



PO21 EU REPORT

WP3 Output 3

Authors
PO21 Project Team

www.prison-officers21.org

Financed by:



Contents

Introduction	10
Method	13
Austria	16
General introduction of the prison system (including characterisation of current in-service training facilities)	16
Professional profile of prison officers	16
Training (induction and in-service) offer (length, content, etc)	17
Learning Methods	18
Conclusion	19
References	19
Bulgaria	21
General introduction of the prison system (including characterisation of current in-service training facilities)	21
Professional Profile of prison officers	21
Training (induction and in-service) offer (length, content, etc)	22
Learning Methods	22
Conclusion	22
References	23
Croatia	25
General introduction of the prison system (including characterisation of current in-service training facilities)	25
Professional Profile of prison officers	25
Training (induction and in-service) offer (length, content, etc.)	26
Learning Methods	27
Conclusion	27
References	28

Czech Republic	30
General introduction of the prison system (including characterisation of current in-service training facilities)	30
Professional Profile of prison officers	30
Training (induction and in-service) offer (length, content, etc)	31
Learning Methods	32
Conclusion	33
References	34
Denmark	36
General introduction of the prison system (including characterisation of current in-service training facilities)	36
Professional Profile of prison officers	36
Training (induction and in-service) offer (length, content, etc)	37
Learning Methods	37
Conclusion	38
References	38
Estonia	40
General introduction of the prison system (including characterisation of current in-service training facilities)	40
Professional Profile of prison officers	40
Training (induction and in-service) offer (length, content, etc)	41
Learning Methods	42
Conclusion	42
References	42

Finland	44
General introduction of the prison system (including characterisation of current in-service training facilities)	44
Professional Profile of prison officers	44
Training (induction and in-service) offer (length, content, etc.)	45
Competence-based curriculum	45
Vocational Themes	46
Learning Methods	46
Conclusion	47
References	48
France	50
General introduction of the prison system (including characterisation of current in-service training facilities)	50
Professional Profile of prison officers	50
Training (induction and in-service) offer (length, content, etc)	51
Learning Methods	53
Conclusion	56
References	56
Hungary	58
General introduction of the prison system (including characterisation of current in-service training facilities)	58
Professional Profile of prison officers	58
Training (induction and in-service) offer (length, content, etc.)	59
Learning Methods	60
Conclusion	61
References	61

Ireland	63
General introduction of the prison system (including characterisation of current in-service training facilities)	63
Professional Profile of prison officers	63
Training (induction and in-service) offer (length, content, etc.)	64
Learning Methods	66
Conclusion	66
References	66
Italy	68
General introduction of the prison system (including characterisation of current in-service training facilities)	68
Professional Profile of prison officers	68
Training (induction and in-service) offer (length, content, etc.)	69
Learning Methods	71
Conclusion	71
References	72
Lithuania	74
General introduction of the prison system (including characterisation of current in-service training facilities)	74
Professional profile of prison officers	74
Training (induction and in-service) offer (length, content, etc.)	75
Learning Methods	75
Conclusion	76
References	76
Poland	78

General introduction of the prison system (including characterisation of current in-service training facilities)	78
Professional Profile of prison officers	78
Training (induction and in-service) offer (length, content, etc.)	79
Learning Methods	81
Conclusion	81
References	82
Slovakia	84
General introduction of the prison system (including characterisation of current in-service training facilities)	84
Professional Profile of prison officers	84
Training (induction and in-service) offer (length, content, etc)	85
Learning Methods	86
Conclusion	88
References	88
Slovenia	90
General introduction of the prison system (including characterisation of current in-service training facilities)	90
Professional Profile of prison officers	90
Training (induction and in-service) offer (length, content, etc)	91
Learning Methods	92
Conclusion	92
References	93
Spain	95
General introduction of the prison system (including characterisation of current in-service training facilities)	95

Professional Profile of prison officers	95
Training (induction and in-service) offer (length, content, etc.)	96
Learning Methods	97
Conclusion	97
References	98
Sweden	100
General introduction of the prison system (including characterisation of current in-service training facilities)	100
Professional Profile of prison officers	100
Training (induction and in-service) offer (length, content, etc.)	101
Learning Methods	101
Conclusion	105
References	105
Switzerland	107
General introduction of the prison system (including characterisation of current in-service training facilities)	107
Professional Profile of prison officers	107
Training (induction and in-service) offer (length, content, etc.)	108
Learning Methods	109
Conclusion	110
References	110
The Netherlands	112
General introduction of the prison system (including characterisation of current in-service training facilities)	112
Professional Profile of prison officers	113

Training (induction and in-service) offer (length, content, etc.)	113
Learning Methods	114
Conclusion	116
References	116
General Conclusions	118
Annex 1: PO21 Country reports – data collection	120
Annex 2: List of tables	152

Introduction

01

Introduction

As an integral part of PO_21's research efforts and activities, the Consortium developed the EU Report, containing information from each national report and data collected from an extensive desk research. As such, the goal of this report is to present the current configuration of prison officer selection and training in 22 European Union (EU) countries (plus Switzerland), through individual national chapters. Given that the national reports of the partner countries (Belgium, Germany, Portugal and Romania) are already included under WP3 O2 National Reports, the partnership agreed that there was no need to repeat such information in the EU Report. Therefore, the current report presents data collected in 19 European Countries (18 EU countries and Switzerland).

The present report outlines the prison officer professional profile, VET offer and learning methods, and, therefore, gathers, shares and disseminates information about the current training provision for prison officers in the European Union. This overview will prove extremely useful for the development of WP3's O5 Innovative VET curricula and programme, along with WP3's O6 learning materials, as it offers a general view on the present situation in different EU countries. To that extent, a review of this report also makes it possible to make deductions regarding the priorities of each national jurisdiction, which in turn will enable the partnership to have a more concrete outlook on the transversal needs for the different countries when developing WP3 O5 and O6.

In order to structure the collection of data which is presented by 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;
- Training (induction and in-service) offer (length, content, etc);
- Learning methods;
- Conclusions.

The report ends by offering general conclusions on the work which was carried out.

Method

02

Method

The collection of information 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 in official government websites. On the other hand, given the difficulties in retrieving sufficient information online, the partnership also decided to resort to the European Penitentiary Training Academies Network (EPTA) to collect more data. To that extent, the Tables presented in this document embody the analysis of the data provided to the partnership by other national jurisdictions, who filled in a template (Annexe 1 of this document). The template was initially sent out to EPTA, which then forwarded it to its contact points in the different Penitentiary Training Academies in the EU. France, Ireland, Slovakia and Sweden provided such information, and the partnership was therefore able to provide a more in-depth view of the curriculum and learning methods pertaining to the prison officers' training in those countries through schematised tables. Other than the Netherlands, the remaining national chapters do not include similar tables, in light of the difficulty in retrieving the necessary data.

This page was left intentionally blank

Austria

03

Austria

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

There are currently 26 prisons in Austria. As of 2016, there are sensibly 4000 prison staff members, out of which 80% were prison officers (Federal Ministry of Justice, 2016). Prison guards in Austria answer directly to the Ministry of Justice, being held accountable for guarding detention centres and prison inmates, as well as working in institutions within penitentiary establishments, such as prison workshops (OSCE, n.d.).

The Correctional Services Academy, which is charged with providing training to correctional staff, is organised into two departments, united in 2006: a "Prison Guard School", which guarantees basic training and the "Center for Further Education", focusing mainly on continuous and in-service specialisation training (Federal Ministry of Justice, 2016). The Austrian Ministry of Justice also adds that specific training through specialised education programmes is provided and systematically developed, applied and evaluated (Federal Ministry of Justice, 2016).

Professional profile of prison officers

In order to be eligible for becoming a prison officer, as of 2016, the Austrian Corrections Service held as fundamental requirements the following: Austrian citizenship, 18 years old, completed vocational training (certificate of apprenticeship) or Higher School Certificate, good state of health and passing a multi-level aptitude test (Federal Ministry of Justice, 2016).

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

Candidates to prison officers are considered as “Aspirants” and their examination procedures consist of: a medical fitness and multiple-choice test (regarding writing, arithmetic and general knowledge); a mental fitness test under physical strain; psychological tests; and lastly, an interview.

Afterwards, at the induction training, Aspirants must take on the following subjects: professional ethics; social skills (communication, conflict management), legal knowledge (federal constitution, civil service law, penal system law, penal Law), executive action training, human rights psychology, physical training, basic of self-defence, weapon training (EPTA, n.d.). Excluding in-service training, initial/basic training lasts for 52 weeks. On the other hand, including in-service training, initial/basic training Aspirants must take on 30 weeks of training in the classroom. The training is certified and accredited, although it is not yet considered in the EQF (EPTA, n.d.).

In what concerns in-service training, it is not mandatory (EPTA, n.d.). In turn, prison officers who wish to apply for middle management positions must undertake a 5-month training, and those who wish to apply for upper management positions must undertake a 22-month training. Additionally, prison officers are offered a social skills course, which is certified and recognised in all European states (European Communication Certificate); the whole prison staff also undertakes a social media skills course, which seeks to enhance the staff’s handling of social media (Social Media “driving license”).

Learning Methods

The training of prison officers in Austria comprises different learning methods, namely theory, practice and mentorship. For instance, the induction training for “Aspirants”, which lasts for 1 year, alternates between phases of theory and practice. “Aspirants” are furthermore accompanied by a mentor, in which they are supported by experienced prison officers in service for up to 3 years (Council of Europe, 2017). Moreover, the final exam is written, according to a practical example from prison, the concrete further steps, the legal implications, possible consequences must be presented, and a final written report must be sent to the prison management. An oral exam is also foreseen, covering legal knowledge, including human rights, social skills and conflict management, security in prisons, basic economic knowledge in prisons (EPTA, n.d.).

On the other hand, in-service prison officers who wish to apply for middle management positions are required to take a multiple-choice test on different kinds of laws; a test on mental fitness under physical strain, and an interview. In-service prison officers who are candidates for upper management positions, such as head of prison or manager of a department in prison, must, in turn, take a hard multiple-choice test on different kinds of laws and an extensive assessment (Council of Europe, 2017).

As for prison officers who are candidates for middle management, the aforementioned 5-month course consists only of theory. Nonetheless, those who are candidates for upper management positions, the 22-month basic training alternates between theory and practice.

Lastly, iterative learning is also very valued in the Austrian system, as Hospitations is mentioned in the Council of Europe document as a good practice (exchanging feedback regarding the learning process between the trainees and the teachers) (Council of Europe, 2017).

Conclusion

Following an analysis of the current configuration of training provision for prison officers in Austria, we would like to highlight that they are offered courses in social-related areas (e.g., social skills course, social media skills course). Moreover, the training awards certificates recognised throughout Europe and, lastly, iterative learning is very valued in the Austrian system, as Hospitations is mentioned in the Council of Europe document as a good practice (exchanging feedback regarding the learning process between the trainees and the teachers) (Council of Europe, 2017).

References

- Council of Europe. (2017). *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*. <https://rm.coe.int/information-about-the-training-of-the-prison-and-probation-staff-in-so/1680716583>
- European Penitentiary Training Academies Network. (n.d.) Austrian Prison Service Academy (AT). <https://www.epta.info/agency/federal-ministry-of-justice-at/>
- Federal Ministry of Justice of the Republic of Austria. (2016). *Correctional Services in Austria*.
- OSCE POLIS. (n.d.). Austria. <https://polis.osce.org/country-profiles/austria#prison-guard-9900>

Bulgaria

04

Bulgaria

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

Bulgaria currently has 55 prison establishments (13 prisons and 42 police-run pre-trial detention centres), which are all publicly administrated by the Central Prison Administration (World Prison Brief, n.d.).

In Bulgaria, the General Directorate Execution of Sentences is responsible for providing the training for prison officers and the remainder staff (EPTA, n.d.).

Professional Profile of prison officers

To become a prison officer in Bulgaria, candidates must have a high school diploma. Appointment as a prison officer is dependent on the previous opening of a national tender and its subsequent announcement, the nomination of a tender commission and its responsibilities, submission of the documents and admission into the tender, going through the phases of the competition according to the vacant position and, lastly, the allocation of the candidates. Each of these stages has an eliminatory character and, according to the number of positions and candidates, candidates are graded (Council of Europe, 2017).

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

Training is conducted according to the guidelines of the Education Centre of GDES-Pleven.

Learning Methods

There are two phases of training in Bulgaria: theoretical and practical. The theoretical preparation lasts for 8 weeks, at the educational centre, where trainees are required to acquire knowledge and skills connected with their duties: legal preparation, security activities, security techniques, pedagogy, psychology, social activities, fighting technique, fire and physical preparation (Council of Europe, 2017).

In turn, trainees must undertake 45 days of practical training at the territorial unit, where they are expected to apply the skills and competences they have gained during the theoretical stage, under the supervision and with the assistance of mentors (Council of Europe, 2017).

Conclusion

Publicly available information in English on the training of prison officers in Bulgaria is extremely sparse. As such, it was not possible to carry out a descriptive analysis of similar depth to the other national chapters. In any case, the lack of accessible data could also be interpreted as an indicator of the insufficient monitoring and reporting for which the prison services would be considered responsible, at a first instance. On the other hand, it also demonstrates the nearly inexistence internationalisation of the profession.

References

- Council of Europe (2017). *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*. <https://rm.coe.int/information-about-the-training-of-the-prison-and-probation-staff-in-so/1680716583>
- European Penitentiary Training Academies Network. (n.d.) General Directorate Execution of Sentences (BG). <https://www.epta.info/agency/general-directorate-execution-of-sentences-bg/>
- World Prison Brief. (n.d.). Bulgaria. <https://www.prisonstudies.org/country/bulgaria>

Croatia

05

Croatia

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

As of 2019, there are 6 penitentiaries (including the prison hospital), 2 penitentiary/prisons, 12 prisons, 2 juvenile correctional institutes and 1 Centre for Psychosocial Diagnostics in Croatia (World Prison Brief, n.d.). There are sensibly 2700 prison staff members working in Croatian penitentiaries (EuroPris, n.d.).

Prison staff recruitment is under the jurisdiction of a different Directorate within the Ministry of Justice other than the Prison System Directorate (Council of Europe, 2017). There is 1 training centre in Croatia, the Training Centre for Prison Staff, that directs and manages the training provision for prison officers (Council of Europe, 2017).

Professional Profile of prison officers

In order to be eligible for becoming a prison officer in Croatia, being between 18-30 years old and having achieved secondary education are required. EPTA also points out criteria such as good health conditions and no criminal records (EPTA, n.d.).

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

Induction training for prison officers lasts for 4 months. Including in-service training, trainees must go through 18 weeks of training. The induction training is not accredited. At the initial/basic level, prison officer trainees are required to take on the following subjects: Law, affairs and actions of the judicial police, prison officers rules of Law, psychosocial treatment, psychology, pedagogy, penology, communication skills, violent behaviour, risk prevention, group psychology, juveniles behaviour, occupational safety, crisis intervention, teamwork, child protection, drug abuse, weapons, shooting skills, administration, PC, first aid, among others (EPTA, n.d.).

Conflict resolution is also an essential part of the curriculum, as trainees are required to take training courses regarding Communication and aggression control (16-32 lessons); Resolving conflicts with prisoners in a peaceful manner (8 lessons); Professional communication in conducting official duties (16 lessons). Additionally, specific programmes of education and training, specifically those concerning the implementation of special treatment programmes (such as rehabilitation) for prisoners, are applied in practice with permanent supervision (Council of Europe, 2017).

While Croatian legislation stipulates that lifelong learning is mandatory for all civil servants, in-service training is not mandatory (EPTA, n.d.). On the other hand, additional training is provided for all prison staff through different programmes organised by or in cooperation with the Training Centre for Prison Staff, which trains from 350 to 700 staff members a year (Council of Europe, 2017).

Learning Methods

The training in Croatia includes theoretical and practical initiatives and components, as well as including mentorship . For example, the 18-week induction training is classroom-based and a mentor accompanies the trainee and supports the application of skills and competences developed during the course (Council of Europe, 2017).

Likewise, the conflict resolution conflicts contain both a theoretical part (presentations), as well as interactive workshops (discussions, modelling, role-play, etc.). While seeking to enhance teamwork in correctional institutions, the “Team work of the prison officials” lasts for 24 lessons or 3 days. A two-day “Management skills” workshop – a product from a 2012 Twinning project – has also been completed by 70 senior officials (as of 2017). At the time, there were also plans to extend and upscale the module (Council of Europe, 2017).

Besides, the final exam of specific programmes of education and training is composed of three parts: written, practical and oral, where trainees are tested on their knowledge of martial arts; prison rules of Law; affairs and actions of the judicial police; psychosocial treatment of prisoners; armaments and shooting skills (EPTA, n.d.).

Conclusion

The Croatian system presents interesting particularities in the evaluation and research scope of training provision. In reality, programmes are critically assessed through evaluation questionnaires immediately after the programme is implemented, and trainees have the chance to express their views towards the quality of lecturers, content of the lecture and usefulness of the programme for their practical work (Council of Europe, 2017).

On the other hand, special treatment programmes (namely those connected to rehabilitation programmes) are evaluated on a more scientific level, as the impact of the training is measured while taking into consideration the changes in inmate's behaviour, which are considered to be directly related to the prison officer's professional performance (Council of Europe, 2017).

Finally, evaluation questionnaires are completed by the participants to aid in the improvement of the training contents and lectures, as well as the adequacy of the training provision to the trainees' needs (Council of Europe, 2017).

References

- Council of Europe (2017). *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*. <https://rm.coe.int/information-about-the-training-of-the-prison-and-probation-staff-in-so/1680716583>
- European Penitentiary Training Academies Network. (n.d.) Training Centre for the Prison Staff (HR). <https://www.epta.info/agency/ministry-of-justice-administration-and-local-government-prison-administration-hr/>
- EuroPris Promoting Professional Prison Practice. (n.d.). EuroPris talks with Jana Špero, Assistant Minister for Prisons and Probation at the Ministry of Justice: Prison Administration of Croatia. https://www.europris.org/wp-content/uploads/2018/05/EP_Newsletter-May-DGInterview.pdf
- World Prison Brief. (n.d.). Croatia. <https://www.prisonstudies.org/country/croatia>

Czech Republic

06

Czech Republic

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

The Czech Republic counts with 35 publicly administrated prison establishments, that are under the responsibility of the Prison Service of the Czech Republic (World Prison Brief, n.d.). Czech prison staff members are subdivided into two groups, uniformed staff members (approximately 2/3 of the employees) and civilians (1/3 of all staff, consisting of pedagogues, psychologists, social workers, administrative and support staff) (Council of Europe, 2017).

The Czech Republic has 1 training centre, the Czech's Prison Service Academy, which is located in Stráž pod Ralskem. The Czech's staff training centre offers both initial and specialised courses and is managed by a director and two deputy officers. As of 2017, the Academy held 49 staff members, out of which 18 were teachers (Council of Europe, 2017).

Professional Profile of prison officers

In the Czech system, prison officer candidates must be 18 years old and have acquired a secondary degree. The recruitment assessment includes several types of exams, namely physical, psychological/personality and requires that trainees be in an overall good state of health (EPTA, n.d.).

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

Concerning induction training, uniformed staff (prison officers) take on the initial course type A, lasting for 13 weeks (type B being directed at civilian staff) (Council of Europe, 2017). The course covers subjects such as service preparation, penology, shooting training, basics of self-defence, Law, physical training, Psychology, pedagogy, professional ethics, and administration (EPTA, n.d.). After successfully completing the induction training and corresponding examination, Czech prison officer trainees must work for the Prison Service for 3 years, after which they complete a short revision course which, if completed successfully, grants them indeterminate employment contracts (Council of Europe, 2017).

In-service training is also foreseen by the Prison Service Academy, which, while seeking to enhance the staff's professional performance, also opens several specialised courses, which vary according to the needs of each staff group. Specialised courses are conceptualised and implemented at the request of the General Directorate, aiming to address new challenges of the Prison Service. In 2016, more than 1500 practitioners completed various sorts of specialised and in-service training courses (Council of Europe, 2017).

Only one module is mandatory to all specialists taking part in treatment programmes creation, mostly relating to general pedagogy skills (Doplňkové Pedagogické Studium), which is also offered in Universities – and is thus quite comprehensive. This specific module covers law, ecology and security issues. Moreover, uniformed staff must be tested in shooting and undertake physical tests yearly (EPTA, n.d.).

Conflict resolution skills are included in two specialised courses, as well as on staff innovation, regarding constructions, medical care, human resources or different internal systems. These last for approximately 1-3 days. On the other hand, the Academy does not plan to design courses on team and leadership development (Council of Europe, 2017).

Learning Methods

The training for prison officers in Czech Republic, both induction and in-service, involves theoretical and practical methods. For instance, the induction training's final exam comprises a total of 30 questions, each subdivided into 7 theoretical and practical sub-questions, covering the areas of psychology, Law, gun manipulation, cell search, first aid on the basis of a model situation, amongst others (Council of Europe, 2017). The oral exam consists of a situation model to show that trainees are prepared to solve any situation, including those pertaining to administrative matters, by mobilising the acquired knowledge, whereas the practical part mostly concerns gun manipulation and use of means of restraint (EPTA, n.d.). Furthermore, each in-service course contains a theoretical and a practical part, and its design is discussed by prison directors, whose feedback is then transmitted to the Academy director (Council of Europe, 2017).

Conclusion

In what regards the Czech's prison officer profile and associated training, we would like to draw attention to the fact that a multidisciplinary approach is used for the training for prison officers. On the other hand, prison officers must work for 3 years and be re-evaluated to make sure they're suited to work in the prison, and only one module is mandatory to all specialists taking part in treatment programmes creation, mostly relating to general pedagogy skills (Doplňkové Pedagogické Studium), which is also offered in Universities – and is thus quite comprehensive. This specific module covers law, ecology and security issues. Moreover, uniformed staff must be tested in shooting and undertake physical tests yearly (EPTA, n.d.). Moreover, the Prison Service Academy has recently reflected and acted upon the importance of English for penitentiary practice, having thus developed a manual in English for prison staff. As such, the Academy deployed the first module of the professional English course for a mixed group of prison professionals in the academic year of 2015–2016. This initiative was targeted at professionals who also dealt with international contacts and cross-border exchange of information and comprised 10 three-day meetings (each taking up 45 minutes each), culminating in a final exam (Council of Europe, 2017).

References

- Council of Europe (2017). *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*. <https://rm.coe.int/information-about-the-training-of-the-prison-and-probation-staff-in-so/1680716583>
- European Penitentiary Training Academies Network. (n.d.) Prison Service Academy (CZ). <https://www.epta.info/agency/prison-service-of-the-czech-republic/>
- World Prison Brief. (n.d.). Czech Republic. <https://www.prisonstudies.org/country/czech-republic>

Denmark

07

Denmark

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

Denmark has 45 prison and detention establishments/institutions, publicly managed under the responsibility of the Department of Prisons and Probation (World Prison Brief, n.d.).

Moreover, Denmark counts with 1 training centre, the Training Centre of Probation and Prison Service, which provides the necessary education for prison officers, both induction and in-service (Council of Europe, 2017).

Professional Profile of prison officers

In order to become a prison officer in Denmark, candidates must be at least 21 years old, have no criminal record, be an EU citizen or from Norway, Island or Liechtenstein, present a good physical condition, have achieved vocational training or other comparable education, or Danish level C, Social Studies level C, English level C, plus an elective at level C and at least 3 years of working experience or basic Commercial Course, and at least 3 years of working experience, or a General Certificate of Secondary Education or a Certificate of Competences from the Danish VUC (Adult Education Centre) (Council of Europe, 2017).

If the candidate fulfils these conditions, they must send out an application, after which they will be subjected to a thorough screening process. Those who pass the screening are then required to take several tests when a tender opens (namely, a tender related to personnel shortage). Applicants are thus subjected to a personality test and a care test, which follows a personal interview (Council of Europe, 2017).

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

The induction training for Correctional Officer candidates lasts for 3 years, corresponding to 180 ECTS points (Council of Europe, 2017). Each of the three periods at the Training Centre consist of 5 different themes: 1) "Ethics and Professionalism", 12 % of the entire education, 2) "Clients and the institutions within The Danish Prison and Probation Service", 13 % of the entire education, 3) "Change, support and motivation", 12 % of the entire education, 4) "Legislation, rules and procedures", 7 % of the entire education, 5) "Conflict resolution, control and safety", 31 % of the entire education. The remaining 25 % consist of student interviews, individual assignments, guidance, exams etc. (Council of Europe, 2017).

The final exam is carried out in writing, which each student must then defend orally before a teacher or an examiner (Council of Europe, 2017).

Learning Methods

Denmark's induction training of prison officers entails both theory and practice, with students alternating between a period at the Training Centre for Probation and Prison Service (theoretical, classroom-based education) and a period of apprenticeship at a prison (practically-oriented, education).

The first year of training is thus divided into 2 parcels: the first 21/2 months are spent at the Training Centre, and the remaining 91/2 months are spent as apprentices at a prison, including for weeks of introduction and job training. The second year, in turn, requires students to spend the first 2 months at the Training Centre and 10 months as apprenticeships in a prison. For the third year, the first 3 months are spent at the Training Centre and the remaining as apprentices in a prison (Council of Europe, 2017).

Conclusion

It is interesting to note that, from 2011 to 2020, Denmark went from having 13 prisons to 45, which we may take as an indicator of the priorities of the Danish justice system. On the other hand, Denmark imposes that the training of prison officers lasts for 3 years, which is a long period of time when compared to the length of training in other jurisdictions. Additionally, the final exam has an oral component and must be defended, which could be interpreted as showing a certain degree of importance of communication and social skills. Finally, the training also includes an apprenticeship in a prison throughout the training, which points at the relevance attributed to work-based training.

References

- Council of Europe (2017). *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*. <https://rm.coe.int/information-about-the-training-of-the-prison-and-probation-staff-in-so/1680716583>
- World Prison Brief. (n.d.). Denmark. <https://www.prisonstudies.org/country/denmark>

Estonia

08

Estonia

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

Estonia has 3 prison/detention establishments/institutions that are publicly managed by the Department of Prisons (Vanglateenistus) (World Prison Brief, n.d.). In terms of prison officers' training, it is of the responsibility of the College of Justice of the Estonian Academy of Security Sciences (Council of Europe, 2017).

Professional Profile of prison officers

The first step for prison officer candidates is to submit a form concerning personal information to the Department of Prisons of the Ministry of Justice or to a prison. The form itself already imposes a sort of initial triage, which sets aside those who are deemed unfit for the position. Individuals who have been convicted of intentionally committing criminal offences, have served imprisonment sentences, or are suspects or accused in a criminal proceeding are not eligible for the position (Council of Europe, 2017).

Candidates must have completed secondary education, be a citizen of Estonia and proficient in Estonian to a C1 level, enjoy full active legal capacity or have been appointed through an official Act to a position of prison officer. Proficiency in Russian is preferred (Council of Europe, 2017).

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

The College of Justice of the Estonian Academy of Security Sciences offers several training programmes, which are tailor-made for each target audience (Council of Europe, 2017).

The vocational education programme is directed at candidates to become prison guards and senior guards who have a secondary education diploma. The programme lasts for a year, while the main focus is the acquisition of professional skills. The programme mixes formal classroom education and an internship. A substantial investment is thus directed at supporting practical skills (Council of Europe, 2017).

The professional higher education programme is directed at future middle and senior-level prison officials. The educational model and curriculum aim to provide the training of inspector-contact persons, who occupy a central role in the resocialisation process of inmates. The programme lasts 3 years and is completed by a comprehensive final examination (Council of Europe, 2017).

The continuing education programme relies on the organisation of various in-service courses for prison officials for maintaining and improving their professional competences. The guidelines for continuing education follow the annual training plan agreed upon by the Ministry of Justice, and the plan's operationalisation is under the responsibility of the College (Council of Europe, 2017).

Learning Methods

Estonia counts with three courses for prison officers that utilise different learning methods. All courses include a theoretical component, but the professional higher education programme is very practically oriented and includes an internship in a prison (which take up a third of the total duration of the programme), since this practical factor is important for the acquisition of specific professional skills (Council of Europe, 2017).

Conclusion

We found it especially interesting that the training in Estonia is provided by a College, which could be indicative of the importance attributed to the training of these professionals in the country. Moreover, possibly to ensure specialisation, Estonia counts with three different training programmes tailor-made to different professionals.

References

- Council of Europe (2017). *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*. <https://rm.coe.int/information-about-the-training-of-the-prison-and-probation-staff-in-so/1680716583>
- World Prison Brief. (n.d.). Estonia. <https://www.prisonstudies.org/country/estonia>

Finland

09

Finland

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

In Finland, prison service institutions have developed into different work environments, varying in size, activities, and openness, from small, open institutions to large, closed units. Overall, it counts with 26 prison/detention establishments/institutions (World Prison Brief, n.d.).

Finland counts with 1 training institute, the Training Institute for Prison and Probation Services, which offers both induction and in-service education for prison and probation services staff in the country. The Institute also cooperates with Laurea University of Applied Sciences in organising the bachelor's degree programme in prison and probation services (Council of Europe, 2017).

Professional Profile of prison officers

The requirements for accessing prison officer's induction training in Finland are as follows (Council of Europe, 2017):

- Minimum age of 18 years old;
- General or vocational upper secondary education;
- Suitability (psychological and physical).

The admission process lasts for one month, during which the candidates undertake psychological testing in groups and individually, a set of physical tests and suitability interviews. The interviews are organised locally, counting with the presence of employer representatives (prisons) and the training institute staff (Council of Europe, 2017).

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

The induction training programme consists of 90 ECTS credits (16 months in total), taking place at the Training Institute for Prison and Probation and practical placement. The content of the qualification programme (Basic Examination in Prison Services) consists of a competence-based curriculum reflecting the core competence areas of prison services (Council of Europe, 2017):

- Professional competence areas (vocational studies)
- General studies (work-life, i.e., computer skills) competences
- Final project.

Competence-based curriculum

On the theoretical part of the spectrum, the prison officer examination training combines judicial, behavioural and social studies with the practical challenges of prison services' work. Three core competencies are considered essential (Council of Europe, 2017):

- Security and safety (knowledge of prison security structural solutions; technical systems; behavioural awareness);
- Rehabilitation and social integration (competences in preventing criminal behaviour; methods for reducing re-offending; human and dignified treatment towards prisoners; good communication and motivation skills);
- Law and ethics (respect for human and individual rights; laws, decrees and regulations which frame the work of Prison Service employees; mutual value basis of the State administration; principles of good government and obligations imposed by Law on civil servants; commitment to the mission and short term policies of the prison administration).

After graduating from basic studies, students are able to continue their studies and apply to the Bachelor's degree with Laurea University of Applied Sciences, and the Institute of Prison and Probation Services offer together for Correctional Services, which offers great opportunities for the students to integrate more practical oriented themes of studies, internships and theory to apply to prison services (Council of Europe, 2017).

Vocational Themes

The content of prison services work has been categorised into 5 main themes, which are transversally included in the training programme (Council of Europe, 2017):

- Competences in the prison as an institution;
- Competences in prison security;
- Competences in imprisonment, convicted and remanded prisoners;
- Competences in criminality;
- Competences in preventing criminal behaviour.

Learning Methods

In terms of the induction training for prison officers in Finland, it includes both theoretical and practical components. Hence, the training is divided into study periods, and the internships are divided into periods (Council of Europe, 2017):

- Orientation (four-week long);
- Practical placement I and Practical placement II (requiring independent studies integrated into practical work) are expected to lead students to learn gradually and take more responsibility for their work while given progressively more demanding assignments.

In this context, after a short induction into the prison, employees are expected to possess the sufficient competences needed in work, independently of the institution's particular circumstances. There is a strong emphasis on the importance of practical work life, which is considered an essential part of the prison officer's vocational skills (Council of Europe, 2017).

Conclusion

It is interesting to note that the Finish prison services refer to inmates as sentenced persons, which could potentially suggest a more humane outlook and perspective guiding both the training provision and the overall job performance of prison officers. Accordingly, there is a strong emphasis on the respect for human dignity and regulatory procedures as essential guidance elements for acting in exceptional situations (Council of Europe, 2017).

Additionally, the Finnish Prison Services training has been subject to several changes, addressing concerns regarding its negligence when compared to the general education system, thus demonstrating the interest towards the quality of the training provision to prison officers (Council of Europe, 2017).

The Finish Prison Services recognise the importance of employing trained, responsible daily contact workers to ensure the predictability of the teams' actions, the security of the prison, and the legal safety of the individuals in custody. In this same sense, training for prison officers is tremendously valued. Additionally, it is relevant to note that the staff working closest to the prisoner is intended to be as uniformised as possible in order to reduce the categorisation of work duties (Council of Europe, 2017). The goal of the training is to ultimately reduce re-offending by shaping and moulding the supervisory and rehabilitative duties of prison services employees into a systematic prison services process aiming at reducing re-offending (Council of Europe, 2017).

References

- Council of Europe (2017). *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*. <https://rm.coe.int/information-about-the-training-of-the-prison-and-probation-staff-in-so/1680716583>
- World Prison Brief. (n.d.). Finland. <https://www.prisonstudies.org/country/finland>

France

10

France

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

As all French prisons are publicly managed, the Central Prison Administration oversees the recruitment procedures of prison officers throughout the country's facilities. Afterwards, their initial training is provided by the National Prison Administration Academy (ENAP) (and partially by regional directorates), subsequently being further broken down into local training centres located in prisons, with no involvement from the ENAP. The latter is the sole authority responsible for providing all initial training programmes for all categories and grades, having provided, in 2019, 1236h of induction training to prison officers and, in the past year, trained 1577 prison officers. In turn, in-service training is of the joint responsibility between ENAP and the regional directorates (Council of Europe, 2017), who provided, in 2019, 2514h of training and, in 2020, trained 709 prison officers.

Professional Profile of prison officers

There are currently 25 990 prison officers in France. As per ENAP guidelines, candidates for prison officer must: possess the Certificate of General Education (brevet des collèges) (thus secondary education is not required); and be between 18 to 45 years old (EPTA, n.d.).

Staff members are recruited through a competitive examination tailored to each specific grade. For each recruitment procedure, there is an internal examination for candidates who are already public service employees, subject to meeting the length of service requirement, along with an external examination open to anyone with the necessary qualifications (Council of Europe, 2017).

Successful candidates will then transit to the training phase, at ENAP in Agen, in accordance with the training orders published by the central prison administration, which lays down the duration of each training course (Council of Europe, 2017).

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

Concerning induction training, it is mandatory and must last for a minimum of 309h, additionally to including an internship of 280h. Hence, prison officer trainees undertake 13 weeks of theoretical and practical training, whereas practical prison work lasts for 10 weeks (5 weeks of internship exploration and 5 weeks of practical internship) (EPTA, n.d.). Each training course focuses on the skills expected of prison officers in terms of knowledge, expertise, and life skills (Council of Europe, 2017).

Regarding in-service training, ENAP runs training courses for promotion and specialisation purposes, as well as to assist staff taking up new duties. It also offers a short list of in-service training courses for life-long skills development, to which regional directorates contribute as much as they are able to (Council of Europe, 2017).

At induction training, trainees are trained in the following subjects (EPTA, n.d.):

Curricular Unit 1: Navigating one's penitentiary professional environment
M1: Integrating the values of the public correctional service
M2: Blending in a work collective
M3: Identifying the stages of the sentence programme and characteristics of penal population
Curricular unit 2: Taking charge and supporting inmates daily
M1: Setting an appropriate relationship with the inmate
M2: Conducting and monitoring daily activities
M3: Inquiring and reporting
M4: Preventing risky behaviour UC3 - Managing complex and/or emergency situations
M1: Monitoring inmates with a particular profile
M2: Rescuing people
M3: Maintaining a protected position or performing an external mission
M4: Making use of force and weapons

(Table 1 – Training provision in France)

Whereas in-service training is not mandatory, it is provided to specific roles, such as prison officers working in security prisons and young offenders institutes (EPTA, n.d.).

Moreover, in induction and in-service training's traineeships, trainees are supervised by a mentor. Regarding the first, mentors are provided with guidelines concerning the traineeship plan, the traineeship functional and competence profile and the observation and competence assessment instruments, whilst during in-service training, mentors are only provided with guidelines on the traineeship functional and competence profile (Council of Europe, 2017).

Learning Methods

ENAP's training provision is versatile and, hence, includes a practical component that complements the theoretical end of the courses. For instance, ENAP is responsible for designing specific training methods, and all courses alternate between lessons at ENAP and practical training in decentralised departments (prisons, and rehabilitation and probation services). Moreover, trainees are assessed at the end of the training courses and are appointed to a decentralised department (prison or rehabilitation and probation service), according to their individual ranking – except for DSPs and DPIPs who may negotiate appointments to the available vacancies amongst themselves, independently of the ratings (Council of Europe, 2017).

Furthermore, in both the induction and in-service training, the training is always evaluated in terms of learning and behaviour (induction training) and reaction (in-service training). Both trainings also include traineeships, trainees are supervised by a mentor. Regarding the first, mentors are provided with guidelines concerning the traineeship plan, the traineeship functional and competence profile and the observation and competence assessment instruments, whilst during in-service training, mentors are only provided with guidelines on the traineeship functional and competence profile (Council of Europe, 2017).

In what concerns the applied learning methods, these are the following:

Areas	Learning Method			
	Induction Training	Hours	In Service Training	Hours
Mission of the prison service	100% Theoretical	4h	-	-
Practice in legal context	100% Theoretical	8h	-	-
Policies, procedures, rules and regulations	100% Theoretical	25h	-	-
Human rights	100% Theoretical	2h	-	-
Professional ethics	75% Theoretical 25% Practical	8h	-	-
Static and procedural security	40% Theoretical 60% Practical	24h	-	-
Dynamic security and officer-inmate relationship	50% Theoretical 50% Practical	8h	-	-
Safety and use of force	22% Theoretical 78% Practical	27h50	100% Practical	-
Suicide and self-harm	60% Theoretical, 40% Practical	5h	-	-
Psychological work and criminological approaches	80% Theoretical, 20% Practical	3h	-	-
Social work	100% Theoretical	3h	-	-

Areas	Learning Method			
	Induction Training	Hours	In Service Training	Hours
Risk assessment	70% Theoretical, 30% Practical	5h	-	-
Sentence planning and implementation	100% Theoretical	7h	-	-
Report writing	20% Theoretical, 80% Practical	8h	-	-
Use of social media by prison officers	100% Theoretical	2h	-	-
Use of IT	40% Theoretical, 60% Practical	6h (in-person training + long distance exercises)	-	-
Inmates' mental health	75% Theoretical 25% Practical	8h	-	-
Substance misuse	100% Theoretical	1h	-	-
Anti-discriminatory practice	90% Theoretical, 10% Practical	6h	-	-
Staff support and development	100% Theoretical	4h	-	-
Working with juvenile and young adults	-	-	100% Theoretical	56h

(Table 2 – Learning methods in France)

Conclusion

The fact that ENAP is the only authority charged with logistical and financial aspects, along with the harmonisation of teaching methods, is recognised as an important factor for the creation of a shared professional identity between all prison staff (Council of Europe, 2017). Moreover, we find it worthy of mention that the French system puts a great emphasis on the practical component of the training (inclusion of traineeships in both induction and in-service).

References

- Council of Europe (2017). *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*. <https://rm.coe.int/information-about-the-training-of-the-prison-and-probation-staff-in-so/1680716583>
- European Penitentiary Training Academies Network. (n.d.) National Correctional Administration Academy (ENAP) (FR). <https://www.epta.info/agency/ministry-of-justice-department-of-prisons/>

Hungary

Hungary

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

There are currently 32 prison/detention establishments/institutions in Hungary (among which are penitentiary institutions, the Forensic Observation and Psychiatric Institution (IMEI) and the Central Prison Hospital) that are publicly managed under the responsibility of the Hungarian Prison Service (Büntetés-vegyrehabilitációs Szervezet) (World Prison Brief, n.d.; International Helsinki Federation for Human Rights, 2005).

The Hungarian Prison Service is strongly linked to the Education, Training and Rehabilitation Centre of the Prison Service, which provides basic and higher education, training, recreation, examination, and rehabilitation to prison officer trainees (Hungarian Prison Service, n.d.).

Professional Profile of prison officers

One of the first requirements to be a candidate for prison officer in Hungary is the possession of a secondary school diploma, as well as a background check carried out by the National Protective Service. Successful applicants are then invited for a structured job interview before a selected committee appointed by the prison governor. The members include, at least, the head of HR, the head of the relevant department where the vacant position occurred and an experienced staff member. After the interviews, the committee shortlists the applicants and makes a recommendation towards the prison governor (Council of Europe, 2017).

The shortlisted applicants then undergo: a detailed medical check; physical tests (5 different tests measuring physical strength, stamina, and general fitness); a psychological test; a police certificate of conduct. Successful applicants are then accepted for a one-year probation period (Council of Europe, 2017).

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

The first week of the induction training takes place at the individual prison facility, to offer the trainees the overall notion of the prison operation. Afterwards, the trainees begin their 27-week induction training in the staff training academy in Budapest (Council of Europe, 2017).

The training consists of 4 modules, with each module being a combination carried out in the academy (22 weeks) and in the individual prisons (5 weeks). The modules are the following:

- Module 1: Basic law-enforcement duties (the study material is identical to that taught for the new members of the police and the National Directorate General for Disaster Management);
- Module 2: Prison guard specialisation;
- Module 3: Assistant supervisor specialisation;
- Module 4: Supervisor specialisation.

Hence, the training includes: civil and penitentiary Law, administration, human rights, IT competences, finance, self-defence, first-aid, firearm practice, official duties, social competences, communication, English language, security, reintegration, and addictions, ending with a written and oral exam (Council of Europe, 2017).

After successfully completing the course, the newly appointed colleagues return to their original institutes. Upon completion of the one-year probation period, the staff members have to pass a final exam, which is when their contract becomes indefinite (Council of Europe, 2017).

The in-service training system is based on several consecutive modules, which are built on each other. According to the relevant legal regulations, the Hungarian Prison Service staff members must participate in four-year-long training cycles, during which they must achieve a minimum threshold of credit points (64) by participating in training courses. The system of these professional courses is supervised and accredited by the Ministry of Interior (Council of Europe, 2017).

Learning Methods

In terms of induction training in Hungary, the training has theoretical and practical competences. In this sense, successful trainees then return to their original institutes, where they proceed with in-service training under the supervision of a mentor appointed by the prison governor. The completion of the one-year probation period is then marked by a final exam, which, if successful, offers trainees an indefinite contract. More than this, throughout all in-service training, prison officers are accompanied by a mentor (Council of Europe, 2017).

Interagency cooperation is a big part of the Hungarian prison officer training provision, namely by offering candidates lectures from other organisations, such as the Police, National Directorate General for Disaster Management, National Protective Service, judges and prosecutors (Council of Europe, 2017).

Conclusion

The Hungarian government has been investing in marketing and advertising campaigns in order to strengthen its recruitment capacities. In this sense, the prison service has been involved in professional expos and exhibitions, thus establishing eight local recruitment officers all over the country. These efforts illustrate the spirit of making the prison officer's role more attractive and potentially establishing a clear career path that attracts candidates (Council of Europe, 2017).

References

- Council of Europe (2017). *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*. <https://rm.coe.int/information-about-the-training-of-the-prison-and-probation-staff-in-so/1680716583>
- Hungarian Prison Service. (n.d.). Institutions. <https://bv.gov.hu/en/node/1929>
- International Helsinki Federation for Human Rights. (2005). Places of Detention in Hungary. <https://www.refworld.org/pdfid/46963af50.pdf>
- World Prison Brief. (n.d.). Hungary. <https://www.prisonstudies.org/country/hungary>

Ireland

12

Ireland

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

Ireland counts with 12 prison/detention establishments/institutions publicly managed under the responsibility of the Irish Prison System (World Prison Brief, n.d.). In 2019, 215 prison officers joined the Irish Prison System, thus making the number of fulltime prison staff of 3 404.58 professionals (including headquarters staff and civilian grades) at the end of 2019 (Irish Prison Service, 2019).

Ireland has one training institution, the Irish Prison Service College, which has two training centres in the country and provides both induction and in-service training (Continued Professional Development Programme) (Irish Prison Service, 2019).

Professional Profile of prison officers

Applicants to the Irish Prison Service must be between 18-58 years old and have concluded the second-level education or, alternatively, a recognised relevant qualification (minimum level 5). An assessment questionnaire is then carried out, entailing: the completion of an online questionnaire; online and/or paper-based assessment test(s); role-plays; interview(s); physical competence test; medical examination; and security clearance.

Additionally, the following competences are used as criteria in the selection process (Council of Europe, 2017):

- Directing others – guaranteeing a safe and secure environment. Hard security skills;
- Supporting others – positive working relationship with and sensitivity to the needs of the prisoners they are responsible for and the colleagues they work with;
- Capacity to establish trusting relationships based on fairness, dignity and respect;
- Conscientiousness – ensuring safety and security measures relies on being conscientious, being able to meet working obligations in a thorough, willing and responsible manner by following the rules and procedures;
- Resilience – stress-management skills, conflict management skills, self-assurance;
- Adaptability – flexibility; capacity to react to rapidly changing environments, willingness to develop and continually improve performance, learning from others and from their mistakes;
- Information handling and communication.

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

Aiming to diminish a potential clash between expectations and reality for possibly misinformed prison officer candidates, applicants undertake an awareness programme at the first stage of the selection process in order to underline the specificities of the job role and introduce applicants to the concept of prisoner care, rehabilitation and reintegration. In the same line, applicants must visit a prison on an orientation day prior to signing a contract of employment. Afterwards, recruit prison officers are placed on a 12-month probationary contract (Council of Europe, 2017).

Each of the recruits also completes a Higher Certificate in Custodial Care (HCCC), which last for a 2-year period. HCCC includes the following modules:

Semesters	Modules
	Learning to learn
Semester 1	Foundations of Practice Crisis and Conflict Management
Semester 2	Custodial Care Policy and Practice Equality, Diversity and Cultural and Social Awareness Workplace Reflective Practice Project I
Semester 3	Ethical Dimensions to Custodial Care Contemporary Healthcare Issues in Ireland Introduction to Social Psychology
Semester 4	Human Rights Criminal Justice, Criminology and Penology Workplace Reflective Practice Project II

(Table 3 – Training provision in Ireland)

Trainees are evaluated throughout the training programme and do not undertake a final exam (EPTA, n.d.).

In terms of in-service training, the mandatory modules vary each year. For instance, in 2020, the mandatory modules were (EPTA, n.d.):

- Personal protection techniques;
- Infection control;
- Manual Handling prisoner escorting guidelines;
- Chemical safety CSRE (Cell Snatch Rescue Equipment);
- Incentivised Regimes.

Learning Methods

The first 14 weeks of the induction training (Semester 1) is mostly skills-based and delivered by qualified and experienced tutors through a mix of classroom and live prison environments. This first moment is dedicated to developing the recruits' resilience and teaching them how to maintain their mental health (Council of Europe, 2017).

Conclusion

Emphasis is put on the individual aptitude of recruits for the job role of prison officer, bearing in mind the specific requirements of the profession. Therefore, substantial attention is paid to the postures of trainees, and the training institution is keen on encouraging candidates to reflect on their own characteristics, making them comfortable to leave if they so prefer (Council of Europe, 2017).

References

- Council of Europe (2017). *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*. <https://rm.coe.int/information-about-the-training-of-the-prison-and-probation-staff-in-so/1680716583>
- European Penitentiary Training Academies Network. (n.d.) Irish Prison Service College (IE). <https://www.epta.info/agency/irish-prison-service-ie/>
- Irish Prison Service. (2019). Annual Report 2019. https://www.irishprisons.ie/wp-content/uploads/documents_pdf/IPS-Annual-Report-2019-Web.pdf
- World Prison Brief. (n.d.). Ireland. <https://www.prisonstudies.org/country/ireland-republic>

Italy

13

Italy

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

Italy counts with 206 prison/detention establishments/institutions, namely 189 penal institutions for adults and 17 for minors in 2020. Moreover, these are publicly managed under the responsibility of the Department of Prison Administration (World Prison Brief, n.d.).

In Italy, the Directorate-General of Training ensures the uniformity of the staff training processes, regarding both prison and probation staff. It is divided in several offices which have different responsibilities, with Offices II and III being responsible for the induction and in-service training provision (Council of Europe, 2017).

Professional Profile of prison officers

The phases of staff recruiting are subdivided as follows: drafting of the Announcement of public competition; reception and processing of applications; appointment of the Examining Board, which is meant to scrupulously apply the requirements provided by the call; organisation and carrying out of exams; ranking drafting, actual introduction to the position (Council of Europe, 2017).

All positions in the Penitentiary Police staff are filled through public competition. On one hand, to access the position of agent, preliminary requisites entail the possession of a junior high school diploma. In turn, the public competition is based on the evaluation of general knowledge (Council of Europe, 2017).

Regardless of the position, all candidates must undertake physical fitness tests, which are carried out in a specific Centre of the Penitentiary Administration (Council of Europe, 2017).

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

Induction training is aimed at introducing the newly recruited staff to the penitentiary organisation, as well as implementing their knowledge, competences, and specialist skills. Such entails alternating classroom-based activities and on-the-job training, which are intended to be closely interlinked to form a training continuum (Council of Europe, 2017).

In general, the main topics addressed in those courses concern the following subjects (Council of Europe, 2017):

- Juridical knowledge;
- Operational-technical and relational knowledge;
- Use of weapons;
- Self-defence skills.

In brief, the following are considered essential fields for a prison officer (Council of Europe, 2017):

- Law, regulations: Penitentiary Law, Public Administration reforms, probation and penal execution in Europe, anti-corruption and administrative transparency, etc.;
- Psychosocial, pedagogy, State accountancy and penitentiary accountancy, organisation sciences (e.g. the management).

On the other hand, inspectors and chief cons-s must also develop management skills.

Penitentiary Police staff trainees receive training that especially highlights the usage of active and participative methodologies and the preparation of the tutors and teachers. Newly recruited agents undergo theoretical/practical training for twelve months, and sergeants for four to six months. Inspectors' training lasts for 18 months, whereas Chief Constables' training corresponds to 12 months. All initial training courses are bound to a mixed-method of theoretical and practical character and foresee an apprenticeship period at a prison, which lasts for up to one-third of the whole training period (Council of Europe, 2017).

At the end of the course, trainees undergo an assessment for their fitness, which evaluates practical skills acquired in training (e.g., use of weapons); technical-operational skills, acquisition of the specific role and adhesion to the values of the Corps of Penitentiary Police and the institutional mission; and the level of interest demonstrated. The assessment is carried out by the director of the school where the training course is held, with the support of the teachers and tutors. After this first assessment is carried out, trainees must also pass a written and oral exam, assessing their acquired knowledge (Council of Europe, 2017).

In-service training varies according to the type of knowledge, skills and competences that are meant to be changed, improved, and developed, after the due identification of training needs. The latter occurs in connection with the evolution of the field of penal execution and may take the form of, for example, a training course on the anti-corruption code, management during critical incidents, courses on dynamic surveillance, resource organisation or even governance and management of complex structures (Council of Europe, 2017).

Learning Methods

During induction training, the methodologies used are (Council of Europe, 2017):

- Traditional methods (front lessons, conferences, etc. – mostly used in the modules concerning the organisational context);
- Innovative methods (case studies, role-playing, workshops, etc. – mostly used in specialist modules).

It is important to note that the training methods employed for specialist/continuous training are mostly based on innovative methods, while valuing inter-professional training involving different professionals from the penitentiary field (Council of Europe, 2017).

Conclusion

There is a remarkable emphasis on anti-corruption regulation during the recruitment phase. Good practices mentioned include a “management of emergencies” course for prison governors and commanders of the prisons’ penitentiary police units. On the other hand, didactic sessions also take place from time to time aimed at stress reduction, specifically directed at Penitentiary Police staff, as well as sessions on violent extremism and radicalisation, focused on Islamic ideologies in prison. A language course in Arabic has also been developed for prison guards (Council of Europe, 2017).

References

- Council of Europe (2017). 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. <https://rm.coe.int/information-about-the-training-of-the-prison-and-probation-staff-in-so/1680716583>
- World Prison Brief. (n.d.). Italy. <https://www.prisonstudies.org/country/italy>

Lithuania

14

Lithuania

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

In Lithuania, there are 9 prison/detention establishments/institutions, all publicly managed under the Prison Department (Kalejimu Departamentas) (World Prison Brief, n.d.). In 2013, there were 3 093 prison staff members in Lithuanian prisons (European Public Service Union, 2016).

There is 1 professional training centre for penitentiary officers, the Training Centre of the Prison Department, which works under the Ministry of Justice. In this centre, cadets are provided with accommodation at the Training Centre's dormitory and a stipend (scholarship) (Council of Europe, 2017).

Professional profile of prison officers

The eligibility to become a prison officer in Lithuania is dependent on the following factors (Council of Europe, 2017):

- Lithuanian citizenship;
- Knowledge of the Lithuanian language;
- Good reputation;
- Good physical and physical status;
- Be over 18 years old;
- Secondary education diploma.

Additionally, there is an entrance examination which seeks to assess rational thinking, text perception, and skills testing to evaluate practical situations (Council of Europe, 2017).

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

Induction training for cadets lasts for one year, covering the following topics: guard and security of penitentiary institutions; escorts, supervision and dynamic security of inmates; measures of persuasion and restraint; prevention of offences; social work with inmates, among others. The initial training period ends with the completion of a theoretical and practical exam, which awards the trainee a Professional Training Graduation Certificate (Council of Europe, 2017).

After this first stage, recruits go through another training stage before starting their functions at the Prison Department or its subordinate institutions, for a total of 3 weeks (128h) at the Training Centre of the Prison Department. After passing the final tests and exams, penitentiary officers are then issued Certificates of Initial Training, which enable them to carry out their functions (Council of Europe, 2017).

In what concerns in-service training, the Training Centre offers further qualification upgrade courses for penitentiary and probation staff – the list of available courses is updated every year (Council of Europe, 2017).

Learning Methods

The initial training period ends with the completion of a theoretical and practical exam, which awards the trainee a Professional Training Graduation Certificate (Council of Europe, 2017).

Conclusion

It is relevant to note that there is a substantial focus on anti-corruption measures during recruitment is a very important characteristic of the Italian system (Council of Europe, 2017). Moreover, we would like to highlight the that the courses offer in terms of in-service training are regularly updated, which can be interpreted as a sign of the interest of the system in frequently assessing the needs of prison officers.

References

- Council of Europe (2017). *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*. <https://rm.coe.int/information-about-the-training-of-the-prison-and-probation-staff-in-so/1680716583>
- European Public Service Union. (2016). *Prison staff perspectives: An EPSU survey of the impact of the economic crisis on prisons*. <https://www.epsu.org/sites/default/files/article/files/Prison%20staff%20perspectives%20EPSU%20survey%20June%202016%20EN.pdf>
- World Prison Brief. (n.d.). *Lithuania*. <https://www.prisonstudies.org/country/lithuania>

Poland

15

Poland

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

Poland counts with 215 prison/detention establishments/institutions, namely 87 prisons, 70 institutions for pre-trial detainees, 44 units related to 157 main institutions, and 14 hospitals. These are publicly managed and are under the responsibility of the Central Board of Prison Service (Centralny Zarząd Służby Więziennej) (World Prison Brief, n.d.). The training of Polish prison officers is under the responsibility of the Academy of Justice, which provides both induction and in-service training to these professionals (Council of Europe, 2017).

Professional Profile of prison officers

Eligibility criteria for aspiring Polish prison officers are not linked to age limits, but to the possession of a secondary school diploma, as well as the verification of criminal records, conduction of several interviews, medical examinations, and fitness tests (EPTA, n.d.)

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

Induction training for prison officer candidates in Poland lasts for about 3 weeks in the organisational unit (prison or remand prison) where the correctional officer works. Under the supervision of a direct superior, the training is meant to provide relevant skills and competences on the structure of the prison, basic legal regulations regarding the basic rights and duties of correctional officers and inmates, as well as health and safety procedures linked to the service position. At a second stage, a preparation course is implemented in the barracks of the training and development centres, including a general part for all students and an extended part for the security and penitentiary department (Council of Europe, 2017).

The subjects comprised at the basic level are the following (Council of Europe, 2017):

- First aid;
- Safety basics;
- Shooting training;
- Self-defence;
- Law;
- Penitentiary science;
- Psychology;
- IT;
- Administration.

There is a final exam, which is meant to test knowledge acquisition (both theoretical and practical) regarding the topics above (EPTA, n.d.).

Training directed at candidates for the ranks of sergeant, chief warrant officer and officer, in turn, is meant as a continuation and extension of the initial training, aiming at the (Council of Europe, 2017):

- Preparation of correctional officers for performing the tasks resulting from a legal Act about the Prison Service, Criminal Code and other rules which regulate the activity of Prison Service;
- Development of general, professional and specialist knowledge, supporting self-education, consolidation of the skill of analysis, synthesis and assessment of the events and activities, development of the ability to serve in the Prison Service.

Finally, the Polish system stipulates that in-service training is mandatory for all staff members – from vocational training, specialist training or professional development. Specific modules relate to protection, logistics, penitentiary, psychological, financial, and human resources. According to their respective professional duties, staff members must participate at least every three years in at least one of their organised forms of professional development. Prison officers also undergo physical fitness tests every 4 years (EPTA, n.d.).

In-service training is divided into two stages:

- Specialised training (specialised courses and trainings, mandatory by Law);
- Professional development (accounting for the remaining trainings, courses, seminars, meetings and briefings) (Council of Europe, 2017).

Learning Methods

In terms of prison officer training in Poland, the learning methods comprise a fundamental practical component that is materialised through a professional practice in prison that takes up the third stage of the basic training, seeking to shape and develop the correctional officer's professional skills, lasting for a maximum of 11 months after the preparation course. This stage is also closely supervised by a direct superior (Council of Europe, 2017).

Conclusion

The Polish service has been investing in adapting and updating the training system by transferring consistent knowledge about the whole prison service and its elements and privileging inter-department cooperation, providing safety and security in prisons. To this end, changes consist of creating a high school and the direct recruitment of candidates for officer's staff; building a modern penitentiary facility dedicated to training and research; instituting a centralised recruitment for the Prison Service, based on clearly determined criteria; establishment of a new mechanism for the training of officers and commanding staff, based on the academic model; introducing the possibility to upgrade the qualifications within the high school; implementing changes in the organisation and methodology of professional training; creating clear paths for professional promotion and changes of professional positions, through an efficient system of professional development; standardising the professional positions and adapt some of the civil positions (Council of Europe, 2017).

References

- Council of Europe (2017). *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*. <https://rm.coe.int/information-about-the-training-of-the-prison-and-probation-staff-in-so/1680716583>
- European Penitentiary Training Academies Network. (n.d.) Academy of Justice (PL). <https://www.epta.info/agency/higher-criminology-and-penitentiary-school/>
- World Prison Brief. (n.d.). Poland. <https://www.prisonstudies.org/country/poland>

Slovakia

16

| Slovakia

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

Slovakia has 18 prison/detention establishments/institutions that are publicly managed under the responsibility of the Corps of Prison and Court Guard (Zbor väzenskej a justičnej stráže) (World Prison Brief, n.d.). As of March 2021, there were 4752 prison officers and 735 civil employees in Slovakian prisons.

Slovakia counts with one training centre for prison officers, the General Directorate of the Corps of Prison and Court Guard, which provides Basic Professional Training (BPT) – induction training –, and Specialised Professional Training (SPT) – in-service training. In 2019, 420 hours of BPT were provided in 4 rounds, successfully training 233 prison officers. In SPT, 70 hours were provided in 9 rounds, successfully training 190 prison officers. Regarding the past year, 295 prison officers received BPT and 163 SPT.

Professional Profile of prison officers

In Slovakia, to become a prison officer, it is required to possess a secondary school diploma and be at least 21 years old. Additionally, it is necessary to be in good health condition (which is approved by doctors), have no criminal record, and have integrity (Council of Europe, 2017).

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

Induction training (BPT) and in-service training (SPT) are both mandatory in Slovakia, being required that the trainees attend at least 75% of the training hours. The first comprises 12 weeks and includes the following subjects (Council of Europe, 2017):

- Shooting training;
- Basics of self-defence;
- Physical training;
- Marching training;
- First aid;
- Service preparation;
- Law;
- Penology.

In terms of in-service training, the mandatory module vary according to the needs of the prison service, as well as the career stage of each professional. As such, the mandatory modules are divided as follows (Council of Europe, 2017):

- Specialised professional training: mandatory for certain positions within the prison system (e.g., Justice Guards, dog handler, among others);
- Specialised vocational training: mandatory for all prison officer who intend on reaching a higher rank.

Learning Methods

The learning methods to train prison officers in Slovakia englobes a theoretical and practical component, which is materialised practical and theoretical subjects during the induction training. Moreover, at the end of the induction training, there is a final exam that is divided in 3 components (Council of Europe, 2017):

- Practical exam – shooting, self-defence, marching training and physical training;
- Oral exam – service preparation, Penology and Law;
- Writing exam – first aid.

Nonetheless, internships are not foreseen in either type of training.

Concerning both induction and in-service training, the areas included are the following:

Areas	Learning Method			
	Induction Training	Hours	In Service Training	Hours
Mission of the prison service	100% Theoretical	3h	-	-
Practice in legal context	100% Theoretical	12h	100% Theoretical	5h
Policies, procedures, rules and regulations	100% Theoretical	70h	100% Theoretical	3h
Human rights in context	100% Theoretical	4h	-	-
Professional ethics	100% Theoretical	1h	-	-
Static and procedural security	100% Theoretical	4h	-	-
Dynamic security and officer-inmate relationship	25% Theoretical 75% Practical	10h + 31h of Social communication Skills' Training	100% Practical	9h

Areas	Learning Method			
	Induction Training	Hours	In Service Training	Hours
Safety and use of force	46% Theoretical 54% Practical	33h + 38h of Training on the use of Coercive Means	-	-
Suicide and self-harm	100% Theoretical	3h	100% Theoretical	2h
Psychological work and criminological approaches	100% Theoretical	3h	100% Theoretical	4h
Social work	100% Theoretical	1h	-	-
Risk assessment	100% Theoretical	3h	-	-
Sentence planning and implementation	100% Theoretical	3h	-	-
Report writing	100% Practical	3h	100% Practical	13h
Confidentiality, data protection	100% Theoretical	3h	-	-
Use of social media by prison officers	100% Theoretical	1h	-	-
Use of IT	50% Theoretical 50% Practical	4h	-	-
Inmates' mental health	100% Theoretical	1h	-	-
Inmates' intellectual disabilities	100% Theoretical	4h	-	-
Substance misuse	100% Theoretical	1h	-	-
Anti-discriminatory practice	100% Theoretical	1h	-	-
Staff support and development	100% Practical	31h	100% Practical	9h

Areas	Learning Method			
	Induction Training	Hours	In Service Training	Hours
Working with juvenile and young adults	100% Theoretical	2h	-	-
Gender responsiveness	100% Theoretical	2h	-	-
Working with older inmates	100% Theoretical	1h	-	-

(Table 4 – Learning methods in Slovakia)

Conclusion

When considering the situation in Slovakia, it is relevant to note that BPT and SPT mandatory for all prison officers. Moreover, the examination is rather broad, as it encompasses writing, practical and oral tests.

References

- Council of Europe (2017). *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*. <https://rm.coe.int/information-about-the-training-of-the-prison-and-probation-staff-in-so/1680716583>
- World Prison Brief. (n.d.). Slovakia. <https://www.prisonstudies.org/country/slovakia>

Slovenia

17

Slovenia

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

In Slovenia, as of 2021, there are 7 prison/detention establishments/institutions, namely 6 prisons and 1 correctional home for juveniles. These prisons are publicly managed under the Slovenian Prison Administration, which is also responsible for the induction and in-service “training of prison workers in accordance with the needs of enforcing penal sanctions” ((World Prison Brief, n.d.; Hacin et al., 2019, p. 45). In 2015, Slovenia counted with a total of 831 prison staff, out of which 506 were custodial staff (Aebi et al., 2018).

Professional Profile of prison officers

Prison officer candidates in the Slovenian system must complete the prescribed induction training (lasting 9 months) and pass the examination within 18 months of starting employment, at risk of termination. In addition, the eligibility for becoming a prison officer is dependent on the following factors (Council of Europe, 2017):

- Slovenian citizenship;
- Fluency in the Slovenian language;
- Secondary school diploma;
- Suitable psycho-physical capacities for prison work;
- No use of illicit drugs;
- Not having committed *res judicata* of a criminal offence prosecuted *ex officio*;
- Security clearance and no security reservation.

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

Induction training is subdivided into three parts (Council of Europe, 2017):

Part 1 (lasting 1 month) is dedicated to fostering:

- Practical understanding of the prison sentences and detention on remand's implementation in prison and, in particular, the guard service's work.

Part 2 consists of basic training, including lectures and practical exercises (lasting 5 months), and promotes knowledge acquisition regarding:

- Learning about the laws, regulations and international conventions governing the enforcement of criminal sanctions, detention and enforcement of the implementation of administrative procedure;
- General crime, criminal and penological knowledge;
- Knowledge and exercise of prison officers' powers;
- Knowledge and skills in the field of safety and health, fire safety and first aid;
- Knowledge in the area of electronic security and communications,
- Knowledge of self-defence, use of firearms and other special skills to manage people;
- Knowledge of the administrative procedure;
- Other knowledge and skills needed in the implementation of the sentence.

Part 3 comprises practical training in an institution under the guidance of mentors and final placement in an institution (at least 3 months), seeking to (Council of Europe, 2017):

- Deepen the knowledge that a prison officer has acquired on the basic training;
- Further develop communication and practical work with prisoners;
- Consolidate the acquired theoretical knowledge.

At the end of each training set, candidates go through both oral and written examinations (Council of Europe, 2017).

As a regular professional obligation, in-service training is also foreseen – 4 hours a month of permanent training are mandatory. The prison's director organises it based on common guidelines drawn up by the administration (Council of Europe, 2017).

Learning Methods

A combination of practical and theoretical aspects in the educational process is the elected method in the Slovenian system. For example, the 3rd part of the induction training includes practical training and mentorship. Moreover, evaluation questionnaires completed by the participants are also an important tool to improve the quality of the training provided as well as refocusing the training delivery on trainees' needs (Council of Europe, 2017).

Conclusion

It is worth highlighting that, in Slovenia, there is a relevant focus on the development of practical competences, and that the training provision is multidisciplinary. On the other hand, and perhaps even more interestingly, in-service training is mandatory every month.

References

- Aebi, M., Berger-Kolopp, L., Burkhardt, C., & Tiago, M. (2018). Prisons in Europe 2005–2015 – Slovenia Country Profile. Council of Europe. <https://wp.unil.ch/space/files/2018/12/Slovenia.pdf>
- Council of Europe (2017). *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*. <https://rm.coe.int/information-about-the-training-of-the-prison-and-probation-staff-in-so/1680716583>
- Hacin, R., Fields, C., & Meško, G. (2019). The self-legitimacy of prison staff in Slovenia. *European Journal of Criminology* 16(1), 41–59. doi: 10.1177/1477370818764831
- World Prison Brief. (n.d.). Slovenia. <https://www.prisonstudies.org/country/slovenia>

Spain

18

| Spain

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

Spain counts with 82 prison/detention establishments/institutions, out of which 69 are central prisons and 13 are social integration centres. These are publicly managed under the responsibility of the General Directorate of Prison Administration (General Directorate of Prison Regime and Resources in Catalonia) (World Prison Brief, n.d.).

Professional Profile of prison officers

Candidates are required to have a clear criminal record (not have committed an intentional crime punishable by three or more years of imprisonment, unless the sentence was annulled or they have been rehabilitated) (Council of Europe, 2017).

Spanish prison officers take part in subgroup C1 – assistant corps to the Penitentiary Institutions – and must (Council of Europe, 2017):

- Have graduated from a secondary education establishment;
- Possess a Spanish or EU nationality;
- Have the functional capacity for carrying out their functions;
- Be at least 16 years old or not surpass the age of retirement;
- Not have been expelled from the service due to a disciplinary act (Oposiciones, n.d.).

The Spanish prison subdivides the work areas into several categories, bearing in mind the functions and level of relationship with the inmates each activity demands: surveillance, workshops, mixt (entailing both bureaucratic and contact work), intervention and treatment, and sanitary. Officers are able to express their preferences regarding the category they wish to join (Todopenitenciario, n.d.)

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

The annual training plan/curricula defines the training delivery for the penitentiary staff. All staff members undergo the same training, as they learn the institution's techniques, procedures, regulations, and positive attitudes. The training provision transversally promotes the national plan for gender equality, prevention of domestic violence, and recognition of human rights and all international standards (Council of Europe, 2017).

The curriculum includes security and surveillance, healthcare, professional ethics, human rights in prison, prevention of work-related risks, equality and non-violence, personal interaction, social services, prevention and handling of conflict situations, mental health and violent radicalisation. Completing both theoretical and practical training stages means that the trainee may be appointed as a civil servant (Council of Europe, 2017).

In-service training comes into play when the different needs of the penitentiary administration are identified and need to be addressed. Two levels are analysed so to determine the in-need skills – reactive and proactive needs. The reactive needs are linked to the day-to-day professional experience shared.

The pro-active needs focus on the professional capacities of the staff to be improved in the future. This format of training privileges the following skills: security, treatment, prison management procedures, information and communication technologies, health, among others (Council of Europe, 2017).

Learning Methods

In terms of the induction training of prison officers in Spain, it includes theoretical and practical components. In this sense, the training is delivered either in a classroom setting or through e-training, usually in a centralised way. Additionally, there is a practical traineeship implemented in a decentralised way in the penitentiary centres established for this same purpose, and therefore enjoys pre-selected tutors. Lastly, a practical traineeship then follows the theoretical training phase for those who have passed the written exam. Finally, in-service training is also implemented through a decentralised learning, e-learning and new technologies training (Council of Europe, 2017).

Conclusion

The Spanish system values the constant reflection on the provided training (both initial and continuous), so to improve it, namely through satisfaction surveys; evaluation of the impact of training on the work of the trainee (after 6 months, opinion sought from the trainee and his superior); evaluation of the training curricula, the teachers, the teaching materials, available training places and the budget (Council of Europe, 2017).

References

- Council of Europe (2017). *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*. <https://rm.coe.int/information-about-the-training-of-the-prison-and-probation-staff-in-so/1680716583>
- Oposiciones. (nd.). Oposiciones grupo C: todo lo que debes saber. <https://oposiciones.es/guia/oposiciones-grupo-c/>
- Todopenitenciario. (n.d.). Sobre el Cuerpo de Ayudantes de Instituciones Penitenciarias. <http://todopenitenciario.com/trabajo-funcionario-cuerpo-ayudantes/>
- World Prison Brief. (n.d.). Spain. <https://www.prisonstudies.org/country/spain>

Sweden

19

Sweden

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

In 2015, there were 46 prisons and 33 remand prisons in Sweden, totalling 79 prison/detention establishments/institutions in the country. These are publicly managed under the responsibility of the Swedish Prison and Probation Administration (Kriminalvårdsstyrelsen) (World Prison Brief, n.d.).

Sweden's prisons count with 6 training centres for prison officers. Through these, in 2019, 640 000 hours of induction training were provided for prison officers, and, in the past year, 774 prison officers received induction training.

Professional Profile of prison officers

Prison officer candidates must have, at least, a secondary school diploma, however, a university degree in relevant subjects (Behavioural Sciences, Law, Sociology) is of good merit. In addition, other personal characteristics are required (Prison and Probation Service in Sweden, 2009):

- Mental stability;
- Cooperation ability;
- Stress tolerance;
- Humane outlook on people;
- Adaptability;
- Empathetic capacity;
- Social competence.

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

In terms of recruitment, a personality assessment is conducted to determine which candidates move to the following stage. In this second stage, there is a 3-week introduction to the prison and probation services, which is transversal to all employees.

Additionally, in-service training is also mandatory and includes topics such as (Council of Europe, 2017):

- Security training;
- Substance abuse information;
- Programme leader training;
- Young offenders;
- Psychiatric training.

Regarding both induction and in-service training, trainers are internal to the prison system. These are provided with guidelines in terms of the session plan, learning objectives, content and course material, suggestions for learning methods and evaluation methods. All training is evaluated concerning reaction and learning outcomes.

Learning Methods

Swedish prison officers count with a training that englobes theoretical and practical components. In essence, this training counts with a:

- A prison and probation Service course (12 weeks, min. 400h) + internship (5 weeks, 400h);
- University course (10 weeks):
 - Basic attitudes to people;
 - Treatment and care of offenders.

Moreover, a mentor supervises trainees during induction training's traineeship and is provided with guidelines regarding the traineeship plan, traineeship functional and competence profile, and observation and competence assessment instruments.

Additionally, concerning both induction and in-service training, the areas included are the following:

Areas	Learning Method			
	Induction Training	Hours	In Service Training	Hours
Mission of the prison service	100% Theoretical	3h	-	-
Practice in legal context	100% Theoretical	6h	-	-
Policies, procedures, rules and regulations	80% Theoretical 20% Practical	24h	-	-
Human rights in context	80% Theoretical 20% Practical	5h	-	-
Professional ethics	60% Theoretical 40% Practical	26h	-	-
Static and procedural security	50% Theoretical 50% Practical	35h	-	-
Dynamic security and officer-inmate relationship	40% Theoretical 60% Practical	27h	No data available	No data available

Areas	Learning Method			
	Induction Training	Hours	In Service Training	Hours
Safety and use of force	30% Theoretical 70% Practical	59h	20% Theoretical 80% Practical	15h
Suicide and self-harm	70% Theoretical 30% Practical	6h	No data available	1 (e-learning)
Psychological work and criminological approaches	40% Theoretical 60% Practical	22h	-	-
Social work	Included in sentence planning/ criminal approaches	-	-	-
Risk assessment	No data available	5h	70% Theoretical 30% Practical	Specialised staff receive continuous training
Sentence planning and implementation	60% Theoretical 40% Practical	50h	No data available	Specialised staff receive continuous training
Report writing	50% Theoretical 50% Practical	12h	-	-
Confidentiality, data protection	100% Theoretical	4h	-	-
Use of social media by prison officers	100% Theoretical	Included in ethics	No data available	Included in ethics
Inmates' mental health	80% Theoretical 20% Practical	6h	100% Theoretical	No data available

Areas	Learning Method			
	Induction Training	Hours	In Service Training	Hours
Inmates' intellectual disabilities	80% Theoretical 20% Practical	6h	100% Theoretical (e-learning)	No data available
Substance misuse	90% Theoretical 10% Practical	4h	-	-
Anti-discriminatory practice	80% Theoretical 20% Practical	1h	Included in ethics	No data available
Staff support and development	Included in safety	No data available	No data available	No data available
Medical and emergency care and CPR	50% Theoretical 50% Practical	16h	No data available (e-learning)	Repetition every second year
Working with juvenile and young adults	90% Theoretical, 10% Practical	4h	-	-
Gender responsiveness	80% Theoretical, 20% Practical	12h	No data available (e-learning)	No specified time
Risk, need, responsivity factors connected to specific crimes/ different types of violence (sexual offence, IPV, VEO etc)	80% Theoretical, 20% Practical	25h	No data available (e-learning)	No data available

(Table 5 – Training provision in Sweden)

Conclusion

In what concerns Sweden, we would like to underline that the 3 weeks of induction training seems like rather reduced period of time, and especially when compared to its neighbours. On the other hand, in-service training mandatory and has a broad scope of subjects.

References

- Council of Europe (2017). *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*. <https://rm.coe.int/information-about-the-training-of-the-prison-and-probation-staff-in-so/1680716583>
- Prison and Probation Service in Sweden. (2009). Presentation of staff training – Agen, France 2009 [PowerPoint slides]. Prison and Probation Service in Sweden: <https://www.kriminalvarden.se/swedish-prison-and-probation-service/>
- World Prison Brief. (n.d.). Sweden. <https://www.prisonstudies.org/country/sweden>

Switzerland

20

| Switzerland

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

As of 2021, Switzerland has 92 publicly managed prisons that are under the responsibility of the Section for the Execution of Sentences and Measures (World Prison Brief, n.d.).

Switzerland has one training centre, the Swiss Prison Staff Training Centre (SPST) in Fribourg, which provides the standard induction training for all prison officers, as well as in-service training for all the organisational staff (Council of Europe, 2017; Swiss Prison Staff Training Centre, n.d.).

Professional Profile of prison officers

Prison officers are meant to accompany and support the inmates, bearing individual and cultural differences in mind and managing any potentially associated tensions. As such, the professional role demands that the officers establish a professional, non-discriminatory relationship with the inmates to help them manage their day-to-day life in prison. Therefore, the agents must present themselves as a positive influence regarding the inmates' social behaviour and in the development of their personality. The Swiss service considers that this position demands a strong reflection capacity, as well as maturity and the aptitude to correctly assess complex and challenging situations (SPST, 2020b).

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

Induction training in Switzerland is meant to correspond to generalist training, lasting for 15 weeks distributed along two years and while the trainee is already employed. In sum, prisons hire non-specifically trained staff and train them practically during their first year. Prison officers undergo a practical training in their institution during their first year of contract, after which they complete a 15-week vocational training at the SPST (Council of Europe, 2017).

The first year as an officer entails the introduction to penitentiary work and practical work in the prison that hired them (apprenticeship). Throughout this year, officers take part in 9 weeks of courses on Psychology, Law, Medicine and Psychiatry, as well as other specific prison matters, which follows a round of exams. The second year of training is then based on 6 weeks of courses with theoretical education in different prison subjects, visits to different institutions, and a written project report (Council of Europe, 2017).

The basic training at the SPST is meant to provide the necessary professional, personal and social skills to qualify the officers to look after, accompany and supervise prisoners. A substantial emphasis is put on the capacity of the officers to build a mature, professional relationship with the inmates, as well as properly evaluate each situation, communicate and act accordingly. Multi-agency cooperation is also quite valued. After completing initial basic training, officers go through a federal professional examination, which grants the officer the certificate of "Detention Agent" (SPST, 2020).

Regarding in-service training programmes, the SPST provides further education courses for prison and probation staff, as well as for staff of all correctional authorities. The educational offerings are updated and improved yearly, which implies that the SPST carries out needs assessments regularly, taking into account the daily

challenges of the staff members. In-service training is focused on the following topics (Council of Europe, 2017):

- Crime Prevention and Risk Management;
- Supervision and Assistance of Prisoners;
- Security in the Execution of Penal Sanctions;
- Work and Occupational Integration of Offenders;
- Prison Health;
- Prisoners with Special Needs;
- Self and Team Management;
- Leadership in the Execution of Penal Sanctions;
- Recent Developments in the Execution of Penal Sanctions;
- Methodology and Didactics.

The SPST also offers leadership training for executive staff members in a penal institution or for those who wish to apply for such positions. The leadership training is composed of four modules, lasting for 2 years, during which the trainees learn a variety of professional, social, methodological and leadership skills. This training programme is considered highly interactive and practice oriented. The course completion is marked by the advanced federal professional examination, which awards trainees the title of Federally Certified Expert in the Execution of Penal Sanctions (Council of Europe, 2017).

Learning Methods

The training of Swiss prison officers entails a theoretical component, as well as an apprenticeship, providing an overarching component to this training provision (Council of Europe, 2017).

Conclusion

- Attention to the importance of prison officers being aware of cultural differences regarding inmates
- Focus on non-discrimination procedures
- Prison officers to be seen as role-models for inmates

References

- Council of Europe (2017). *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*. <https://rm.coe.int/information-about-the-training-of-the-prison-and-probation-staff-in-so/1680716583>
- SPST. (2020a). Agent/e de detention. <https://www.skjv.ch/fr/formation/agente-de-detention>
- SPST. (2020b). *Profil de la profession « Agent-e de détention »*. https://www.skjv.ch/sites/default/files/documents/Berufsbild_Fachmann_JVZ_F.pdf
- Swiss Prison Staff Training Centre. (n.d.). *Needs-based and Sustainable Professional Training and Education*. <https://rm.coe.int/laura-von-mandach-broschure-spstc-a5-22nd-cdpps/168072b425>
- World Prison Brief. (n.d.). Switzerland. <https://www.prisonstudies.org/country/switzerland>

The Netherlands

21

The Netherlands

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

The Netherlands has 53 publicly managed prisons, of which 34 are prisons for adults, 5 are juvenile institutions, 3 are illegal aliens institutions and 11 are TBS clinics (World Prison Brief, n.d.). All of these are under the responsibility of the National Agency of Correctional Institutions (NACI). There are currently 2146 prison guards and 2434 prison officers, and 2262 other professionals working at The Netherlands' prisons (Council of Europe, 2017).

The Netherlands also counts with 1 training centre for prison officers, the Educational Institute of the Custodial Institutions Agency. In 2019, 9282 hours of induction training and 1782 hours of in-service training were provided in The Netherlands. Additionally, The Netherlands also counts with a National Training Institute for Countering Radicalisation which counts with specialised trainers to prepare professionals in preventing and tackling radicalisation and extremism (Dienst Justitiële Inrichtingen, n.d.).

Professional Profile of prison officers

The requirements to become a prison officer in The Netherlands are:

- Being at least 18 years old;
- Have a drivers licence type B;
- Have no criminal record;
- Have completed secondary school.

The admission's phase entails an assessment of the individuals' resilience and ability to endure stress and high-pressure situations (Nationaleberoepengids.nl, n.d.).

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

Induction training is mandatory and must last at least 300h, but it does not include a traineeship. On the other hand, in-service training is not mandatory (Council of Europe, 2017).

The trainers who provide both induction and in-service training can be either internal and/or external to the prison system. These trainers are provided with guidelines concerning the session plan, the learning objectives, the content and course material, suggestions for learning methods and evaluation methods. Training is always evaluated in terms of reaction, learning and behaviour outcomes (Council of Europe, 2017).

Learning Methods

Concerning both induction and in-service training, the areas included are the following:

Areas	Learning Method			
	Induction Training	Hours	In Service Training	Hours
Mission of the prison service	50% Theoretical 50% Practical	6h	-	-
Practice in legal context	50% Theoretical 50% Practical	3h	-	-
Policies, procedures, rules and regulations	50% Theoretical 50% Practical	9h	-	-
Professional ethics	30% Theoretical 70% Practical	12h	30% Theoretical 70% Practical	No data available
Static and procedural security	35% Theoretical 65% Practical	5h	10% Theoretical 90% Practical	10h
Dynamic security and officer-inmate relationship	80% Theoretical 20% Practical	10h	-	-
Safety and use of force	10% Theoretical 90% Practical	48h	10% Theoretical 90% Practical	24h
Suicide and self-harm	-	-	No data available	It differs per person

Areas	Learning Method			
	Induction Training	Hours	In Service Training	Hours
Psychological work and criminological approaches	50% Theoretical 50% Practical	8h	No data available	It differs per person
Social work	-	-	No data available	It differs per person
Risk assessment	-	-	No data available	It differs per person
Sentence planning and implementation	50% Theoretical 50% Practical	12h	No data available	It differs per person
Report writing	100% Theoretical	9h	-	-
Use of social media by prison officers	50% Theoretical 50% Practical	2h	50% Theoretical 50% Practical	2
Inmates' mental health	50% Theoretical 50% Practical	6h	No data available	It differs per person
Inmates' intellectual disabilities	50% Theoretical 50% Practical	2h	No data available	It differs per person
Substance misuse	-	-	No data available	It differs per person

Areas	Learning Method			
	Induction Training	Hours	In Service Training	Hours
Staff support and development	50% Theoretical 50% Practical	4h	-	-
Working with juvenile and young adults	45% Theoretical 65% Practical	84h	No data available	It differs per person

(Table 6 – Learning methods in The Netherlands)

Conclusion

It is interesting to note that, despite the training provided to Dutch prison officers englobing theoretical and practical components, neither the induction training nor the in-service training include a traineeship (Council of Europe, 2017).

References

- Council of Europe (2017). *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*. <https://rm.coe.int/information-about-the-training-of-the-prison-and-probation-staff-in-so/1680716583>
- Dienst Justitiële Inrichtingen. (n.d.). Over ons. <https://www.tegengaanradicalisering.nl/over-ons>
- Nationaleberoepengids.nl. (n.d.). Wat doet een Gevangenenbewaker? Lees de functieomschrijving. <https://www.nationaleberoepengids.nl/gevangenenbewaker>
- World Prison Brief. (n.d.). Netherlands. <https://www.prisonstudies.org/country/netherlands>

General Conclusions

22

General Conclusions

This study offered the Consortium the opportunity to take a closer look at the different approaches to the training provision to prison officers in different European countries. The variety of practices and cultures means that, ultimately, creating an Innovative VET curricula and programme which is suitable to most jurisdictions is not an easy task. On the other hand, the present report lays the groundwork for a more in-depth deduction of the skill needs presented by prison officers working in different countries. Overall, the following points are worthy of mention in a concluding fashion:

- All trainings for prison officers have balanced theoretical and practical components. However, not all include relevant practical initiatives, such as traineeships;
- Innovative cooperation with universities is found in countries such as Finland, Sweden and Czech Republic;
- In the Czech Republic, the mandatory module to all specialists taking part in treatment programmes creation is also offered in Universities – and is thus quite comprehensive. This specific module covers law, ecology and security issues. Moreover, uniformed staff must be tested in shooting and undertake physical tests yearly (EPTA, n.d.);
- In Finland, the Prison Act of 2006 was the departing point for an ever-increasing valorisation of humane competences of prison officers, on whose professional performance the individualised care for inmates deeply relies. The combination between work orientations of the supervision of sentences' enforcement and the activities aimed at reducing re-offending is widely recognised as both the central objective and the main challenge in conceptualising the vocational training provision in prison services. In this sense, the work of prison officers is understood as demanding vocational skills,

as employees take on a dual role. The emphasis on rehabilitation is very marked, based on a power relationship expected to produce positive outcomes. The second aspect of the power is technical, as the interaction between custodial staff and the prisoners still largely consists of practical work: opening and closing doors, leading workshops, supervising outdoors recreation, among others (Council of Europe, 2017). The Finish Prison Services recognise the importance of employing trained, responsible daily contact workers to ensure the predictability of the teams' actions, the security of the prison, and the legal safety of the individuals in custody. In this same sense, training for prison officers is tremendously valued. Additionally, it is relevant to note that the staff working closest to the prisoner is intended to be as uniformised as possible in order to reduce the categorisation of work duties (Council of Europe, 2017);

- In France, despite ENAP's practical emphasis in terms of training provision for prison officers, it is recognised that it faces the added challenge of dealing with the disparity between theory and practice, as well as the variation between standard and local practices, inevitably hindering the efficacy of training programmes. This difficulty is thus especially noticeable in the effective integration between classroom-based learning and practically oriented, work placement learning. In reality, the CoE acknowledges that ENAP instructors and operational staff often undermine each other. On the other hand, since 2006, ENAP has been equipped with a prison simulation building, which proves particularly useful for building up the trainees' expertise and life skills, as trainers are also enabled to link theoretical knowledge to work practices (Council of Europe, 2017);
- The Netherlands counts with a National Training Institute for Countering Radicalisation

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 21st 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 Modules¹

Mission of the prison service

Induction (initial) Training²

Yes

No

If yes, for how many hours?

Learning Methods³

Theoretical
----%

Practical
----%

In-service (continuous) Training

Yes

No

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

Learning Methods

Theoretical
----%

Practical
----%

¹ 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".

² 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".

³ 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"/>	
Session Plan				
(Which ones)	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
Learning Objectives				
(Which ones)	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
Content and Course Material				
(Which ones)	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
Suggestions for Learning Methods				
(Which ones)	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
Evaluation Methods				
Is training evaluated?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
If yes, which levels? ⁵	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"/>

⁵ 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"/>	
Session Plan				
(Which ones)	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
Learning Objectives				
(Which ones)	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
Content and Course Material				
(Which ones)	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
Suggestions for Learning Methods				
(Which ones)	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
Evaluation Methods				
Is training evaluated?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
If yes, which levels? ⁴	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 France.

Table 2 – Learning methods in France.

Table 3 – Training provision in Ireland.

Table 4 – Learning methods in Slovakia.

Table 5 – Learning methods in The Netherlands.



EU Report

WP3 Output 3

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.

www.prison-officers21.org

Financed by:

