with each individual candidate is carried out on the basis of the interview guide, which is drawn up on the date of the interview, by the competition committee, before the actual holding of the interview

The recruitment of the staff into the Romanian prison service is organised according to different criteria, which are outlined below:

- By graduating from a school for officers or Agents.
  - o The school for Agents' operational activities follows the guidance of the Romanian prison Administration and represents the main guaranteed source for new employers. Yearly, 250 new staff graduates from the National School for Agents. Besides the prison school, some other schools belonging to the Ministry of Defence are training staff for prison service.
  - o The school for officers, organised in cooperation with the Police Academy, Military Academy and Military Medical Institute, lasts three years.

- By passing a contest organised at the unit level or national level. After the massive loss of staff due to changes in the pension law, this method was the primary source of new staff.
- Through transfer from other law enforcement agencies. This reality is not very commonplace, but there were cases of employees transferred from the Army or Police.

Both for educational institutions and for national contest, the same stages of recruitment apply:

- Identifying the Hiring Needs.
- Preparing the Job Description.
- Publication of the competition announcement on the institution's official website.
- Submission of the candidate file to a penitentiary unit.
- Psychological testing. Medical testing.
- Interviewing.(only for some admission exams). Sport test. Written test.
- Enrolment in the penitentiary administration system. After being admitted he/she signs a 5 year employment contract (non-commissioned prison officers) and a 9 year employment contract (prison officers).

### ***Current skills needed for prison officers (from DACUMs)***

The Romanian DACUM workshop results pointed out the following skills that are needed for prison officers:

- Maintain the legality by respecting the legal framework; a safe environment inside the prison facility; 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;
- Ensure the safety of the prison and the community against any threats; act as an interface (first contact) between prison administration and the outside world; and
- 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.

The Romanian DACUM workshop results highlighted the following skills that are needed for prison officers in the future:

- 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; and
- Computer proficiency; use of new technology; specialised intervention in case of incidents; develop the ability to work in multiagency teams.

## ***Training (induction and in-service) offer (length, content, etc.)***

In Romania, prison officers' training (both induction and in-service) is mandatory and must consist of at least 1276 hours, including a traineeship with a minimum of 505 hours. According to the legal provisions, the training system of the prison officers includes:

- Specialised training at the career debut
- Career development training
  - o Training organised by units
  - o Training organised by Training structures

There are differences according to the rank position:

- Military academies and the Police Academy, except for the Military Technical Academy – 3 years (2 practice sessions/year)
  - Military Technical Academy – 4 years (2 practice sessions/year)
  - Military schools for logistics/informatics non-commissioned officers – 2 years (1 practice session/year)
  - Târgu Ocna National Training School for Penitentiary non-commissioned Officers – 1 year (2 practice sessions/year)
- For penitentiary police officers recruited from an external source, an initiation course is organized for a minimum of 3 months – of which 2 months of theory and one month of practice (officers and agents of other sectors beside security of detention and penitentiary regime) and a maximum of 6 months of which 3 months of practice and 3 months of theory (officers security of detention and penitentiary regime).



The **training needs** are established yearly and approved by the general director, based on which all units establish their plan of training, in discussion with the Trade Unions. Currently, the Romanian prison service employs a tool developed in the frame of a project implemented by Norwegian Financial Mechanism 2009-2014. This tool consists of an online questionnaire-based, allowing to identify the domains/competencies needed. This tool produces an inventory of the competencies developed and that each coordinator/chief of structure has identified for each of its subordinates to develop. The results then feed into the yearly types of training proposals.

**Induction training** is organised for all the beginners (with less than 3 years' experience in the field of the job), and is divided into three phases:

- Debut – first two weeks. The purpose is to familiarise the person with the function. The trainees are not charged with any responsibility at all, and all activities are developed under the supervision of one experienced officer. Each beginner has their own mentor/supervisor. Each category of staff has its own plan of training.

- Specialisation/initiation – at least 3 months. The curriculum refers to social reintegration, detention regimes, security, prison management (only for officers) – depending on the category. Besides the theoretical training, this period also entails physical training, control and restrain techniques, shooting and other practical activities. The training is finalised with an evaluation (written or online and practical exams). Usually, the Initiation course is organised at the National School for Agents or other training centres with national participation. If more than 15 beginners are from the same unit, the initiation course is organised at the unit level.
- Practical skills acquirement – the remaining time of the probation period (totalling a maximum of 3 months for agents and 9 months for officers). After passing the evaluation of specialisation/initiation training, the prison policemen will enter their unit/department under the supervision of a mentor.

The duration of the probation phase is one year for officers and six months for agents, with at least 3 months duration of the initiation period. This period is finalised with an evaluation made by the direct chief, and based on that, it is decided if the officer/agent will be kept in service permanently.

It is also important to note that the National Correctional Officers School Tirgu Ocna organises a one-year induction training, taking up the following structure:

<b>Semester I</b>		
<i>3 Working Days</i>		
<i>Classes</i>	<i>Practice</i>	
<i>330 Hours</i>	<i>232 Hours</i>	
<b>562 Hours</b>		
<b>Semester II</b>		
<i>3 Working Days</i>		
<i>Classes</i>	<i>Practice</i>	<i>Recap</i>
<i>392 Hours</i>	<i>192 Hours</i>	<i>58 Hours</i>
<b>642 Hours</b>		
<b>Minimum 1204 Hours</b>		
<b>Holidays</b>		<b>Graduation</b>
<i>Winter</i>	<i>Spring</i>	
<i>13 Days</i>	<i>9 Days</i>	
<b>Minimum 22 Days</b>		<b>15 Days</b>

(Table 5 – Overview of training in Romania)

Units	Training Modules	Total of Hours
<b>Key Competence Units</b>	Professional communication in a foreign language	32h
	Applied information and communication technology (IT)	32h
	Human rights	24h
<b>General Competence Units</b>	Social responsibility, statute and professional deontology	38h
	Shooting training	72h
	Physical training	32h
	Self-defence and professional intervention	58h
<b>Specialised Competence Units</b>	Surveillance of the detention places and the persons deprived of liberty	142h + 256h Traineeship
	Surveillance and escorting of the persons deprived of liberty	116h + 200h Traineeship
	Social reintegration of the persons deprived of liberty	24h + 15h Traineeship
	Penal and criminal law	56h
	Sentence planning	38h + 32h Traineeship
	Penitentiary psychology	52h
	Communication and emotional intelligence	24h
	Communication and conflict negotiation	32h

(Table 6 – Training Provision in Romania)

**Optional study modules:** depending on the training interests of the penitentiary system and the students, the curriculum prepared for each school year proposes at least 2 optional modules.

On the other hand, **in-service training** is organised with the entire staff. According to the Labour Code, each employee should be trained at least once every two years. For prison police officers in the prison administration system, continuous professional training is a right and an obligation and is carried out taking into account the new aspects that have appeared in the evolution of the prison system and that of public order and national security, as well as the interests and needs professional development staff. The in-service training is evaluated yearly by the superiors of the trainee and comprises the following types of training:

- Training organised by units: 60 hours/year out of which 48 hours of training are specialised in the job field and 12 hours on support domains. In 2019, for example, 5805 prison policemen were trained to communicate with difficult inmates. The training module was developed in each unit with the front line staff. Shooting sessions are also foreseen at a minimum of 2 shooting sessions/year and a maximum of 12 sessions/year. Most prison units organise in-service training programmes in e-learning/blended learning format. Each prison officer also benefits from 2 hours/week, specifically allocated for physical training.

- The training is organised by training structures: this sort of training is provided by special entities (e.g., different external providers/projects/training organised by the training centres). Under this category, training offers are organised based on different opportunities, with the selection of participants being done by different criteria set by the organisers.

The training modules organized at national level are provided in the annual offer regarding the continuous training of prison police officers and are addressed to staff in the security of detention and prison regime sector.

The specialized structures within the National Administration of Penitentiaries formulate, based on the training needs identified at the level of the penitentiary administration system, by categories of staff and fields of activity, proposals for distance courses, delivered including through electronic platforms or the e-learning platform and elaborate their thematic contents. The staff consults the annual offer of distance courses, including those organized through the e-learning platform, and enrolls in those courses that are of interest to his professional training.

**Professional credits** are points obtained by penitentiary police officers for participating in formal, non-formal or informal activities through which they develop or perfect their professional, didactic or specialized skills useful for the penitentiary system or for their professional and personal development. These credits are granted for the participation of penitentiary police officers in the forms of professional training. Penitentiary police officers have the obligation to acquire new professional skills or to improve their professional training through various continuous training activities in formal and non-formal contexts, so as to accumulate a minimum of 40 professional credits in each year of training.

Concerning the induction and the in-service training, the **trainers** are internal to the prison system. They are provided with the following guidelines before the training provision: session plan, learning objectives, content and course material, suggestions for learning methods, and evaluation methods. All training is evaluated with basis on the trainees' reactions, learning, behaviours, and training results.

In case of novice prison officers, the trainers are the specialists (prison officers with at least 3 years of experience in the field, and who have been rated with at least “very good” in the last 3 evaluated years) from the prison unit/units that support specialized topics.

Additionally, The Police Academy<sup>1</sup> organises a 3-year course (Faculty). Each study year has two semesters of 14 weeks each, and in each semester, a practice period of 160 hours is set up. Each year is subdivided as follows:

Nature	Training Modules Year 1	Total of Hours
<b>Mandatory</b>	General theory of law	84h
	Civil law. General theory. People	182h
	Administrative law	70h
	Constitutional law and political institutions	70h
	Ethics and integrity	28h
	Legal logic	42h
	Prison theory and tactics	168h
	Communication and public relations in the public security system	70h
	Protection of classified information and personal data	56h
	Physical education	84h
	Foreign language applied in the field of public order and safety	56h
<b>Optional</b>	History of the Romanian state and law	28h
	Roman law	28h

<sup>1</sup> The students that graduate become prison police officers. The Police Academy is organised under the Ministry of interior.

Nature	Training Modules Year 2	Total of Hours
<b>Mandatory</b>	Criminal law - general part I / II	210h
	Civil law. Real rights. Theory of obligations	196h
	Administrative law (II)	112h
	Criminology	56h
	Forensic technique	84h
	Prison theory and tactics	182h
	Communication techniques and conflict resolution in prisons	42h
	Penitentiary psychology	42h
	Penitentiary administration	42h
	Psychology of human behaviour	42h
	Physical education	84h
	Foreign language applied in the field of public order and safety	56h
	Practice	320h
<b>Optional</b>	University deontology	28h
	Humanitarian law	28h
	Public international law	28h
	Commercial law	28h
	Family law	28h
	Environmental law	28h
<b>Complementary</b>	International criminal law	28h
	Criminal business law	28h

Nature	Training Modules Year 3	Total of Hours
<b>Mandatory</b>	Criminal law - special part I / II	234h
	Criminal law - special part I / II	234h
	Civil law. Contracts / Successions	196h
	Prison theory and tactics	142h
	Penitentiary management	48h
	Crime investigation techniques in the penitentiary system	64h
	Forensic tactics	70h
	Forensic methodology	96h
	Physical education	78h
	Foreign language applied in the field of public order and safety	28h
<b>Optional</b>	Practice	160h
	Transport law	28h
	European Union law	28h
	Labour law	28h
	International trade law	28h
	Civil procedural law	28h
	Private international law	28h
	Financial law	28h
<b>Complementary</b>	Integrated information management	28h
	Criminal enforcement law	28h
	Intellectual property law	24h

(Table 7 – Training Provision by the Academy in Romania)

The didactic activity regarding the training of the students of the Police Academy “Alexandru Ioan Cuza” – the specialisation “Penitentiaries” is carried out in courses, seminars and practical works. The theoretical training of students is being completed with the performance of internships in prisons in the country.

Self-planning training is carried out on an individual basis, covering academic studies outside the job responsibilities. It is recognised as a form of training and can replace the in-service training once recognised at the unit level. If the management approves the training in question, the yearly evaluation is not undertaken.

Job shadowing and mentoring – even though this format is not formalised as a training practice, it is increasing in popularity. In 2019, 29 officers went through job shadowing experiences, and 11 mentoring programs have been applied for 11 governors.

## ***Learning Methods***

The didactic activity regarding the training of the students at the National Training School for Penitentiary Agents Târgu Ocna takes place in the form of presentation (teaching), debate and practical works. Moreover, the theoretical training of students is complemented through the realisation of internships in prisons in the country.

In educational institutions, the professional training of future prison officers is carried out through teaching, seminars, debates, case studies, educational films, presented cases, role-plays and the simulation of prison situations, practical applications made with specialists in the field, and practice in the penitentiary units in the country.

The learning methods of the induction and in-service training are the following:

Areas	Learning Method	
	Induction Training	In-Service Training
Mission of the prison service	100% Theoretical	-
Practice in legal context	80% Theoretical, 20% Practical	-
Policies, procedures, rules and regulations	70% Theoretical, 30% Practical	-
Human rights	100% Theoretical	-
Professional ethics	85% Theoretical, 15% Practical	-
Static and procedural security	40% Theoretical, 60% Practical	100% Theoretical
Dynamic security and officer-inmate relationship	54% Theoretical, 46% Practical	-
Safety and use of force	100% Practical	-
Suicide and self-harm	70% Theoretical, 30% Practical	-
Psychological work and criminological approaches	90% Theoretical, 10% Practical	-
Social work	100% Theoretical	-
Sentence planning and implementation	55% Theoretical, 45% Practical	-
Report writing	50% Theoretical, 50% Practical	-
Confidentiality, data protection	50% Theoretical, 50% Practical	-
Use of IT	50% Theoretical, 50% Practical	-
Substance misuse	100% Theoretical	-
Anti-discriminatory practice	100% Theoretical	-
Staff support and development	50% Theoretical, 50% Practical	-
Social responsibility	85% Theoretical, 15% Practical	-

Areas	Learning Method	
	Induction Training	In-Service Training
Shooting instructing and training	10% Theoretical, 90% Practical	-
Physical training	100% Practical	-
Communication in foreign language (English)	40% Theoretical, 60% Practical	-

(Table 8 – Learning methods in Romania)

The **evaluation of the students** is performed rhythmically, concerning the competencies acquired within the instructive-educational process, such as the capacity of analysis and synthesis, the formed abilities and the attitude towards one's own training. Assessments are performed on all study modules through oral, written and practical tests or other assessment tools, materialised by grades from 10 to 1. During each study module, at least two current assessments are usually performed. Upon completion of the study module, students take the final assessment. In the case of study modules for which at least 2 current evaluations have not been performed, the grade from the final evaluation represents the final grade of the module. The grades obtained at the final evaluations of the study modules represent 50% of the average of the module.

The **evaluation of the training** in the educational institutions that teach for the benefit of the NAP is carried out by the teachers within the respective institution.

The evaluation of novice penitentiary police officers, following the completion of the 3/6 month initiation course, is carried out by a specialized commission consisting of the president and 2 members, both through a written exam for theoretical knowledge and through a practical exam.

The EQF exit levels granted are

- EQF level 4 - National Training School for Non-commissioned Prison Officers Târgu Ocna, Military School of Military Foremen and Logistics Non-commissioned officers, Military School of Military Majors and Non-Commissioned Officers for Communications, Information Technology and Cyber Defense.
- EQF level 6 - Military Academies, Police Academy, National Intelligence Academy, National Defense University "Carol I"

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07

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## **Annex 1: PO21 Country reports – data collection**

### **The PO21 Project**

The current and future challenges that a prison officer faces everyday require a different set of skills and behaviours than the ones for which they have been trained. There is also an urgent need to agree on the initial and continuous vocational education and training that should be provided to prison officers in the future, regarding the learning objectives, content, length of the training courses, and recognition of competences that may foster mobility throughout the European Union.

The **PO\_21 “Prison Officers for the 21<sup>st</sup> Century”** is a transnational EU funded project, seeking to respond to the above-mentioned needs. As such, it aims at the creation of a sectoral platform (involving public employers, public VET and trade unions), the prospective development of a professional role (the necessary knowledge, skills and competences); the identification of skills needs, the development of training curricula (and training materials, especially for work-based learning) and respective recognition mechanisms and its deployment throughout this specific sector in Europe. For more information on the project, please visit its official website: <https://www.prison-officers21.org>.

### **European Countries Report**

The objective of the present document and its tables is to facilitate the collection of relevant information regarding the national prison services, and training provision for prison officers in several European States. The goal is to fulfil and complement the draft National Reports (WP3 O2) and European Union Report (WP3 O3), with accurate information.

The PO21 “Prison Officers for the 21st Century” Consortium would, therefore, invite you to **fill out the tables below** to the best of your knowledge, while (if possible) making use of official national documentation and data provided by the prison services. Please attach the official training curricula (including the training modules and respective length in hours) to this document, duly translated.

**Thank you!**

## General Information

Country:			
Does your country have:	Publicly managed prisons	Privately managed prisons	Both
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are prison officers considered as law enforcement agents?	Yes	No	
	<input type="checkbox"/>	<input type="checkbox"/>	
How many people work as	Prison officers:	Other professional Categories:	
How many training centres for prison officers are there?			
In 2019, how many training hours were delivered for prison officers in	Induction (initial) training:	In-service (continuous) training:	
In the past year, how many prison officers received	Induction (initial) training:	In-service (continuous) training:	

## Modules included in training delivery

### Training Modules<sup>1</sup>

Mission of the prison service

### Induction (initial) Training<sup>2</sup>

Yes

No

If yes, for how many hours?

Learning Methods<sup>3</sup>

Theoretical  
----%

Practical  
----%

### In-service (continuous) Training

Yes

No

If yes, for how many hours per  
year/per employee?

Learning Methods

Theoretical  
----%

Practical  
----%

<sup>2</sup> This document lists several training modules, in line with those included in the Council of Europe 2019's "Guidelines Regarding Recruitment, Selection, Education, Training and Professional Development of Prison and Probation Staff".

<sup>3</sup> This document adheres to the terminology used by the Council of Europe's 2019 "Guidelines Regarding Recruitment, Selection, Education, Training and Professional Development of Prison and Probation Staff", namely when referring to "induction" and "in-service" training. These are meant to be interchangeable with the terms used by CEDEFOP's 2008 "Terminology of European education and training policy", as in "initial" and "continuous".

<sup>4</sup> Please put forward approximated percentages, when reflecting on the volume of employed theoretical and practical learning methods.

## Training Modules

Practice in legal context (Constitutional Law, Criminal Law, Penal Law)

### Induction (initial) Training

Yes

No

If yes, for how many hours?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

### In-service (continuous) Training

Yes

No

If yes, for how many hours per  
year/per employee?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

## Training Modules

Policies, procedures, rules and regulations (legal frameworks which impact the daily prison routines)

### Induction (initial) Training

Yes

No

If yes, for how many hours?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

### In-service (continuous) Training

Yes

No

If yes, for how many hours per year/per employee?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

## Training Modules

Human Rights in context (international and regional human Rights instruments and standards)

### Induction (initial) Training

Yes

No

If yes, for how many hours?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

### In-service (continuous) Training

Yes

No

If yes, for how many hours per  
year/per employee?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

## Training Modules

Professional ethics

### Induction (initial) Training

Yes

No

If yes, for how many hours?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

### In-service (continuous) Training

Yes

No

If yes, for how many hours per  
year/per employee?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

### Training Modules

Static and procedural security (procedural security: importance of security procedures; static security: barriers, locks, equipment used to restrain prisoners)

#### Induction (initial) Training

Yes

No

If yes, for how many hours?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

#### In-service (continuous) Training

Yes

No

If yes, for how many hours per  
year/per employee?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

## Training Modules

Dynamic security and officer-inmate relationship (everyday communication and interaction with prisoners based on professional ethics)

### Induction (initial) Training

Yes

No

If yes, for how many hours?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

### In-service (continuous) Training

Yes

No

If yes, for how many hours per year/per employee?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

## Training Modules

Safety and use of force

### Induction (initial) Training

Yes

No

If yes, for how many hours?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

### In-service (continuous) Training

Yes

No

If yes, for how many hours per  
year/per employee?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

## Training Modules

Suicide and self-harm

### Induction (initial) Training

Yes

No

If yes, for how many hours?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

### In-service (continuous) Training

Yes

No

If yes, for how many hours per  
year/per employee?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

## Training Modules

Psychological work and criminological approaches

### Induction (initial) Training

Yes

No

If yes, for how many hours?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

### In-service (continuous) Training

Yes

No

If yes, for how many hours per  
year/per employee?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

## Training Modules

Social work

### Induction (initial) Training

Yes

No

If yes, for how many hours?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

### In-service (continuous) Training

Yes

No

If yes, for how many hours per  
year/per employee?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

## Training Modules

Risk assessment (e.g., risk of re-offending and risk of harm)

### Induction (initial) Training

Yes

No

If yes, for how many hours?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

### In-service (continuous) Training

Yes

No

If yes, for how many hours per  
year/per employee?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

## Training Modules

Sentence planning and implementation (techniques and models which help achieve social reintegration)

### Induction (initial) Training

Yes

No

If yes, for how many hours?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

### In-service (continuous) Training

Yes

No

If yes, for how many hours per year/per employee?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

## Training Modules

Report writing (e.g., incident reporting, performance reporting)

### Induction (initial) Training

Yes

No

If yes, for how many hours?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

### In-service (continuous) Training

Yes

No

If yes, for how many hours per  
year/per employee?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

## Training Modules

Confidentiality, data protection (safe management, storage and retention of data)

### Induction (initial) Training

Yes

No

If yes, for how many hours?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

### In-service (continuous) Training

Yes

No

If yes, for how many hours per  
year/per employee?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

## Training Modules

Use of social media by prison officers (sensible personal use of social media networks)

### Induction (initial) Training

Yes

No

If yes, for how many hours?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

### In-service (continuous) Training

Yes

No

If yes, for how many hours per  
year/per employee?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

## Training Modules

Use of IT (e.g., internet access for prisoners, e-health and e-learning for prisoners, biometrics, video-conferencing)

### Induction (initial) Training

Yes

No

If yes, for how many hours?

Learning Methods

Theoretical  
----%

Practical  
----%

### In-service (continuous) Training

Yes

No

If yes, for how many hours per  
year/per employee?

Learning Methods

Theoretical  
----%

Practical  
----%

## Training Modules

Inmates' mental health

### Induction (initial) Training

Yes

No

If yes, for how many hours?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

### In-service (continuous) Training

Yes

No

If yes, for how many hours per  
year/per employee?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

## Training Modules

Inmates' intellectual disabilities

### Induction (initial) Training

Yes

No

If yes, for how many hours?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

### In-service (continuous) Training

Yes

No

If yes, for how many hours per  
year/per employee?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

## Training Modules

Substance misuse

### Induction (initial) Training

Yes

No

If yes, for how many hours?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

### In-service (continuous) Training

Yes

No

If yes, for how many hours per  
year/per employee?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

## Training Modules

Anti-discriminatory practice

### Induction (initial) Training

Yes

No

If yes, for how many hours?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

### In-service (continuous) Training

Yes

No

If yes, for how many hours per  
year/per employee?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

## Training Modules

Staff support and development (information on the supports available to staff, to carry out their role effectively, e.g., stress management)

### Induction (initial) Training

Yes

No

If yes, for how many hours?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

### In-service (continuous) Training

Yes

No

If yes, for how many hours per  
year/per employee?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

\*Add lines as necessary

## Specific training modules:

### Training Modules

Working with juvenile and young adults (different needs of juveniles and young adults)

#### Induction (initial) Training

Yes

No

If yes, for how many hours?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

#### In-service (continuous) Training

Yes

No

If yes, for how many hours per  
year/per employee?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

## Training Modules

Gender responsiveness (gender awareness namely regarding women and the LGBT+ community)

### Induction (initial) Training

Yes

No

If yes, for how many hours?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

### In-service (continuous) Training

Yes

No

If yes, for how many hours per  
year/per employee?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

## Training Modules

Working with older inmates

### Induction (initial) Training

Yes

No

If yes, for how many hours?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

### In-service (continuous) Training

Yes

No

If yes, for how many hours per  
year/per employee?

Learning Methods

Theoretical  
\_\_\_\_%

Practical  
\_\_\_\_%

## Training Delivery

	Induction Training			
	Internal	External	Both	
Trainers are:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are trainers provided with guidelines for the training provision?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
(Which ones)	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
<b>Session Plan</b>				
(Which ones)	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
<b>Learning Objectives</b>				
(Which ones)	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
<b>Content and Course Material</b>				
(Which ones)	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
<b>Suggestions for Learning Methods</b>				
(Which ones)	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
<b>Evaluation Methods</b>				
Is training evaluated?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
If yes, which levels? <sup>5</sup>	Reaction <input type="checkbox"/>	Learning <input type="checkbox"/>	Behaviour <input type="checkbox"/>	Results <input type="checkbox"/>

Induction Training				
Is training mandatory?	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
If yes, is there a required minimum of hours of mandatory training?	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
Does the training include a traineeship?	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
If yes, how many hours does it last?	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
If yes, is the trainee supervised by a mentor?	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
If yes, are mentors provided with guidelines?	Traineeship plan <input type="checkbox"/>	Traineeship functional and competence profile <input type="checkbox"/>	Observation and competence assessment instruments <input type="checkbox"/>	Others <input type="checkbox"/>

<sup>5</sup> This document makes use of [Kirkpatrick's Four-level Training evaluation model](#), which seeks to analyse learning effectiveness. The model is based around four levels:

- Reaction: how engaged the participants are, and whether they value the training provided or not – assessed at the time of the training delivery;
- Learning: what trainees have and have not learned, objectively – assessed through a written exam, for example, measuring the achievement of the determined learning objectives;
- Behaviour: how well people apply their training – assessed through the analysis of the trainees' behavioural changes after the training;
- Results: what were the outcomes, benefits, and final results most closely linked to the training – measured in the long term.

In-Service Training				
	Internal	External	Both	
Trainers are:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are trainers provided with guidelines for the training provision?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
(Which ones)	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
<b>Session Plan</b>				
(Which ones)	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
<b>Learning Objectives</b>				
(Which ones)	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
<b>Content and Course Material</b>				
(Which ones)	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
<b>Suggestions for Learning Methods</b>				
(Which ones)	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
<b>Evaluation Methods</b>				
Is training evaluated?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
If yes, which levels? <sup>4</sup>	Reaction <input type="checkbox"/>	Learning <input type="checkbox"/>	Behaviour <input type="checkbox"/>	Results <input type="checkbox"/>

In-Service Training				
Is training mandatory?	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
If yes, is there a required minimum of hours of mandatory training?	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
Does the training include a traineeship?	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
If yes, how many hours does it last?	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
If yes, is the trainee supervised by a mentor?	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
If yes, are mentors provided with guidelines?	Traineeship plan <input type="checkbox"/>	Traineeship functional and competence profile <input type="checkbox"/>	Observation and competence assessment instruments <input type="checkbox"/>	Others <input type="checkbox"/>

## **Annex 2: List of tables**

Table 1 – Training provision in Germany.

Table 2 – Learning methods in Germany.

Table 3 – Training Provision in Portugal.

Table 4 – Learning methods in Portugal.

Table 5 – Overview of training in Romania.

Table 6 – Training provision in Romania.

Table 7 – Training provision by the Academy in Romania.

Table 8 – Learning methods in Romania.



# National Reports

## WP3 Output 2

### Disclaimer

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for an use which may be made of the information contained therein.

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