



# PO21

## Policy Recommendations for re-thinking prison officers' training

WP3 Output 4

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# Introduction

01

# Introduction

This report was produced in the scope of PO21\_Prison Officers for the 21st Century (PO21) project research activities. The project is funded by the Erasmus + programme and implemented by a partnership of nine institutions, from five countries, coordinated by the University of Beira Interior/BSAFE Lab (Covilhã, Portugal)<sup>1</sup>, also including sectoral representatives (prison administrations, trade unions, VET and research organisations, and representatives of correctional private and public sector members).

The project emerges in a European context that shows a big difference in policies and practices, inhibiting the mobility of prison officers (PO) professionals between Member-states and hindering the implementation of the European Framework decisions on applying the principle of mutual recognition to judgments in criminal matters. The European Parliament and the Council of Europe (CoE) have recently acknowledged the situation, calling for urgent action. It is also recognised that prison officers initial and continuous training present training gaps and that PO's are facing challenges (present and future) that require a different set of skills and behaviours than those for which they have been trained. There is an urgent need to agree on the initial and continuous vocational education and training provided to PO in the future at a European level.

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<sup>1</sup> The Project, with the ID number 612529-EPP-1-2019-1-PT--EPPKA2-SSA, is financed under the Erasmus + KA2: Cooperation for innovation and the exchange of good practices – Sector Skills Alliances, by the Education, Audio-visual and Culture Executive Agency (EACEA). The contract foreseen 36 months (01.11.2019 – 31.10.2022) and was signed between the coordinator UBI/BSAFE Lab and has the following partners: IPS\_Innovative Prison Systems (Qualify Just IT solutions and Consulting), PT; Direção-Geral de Reinserção e Serviços Prisionais (DGRSP), PT; Sindicato Nacional Do Corpo Da Guarda Prisional, PT; Bremen Senate of Justice and Constitution, DE; De Federale Overheidsdienst Justitie – Le Service Public Feder, BE; Sindicatul Național al Polițiștilor de Penitenciare, RO; Stichting Foundation ICPA Office in Europe, NL

With this need as a focal point, the PO21 project intends to develop a transnational VET curriculum, learning resources, and a prison officer's training course to promote sectoral qualifications and ease professional mobility by adapting and developing new VET provisions according to current and foreseen skills needs. It intends to provide innovative solutions and different skills for prison officers to be better equipped to face their everyday challenges. The results will also benefit public VET providers and decision-makers and the project partners, who represent a partnership for sustainable cooperation between prison administrations and correctional academies, trade unions, and other sectoral representatives.

To achieve the objectives above, the PO21 project researched to produce a needs analysis that could provide the framework to support the development of the proposed outputs.

This document presents the research results and conclusions. It is organised into four sections: the first section presents the research methodology, the second section presents the results of each research activity, the third section reports on the comparative analysis of all results, and the final section presents the main conclusions.

Section 1  
**Data Collection  
Methodology**

02

# Section 1

## Data collection Methodology

The research framework for the needs analysis was designed to provide data that allowed the following:

- Definition of the current and future prison officer role in the partner countries and at the European level.
- Identification of the professional profiles based on a common structure.
- Identification of existing training in the different member states.

The research methodology was also organised to collect the most complete and detailed information, taking advantage of the key informants represented by the project partners and their networks and, of course, the data already available. In this sense, the data collection design was composed by:

- a) Desk research
- b) Field Research – DACUM
- c) Field Research – Survey

Additionally, the inputs from the advisory board meetings were also included since they represent valuable contributions.

## 1.1. Desk Research

The desk research intended to identify literature, national legislation, databases and any source of information that allowed mapping the existing training provision in the Member States (length, content, teaching methods, etc.) and the characterisation of current continuous training facilities.

The information collection was carried out primarily by relying on online information sources, such as the Council of Europe (CoE), namely the report “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<sup>2</sup>” and the European Penitentiary Training Academies Network (EPTA)<sup>3</sup>. Additional information was also found on official government websites. After the first data collection stage, it became clear that the available online information was minimal and had significant gaps, making it very difficult to produce a global perspective. Therefore, to further complete the data, a form was sent to national jurisdictions through the national networks of partners and EPTA<sup>4</sup>.

As a result, an EU Report was developed, containing information from 25 European countries (24 European Union (EU) countries plus Switzerland), presenting information about:

- General introduction of the prison system (including characterisation of current continuous training facilities);
- Professional profile of prison officers;
- Training (Initial/induction and continuous) offer (length, content, etc.);
- Learning methods;
- Conclusions.

The overall results of this analysis are presented in section 2.

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<sup>2</sup> 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.

<sup>3</sup> <https://www.epta.info>

<sup>4</sup> The form was sent to EPTA, which then forwarded to its contact points in the different Penitentiary Training Academies in the EU. France, Ireland, Slovakia and Sweden provided the additional information.

## **1.2. Field Research - DACUM**

Developing a Curriculum (DACUM) consists of a systematic process aiming to analyse and codify a specific professional role, taking the form of a facilitated workshop. This process entails using a focus group in a facilitated storyboarding process, proving an efficient and cost-effective method for analysing a job role (Eastern Kentucky University, 2017; Colombo Plan Staff College, n.d<sup>5</sup>). The DACUM workshops are based on three main principles (Norton, 1997): 1) Expert workers are the best-positioned individuals to effectively and accurately describe and define their occupation/job; 2) The description of the tasks performed by competent workers is an effective method to define a job/occupation; 3) The correct fulfilment of all tasks implies the use of specific skills, knowledge, tools, and positive workers behaviours.

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

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<sup>5</sup> Training Manual on Dacum – Developing a Curriculum. Colombo Plan Staff College. <https://pub.cpsctech.org/tm-dacum/>

Three DACUM activities were implemented: Portugal, Germany and Romania. They were conducted online due to the pandemic situation. It should be noted that, in the implementation of the national DACUM's, The Council of Europe's 2019 "Guidelines Regarding Recruitment, Selection, Education, Training and Professional Development of Prison and Probation Staff" (Council of Europe, 2019) were considered before and throughout the workshop. In addition, each DACUM session was evaluated by the participants.

**Table 1. Dacum implementation by country**

Portugal			
Workshop Session	Length	Organizer	N° of Participants
First workshop current role of the prison officer	One half-day session	SNCGP	16
	One half-day session	DGRSP	9
Second workshop present and future challenges and required adaptations	One half-day session	SNCGP	16
	One half-day session	DGRSP	4
Compare and harmonise results	One half-day session	SNCGP DGRSP	7
Observations			
gender parity appropriate geographical representation			

Romania			
Workshop Session	Length	Organizer	N° of Participants

First workshop current role of the prison officer	One half-day session	National Trade Union of Prison Policemen	20
Second workshop present and future challenges and required adaptations	One half-day session		

Observations
appropriate geographical and professional representation

Germany			
Workshop Session	Length	Organizer	N° of Participants

First workshop current role of the prison officer	One half-day session	Bremen Senate of Justice and Constitution	16
Second workshop present and future challenges and required adaptations	One half-day session		

Observations
appropriate geographical and professional representation

The integration of the Belgium information assumed a specific format since this country is undergoing a reform process that concerns updating the prison officer occupational profile, which will be fully implemented in the fall of 2022. Therefore, the information gathered presents the new professional profiles already being developed and finetuned.

The global results of the DACUM are presented in section 2.2

### **1.3. Field Research - Survey**

The survey was implemented to complement the DACUM information and gather data from a larger sample. The questionnaire encompassed the following sections:

- **Introduction** - goals of the survey, the usage of data, and informed consent;
- **Sociodemographic data** - Age, sex, nationality, the country of work (and federal state, if applicable), education level, role in the prison system, prison population they work with, prison security regime, and years of work experience;
- **Correctional Orientation** - Items (16 in total) from Cullen et al. (1989)<sup>6</sup> work used to capture officers' orientation towards security and rehabilitation. Participants' perceptions were measured (on a 7-point scale, from "Very strongly disagree" to "very strongly agree");
- **Training provision** - participants' perceptions of 23 items reflecting training topics (adapted on CoE guidelines, 2019) considering a) to what extent the topics were part of their initial training (on a 5-point scale from "Not at all" to "a great deal"); b) how important were these training topics for their professional occupation (on a 5-point scale from "Not at all important" to "extremely important"); c) choose up to 5 topics they would favour to receive additional continuous training;

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<sup>6</sup> Cullen et al. (1989). The correctional orientation of prison wardens: is the rehabilitative ideal supported? *Criminology*. Vol. 31, Issue 1, pp. 69-92

- **Training methods and techniques** - rate the frequency of use of 9 methods and techniques during their initial and continuous training (on a 5-point scale from “never used” to “used every time”);
- **Prison officers’ skills and competencies** - rate the importance of a list of 22 skills and competencies (on a 5-point scale ranging from “not at all important” to “extremely important”).
- **Emerging knowledge** - rate how important they think it is to increase their knowledge on each of the seven listed training topics (on a 5-point scale from “not at all important” to “extremely important”).

The questionnaire form was available in German, Portuguese, Romanian and French, and the results are presented in section 2.3, although there were no replies from France.

#### ***1.4 Advisory Board Meetings***

The Advisory Board Meetings were planned to ensure a sustainable conceptualisation and development of PO21’s proposed outcomes by advising project partners through specialised inputs to the work plan. Experts external to the consortium come from PO21’s associated partners, namely the Central Training Centre of the Polish Prison Service (PL; Public sectoral VET provider), the General Secretariat of Penitentiary Institutions (ES; Prison administration and VET academy), the KRUS University College of Norwegian Correctional Service (NO; Public sectoral VET provider), the EPSU European Federation of Public Service Union (EU; Trade Unions Federation), and especially EPTA European Federation of Training Academies (EU; Public sectoral VET providers network). Hence, they provide feedback about the work carried out in WP3 and WP4 while guaranteeing continuous support to the dissemination strategy.

There were 3 Advisory Board Meetings carried out so far and focused on themes such as:

- Challenges faced by the prison systems
- Impacts of those challenges on everyday work
- Entry requirements
- Possible answers from training
- Initial training features and themes
- The reasons for continuous training, themes and features
- Inter-agency and cross border cooperation

Section 2  
**Results**

03

# Section 2

## Results

### *2.1. EU Country Analysis*

As mentioned in the introduction, this analysis was based on EU documents, EPTA sites, and a survey. Although it was impossible to collect complete data from all countries – 25 countries in total – the data collected enables a solid overview of the EU landscape regarding the features mentioned above. The countries included were: Austria, Belgium, Bulgaria, Croatia, Czech Republic, Denmark, Estonia, Finland, France, Germany, Hungary, Ireland, Italy, Lithuania, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, Switzerland and The Netherlands.

#### **2.1.1. Jurisdiction**

In all countries, the Jurisdiction over recruitment and training belongs to the Government, generally under the Ministry of Justice and a centralised training entity. In some countries, this entity is a government department (n = 12), whereas others have created national training centres in their dependence. The training can be developed in VET centres, Academies, Colleges, Specialised Schools and Universities. Although one country (Sweden) has six VET centres, one per country is common.

### 2.1.2. Recruitment requirements

Regarding the recruitment itself, and for this analysis, it was divided into the following features<sup>7</sup>. However, it should be noted that not all countries display all the information.

a) **Age** – To apply for a PO job, most countries set 18 as the minimum required (n =11), Some countries like Denmark, Portugal, Slovakia set 21 as the minimum, and Spain sets at least 16 years. Most countries do not establish an upper age limit (n = 10), although a few countries set the age limit at 30, 45, 58, 65 or do not surpass retirement age.

b) **Education level** – Most countries demand a complete VET or secondary education (22), corresponding to an EQF entry level 4 or 5, but mostly 4. Only two countries mention a university degree in a relevant area.

c) **Entry tests required** – Most countries demand a clean criminal record, good health conditions, physical and psychological tests. Some others, like Germany, Ireland, Romania, Sweden and Switzerland, specify inherent personal skills needed for the job, mainly stress resistance, mental balance, resilience, teamwork, self-control and social competencies. The complexity of the tests varies by country, from general knowledge tests to multiple-choice tests covering a wide range of subjects (history, geography, current events) and even written reports to assess how the candidate would report to superiors. Fluency in the national language is mandatory, while knowledge of additional languages is seen as a bonus/plus. Some countries perform interviews to assess the psychological level. One country specifies no illicit drugs (Slovenia), and the other requires driver's licence B (The Netherlands).

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<sup>7</sup> Detailed results can be found in Annexes – Country Reports – Table 1 – PO recruitment

d) **Nationality** – Some countries demand country nationality (n = 5), others demand citizenship (n = 4), and only a few allow EU citizens or other neighbour countries, namely Denmark, Germany and Spain.

e) **Recruitment process** – most countries recruit their POs from a national contest or tender (n = 15), even if some can be locally proposed.

### 2.1.3. Initial Training Features

For this analysis, the features considered were the training length and organisation, learning methods, trainees' assessment and exit EQF level<sup>8</sup>. However, it should be noted that not all countries display all the information.

a) **Training length** – To become a PO, in most countries, there is an induction/ initial training that varies from 3 weeks to 3 years, being 24 months the mode, in a wide range of training hours, organisational models and pedagogical strategies.

b) **Training organisation** – All countries include both theoretical and practical training. Some describe an alternate model (alternating class training with in-context training), others describe a consecutive model (course-internship), and others depart the first step from a work-based learning situation.

c) **Learning Methods** – all countries use traditional theoretical methods and vary in practical parts, using case studies, role-playing, and workshops. Many countries have mentors to accompany trainees during their training (n= 10).

d) **Trainees' Assessment** – All courses have a final written exam evaluation, and some include a final project. Some countries also have oral and practical exams. Only one country considers an ongoing evaluation strategy.

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<sup>8</sup> Detailed results can be found in Annexes – Country Reports – Table 2 – Initial training features

e) **Exit EQF level** - The countries where that information is displayed provide level 4 in three cases, EQF level 5 (n = 3) and Level 6 (Norway, Ireland, Denmark). Three countries offer a Professional Certificate associated if the course is concluded successfully (Austria, Lithuania and Switzerland).

#### 2.1.4. Initial Training Topics

The table below provides an overview of the training themes in 24 countries. In some countries, the information provided is highly detailed, whereas it is more summarised in others. Nevertheless, it is possible to see that most themes are common to most countries<sup>9</sup>.

**Table 2. Initial training topics by country**

Country	Initial Training Topics
<b>Austria</b>	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
<b>Belgium</b>	General principles of the detention law, professional ethics, searches, crisis management, communication, ICT, Psychology, suicide prevention, diversity, Radicalisation, addictions, well-being at work, safety regulations, fire prevention, self-defence.”
<b>Bulgaria</b>	Legal preparation, security activities, security techniques, pedagogy, psychology, social activities, fighting technique, fire and physical preparation

<sup>9</sup> Detailed results can be found in Annexes – Country Reports – Table 3 – Initial training contents

Croatia	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, Conflict resolution; Communication and aggression control (16–32 lessons); Resolving conflicts with prisoners in a peaceful manner (8 lessons); Professional communication in conducting official duties (16 classes). Implementation of unique treatment programmes (such as rehabilitation) for prisoners are applied in Practice with permanent supervision
Czech Republic	Service preparation, penology, shooting training, basics of self-defence, Law, physical training, Psychology, pedagogy, professional ethics, and administration
Denmark	1) "Ethics and Professionalism" 12 % 2) "Clients and the institutions within The Danish Prison and Probation Service", 13 % 3) "Change, support and motivation", 12 % 4) "Legislation, rules and procedures", 7 % 5) "Conflict resolution, control and safety", 31 % 25 % consist of student interviews, individual assignments, guidance, exams
Estonia	MISSING
Finland	Professional competence areas (vocational studies) - General studies (work-life, i.e., computer skills) competencies. Final project. <u>Security and Safety (knowledge of prison security structural solutions; technical systems; behavioural awareness)</u> ; Rehabilitation and social integration (competencies 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). Prison as an institution; Prison security; Imprisonment, convicted and remanded prisoners; Criminality; Preventing criminal behaviour.

France	<p>Mission of the prison service, Practice in the legal context, Policies, procedures, rules and regulations, Human rights, Professional ethics, <u>Static and procedural security</u> Dynamic security and officer-inmate relationship, Safety and use of force Suicide and Psychological self-harm work and criminological approaches, Social work, Risk assessment, Sentence planning and implementation, Report writing, Use of social media by prison officers, Use of IT, Inmates' mental health, Substance misuse, Anti-discriminatory practice Staff support and development, Working with juvenile and young adults</p>
Germany	<p>Use of firearms; self-defence; fire protection; extremism. Security and supply- 260h; Counselling/Support/Treatment - 300h; Crisis intervention - 240h; Own position and development in enforcement - 130h; The penal system in society- 200h; Languages - 120h. Contents: The penal system and its social significance, Criminal law, Administrative law, Politics, Correctional law and Practice; Pre-trial detention, Fundamental rights, Psychology, Correctional law and Practice; Pedagogy; Group work, Direct coercion and self-protection; Weaponry; Sports, Psychology, Criminology, Social security law, Law enforcement, German, Enforcement law (service and safety regulations), Data processing, Diversity, Public Service; Fire protection; First aid; Team Execution of the juvenile sentence, Pedagogy</p>
Hungary	<p>Civil and penitentiary Law, administration, human rights, IT competencies, finance, self-defence, first-aid, firearm practice, official duties, social competencies, communication, English language, security, reintegration, and addictions</p>
Ireland	<p>The mandatory modules vary each year. For instance, in 2020, the compulsory modules were: Personal protection techniques; Infection control; Manual Handling prisoner escorting guidelines; Chemical safety CSRE (Cell Snatch Rescue Equipment); Incentivised Regimes. Semester 1 - Learning to learn, 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</p>

<b>Italy</b>	Juridical knowledge; Operational-technical and relational knowledge; Use of weapons; Self-defence skills. Law, regulations: Penitentiary Law, Public Administration reforms, probation and penal execution in Europe, anti-corruption and administrative transparency, Psychosocial, pedagogy, State accountancy and penitentiary accountancy, organisation sciences (e.g. the management). Inspectors and chief cons-s must also develop management skills.
<b>Lithuania</b>	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
<b>Norway</b>	Law, ethics, security and risk assessment, criminology, psychology, sociology, CNR
<b>Poland</b>	Structure of the prison, basic legal regulations regarding the fundamental rights and duties of correctional officers and inmates, health and safety procedures linked to the service position. First aid; Safety basics; Shooting training; Self-defence; Law; Penitentiary science; Psychology; IT; Administration.

Prison Officer's function overall framework (DGRSP in the justice system. DGRSP's overall organisation. Organisation and functioning of prison systems; Public Administration workers' legal regime; Status of the prison officer corps; Discipline and ethics); Legal framework in the penalty enforcement system (The evolution of prison; Human rights and international principles and norms in the execution of sentences and custodial measures – Mechanisms; Penal and Penal Processes Law; Execution of sentences and custodial measures; Execution of sentences and measures resorting to electronic surveillance; Community sentences) Security (The inclusion of DGRSP in the internal security system; Information; Security in the prison environment; Searches and body searches; Risk assessment and management in the prison environment; Maintenance of the prison order; Protection and security devices; Weaponry and shooting; Preparation of working hours; Strategies to counter the use and trafficking of drugs and other illicit goods; Radicalisation in prison settings; Prevention and extinction of fires; Coercive means – case studies); Behaviour in the prison environment (Gender equality and prevention and countering of domestic and gender-based violence; Dynamic security, professionalism and human rights; Communication and teamwork; Personal development and stress management; Posture and professional ethics; Reclusion and multiculturalism; Health and safety at work; Basic life support.) Prison treatment and social reintegration (Criminal behaviour: risk factors and intervention models; Technical intervention in the ); Health (Framework of the provision of health care in the prison setting; Promotion of health and prevention of disease in the prison setting; Infectious diseases. Reduction of risks and damage control; Chronic diseases; Psychopathologies, mental health, mentally unfit) Transversal competencies (English language; DGRSP's information system; IT in the users' view); Physical activities (Physical education; Self-defence; Military parade conduct)

Romania	<p>Key Competence Units (Professional communication in a foreign language, Applied information and communication technology (IT), Human rights); General Competence Units (Social responsibility, statute and professional deontology, Shooting training, Physical training, Self-defence and professional intervention); Specialised Competence Units (Surveillance of the detention places and of the persons deprived of liberty, Surveillance and escorting of the persons deprived of freedom, Social reintegration of the persons deprived of liberty, Penal and criminal law, Sentence planning, Penitentiary psychology, Communication and emotional intelligence, communication and conflict negotiation)</p> <p>Mission of the prison service, Practice in the legal context, Policies, procedures, rules and regulations, Human Rights, Professional ethics, Static and procedural security, Dynamic security and officer-inmate relationship, Safety and use of force, Psychological work and criminological approaches, Social Work. Sentence planning and implementation, Report writing, Use of IT, Staff support and development, Social Responsibility, Shooting instruction and training, physical training, Communication in a foreign language (English), Confidentiality and data protection, substance misuse, Anti-discriminatory practice.</p>
Slovakia	<p>Shooting training; Basics of self-defence; Physical training; Marching training; First aid; Service preparation; Law; Penology. Mission of the prison service, Practice in the legal context, Policies, procedures, rules and regulations, Human rights in context, Professional ethics, Static and procedural security, Dynamic security and officer-inmate relationship, Safety and use of force, Suicide and self-harm, Psychological work and criminological approaches, Social work, Risk assessment, Sentence planning and implementation, Report writing, Confidentiality, data protection, Use of social media by prison officers, Use of IT, Inmates' mental health, Inmates' intellectual disabilities, Substance misuse, Anti-discriminatory Practice, Staff support and development, Working with juvenile and young adults, Gender responsiveness, Working with older inmates.</p>
Slovenia	<p>The guard service's work; 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; electronic security and communications, self-defence, use of firearms and other special skills to manage people; administrative procedure; Other knowledge and skills needed in the implementation of the sentence.</p>

<b>Spain</b>	Institution's techniques, procedures, regulations, and positive attitudes. Gender equality, domestic violence prevention, and recognition of human rights and all international standards. 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. security, treatment, prison management procedures, information and communication technologies, health, among others.
<b>Sweden</b>	Security training; Substance abuse information; Programme leader training; Young offenders; Psychiatric training. Mission of the prison service, Practice in the legal context, Policies, procedures, rules and regulations, Human rights, Professional ethics, Static and procedural security Dynamic security and officer-inmate relationship, Safety and use of force, Suicide and self-harm, Psychological work and criminological approaches, Social work, Sentence planning and implementation, Report writing, Confidentiality, data protection, Use of social media by prison officers, Inmates' mental health, Inmates' intellectual disabilities, Substance misuse, Anti-discriminatory Practice, Staff support and development, Medical and emergency care and CPR, Working with juvenile and young adults, Gender responsiveness, Working with older inmates, Risk, need, responsivity factors connected to specific crimes/different types of violence (sexual offence, IPV, VEO etc.)
<b>Switzerland</b>	Psychology, Law, Medicine and Psychiatry, other specific prison matters Practice in a legal context, Interculturalism, Communication skills, Conflict management, Human Rights in Context, Professional Ethics, Policies, Procedures, Rules and Regulations, Dynamic Security, Anti-discriminatory practice, Risk Assessment, Staff Support and Development, Sentence Planning and Implementation, Teamwork, Psychological, Social-Work and Criminological Approaches, Inmates disabilities, Report writing, Static and Procedural Security, Rehabilitation, Substance misuse, Emotion Control, Suicide and Self-harm, Crisis management, Mental Health, Intellectual Disabilities, Safety and Use of Force. Gender Responsiveness. The mission of the Prison Service, Hierarchy/leadership, Confidentiality, Data Protection.
<b>The Netherlands</b>	Mission of the prison service, Practice in the legal context, Policies, procedures, rules and regulations, Professional ethics, Static and procedural security, Dynamic security and officer-inmate relationship, Safety and use of force, Psychological work and criminological approaches, Sentence planning and implementation, Report writing, Use of social media by prison officers, Inmates' mental health, Inmates' intellectual disabilities, Staff support and development, Working with juvenile and young adults.

### 2.1.5. Continuous Training Topics

Regarding the continuous training programmes, the information shows that, although there is a provision in most countries, continuous training is not mandatory in some countries. It relies on the needs and the will of the PO and the local managers. In all cases, the provision depends on individual modules or complete courses, and some displayed the themes and the assessment. For most, continuous training is defined according to identified needs<sup>10</sup>.

### 2.1.6 Country-Specific Features

Beyond the above-presented analysis, some country-specific features are worth mentioning, as they represent innovative practices or experiences in the training organisation and delivery. In this sense, it is possible to find:

**Innovative cooperation with universities** – in Finland, Sweden and the Czech Republic. In the Czech Republic, the mandatory module for all specialists taking part in treatment programmes creation is also offered in Universities – and it 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.). Spain also develops a Modular Program in Management, Intervention and Penitentiary Administration as part of the field of educational collaboration created by the agreements signed between the University and the General Secretariat of Penitentiary Institutions (SGIIPP). The purpose of the Program is to meet the specialized training needs of SGIIPP workers, both those at intermediate and management levels. The Program offers three University Expert degrees and one Master's degree. The former are responsible for the training of intermediate level positions. Specifically: Prevention and Management of Security, Intervention and Treatment of Penitentiary, and Alternative Measures, Open

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<sup>10</sup> Detailed results can be found in Annexes – Country Reports – Table 4 – Continuous Training features

Environment or Management of Penitentiary Work and Labor Insertion. The Master deals with training for managerial positions involved in the Strategic Management of the Prison Administration<sup>11</sup>.

**There is an ever-increasing valorisation of social competencies of prison officers** – on whose professional performance the individualised care for inmates intensely relies on, in Finland, where the Prison Act of 2006 was the departing point. The combination between work orientations of the supervision of sentences' enforcement and the activities to reduce 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. The interaction between custodial staff and the prisoners still primarily consists of practical work: opening and closing doors, leading workshops, supervising recreation, among others, outdoors (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 to reduce the categorisation of work duties (Council of Europe, 2017);

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<sup>11</sup> More information: <https://www.uned.es/universidad/inicio/estudios/grados.html>  
<https://www.uned.es/universidad/inicio/estudios/masteres.html>

In France, despite ENAP's practical emphasis on training provision for prison officers, it is recognised that there is an added challenge of dealing with the disparity between theory and practice and 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 (the CoE acknowledges that ENAP instructors and operational staff often undermine each other) (Council of Europe, 2017). 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

## Summary

Considering the information above, it is possible to conclude that the definition and regulation for training, profile and access to the PO career is totally dependent on the national governments or administrations. Therefore, most countries have implemented a centralised training entity. As for the recruitment process, most countries recruit their PO from a national contest or tender, even if some can be locally proposed. Most candidates have to be 18 or more years old, born in the country where they will work and have a clean criminal record. All candidates are subject to a battery of exams that range from language knowledge to physical and medical tests during the selection process. Each country designs the set of exams to be considered in the process. Most countries have the EQF level 4 as the minimum qualification for entering the profession.

Regarding induction/initial training length, it varies from 3 weeks to 3 years, in a wide range of training hours, organisational models and pedagogical strategies, theoretical and practical training. All courses have a final exam evaluation, and some clearly include a final project. The qualification provided in most countries is EQF level 5. The training contents primarily focus on Law, Psychology, Weapons, Administration, Self Defence and Professional Ethics.

Regarding continuous training, all countries assure their provision, and for most, continuous training is defined according to identified needs. However, it is not mandatory in some countries.

Lastly, it was possible to conclude that the PO profile is defined in all countries. In some countries, there is a career development and improvement path. The continuous training is part of the promotion possibilities for PO and is designed for specific functions, both in PO career path or other particular positions.

## ***2.2. DACUM Results***

In the DACUM workshops, the participants from each country listed several current and future training needs and challenges, with a specific focus on future challenges and particular adaptations. This analysis departs from considering the current needs, future needs and challenges. From studying the current and future needs, it was also possible to summarise training themes displayed after each type of need.

### 2.2.1. Current Needs

The analyses departed from the duties listed. Each duty was classified into a primary duty and comprised several specific duties with their respective tasks, skills, competencies, knowledge, and training topics. They were included in a competence framework<sup>12</sup>. Although there are country-specific differences when performing their job, even at a regional or institutional level in each country, from the analysis of the needs and challenges, it was possible to consider that all PO share three primary duties:

- A – Prison – Facilities and Premises (Static and Procedural Security);**
- B – Inmates’ management (Dynamic Security);**
- C – Administrative procedures.**

And it was considered an additional duty that only one country listed:

- D – PO well-being and Professional Development.**

Each duty presents several specific duties associated with the required knowledge and training.

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<sup>12</sup> Annexes Dacum - Competence Framework

**Table 3 - Prison - Facilities and Premises (Static and Procedural Security) specific duties and required knowledge and training**

<b>A - Prison - Facilities and Premises (Static and Procedural Security);</b>		
<b>Specific Duty</b>	<b>Required Knowledge</b>	<b>Required Training</b>
A1 – Prison – Facilities and Premises (Static Security)	Surveillance and security how to work with several surveillance devices	Security technologies Arms and shooting
A2 – Monitor and control Entrance and exit – people and goods – Procedural Security	Surveillance and security (static, dynamic and procedural) Legal framework (firearms and their usage; other technical means) Control and restraint techniques.	Legislation; Communication training; Physical training; Control and restraint techniques; Shooting training; Antiterrorist control procedures.

**Table 4 - Inmates’ management (Dynamic Security) specific duties and required knowledge and training**

<b>B – Inmates’ management (Dynamic Security)</b>		
<b>Specific Duty</b>	<b>Required Knowledge</b>	<b>Required Training</b>
B1 Visits – Manage visits, accompany guards and inmates	Surveillance and security; Respect for others, know the inmates and understand specific research procedures.	Searches procedures, professional posture and ethics
B2 – Training – Oversee the training of the inmates	Law and regulations security, Surveillance, occupational security, motivate the inmates for training activities and know their schedule, routine and needs	Criminal and procedure law, security, maintenance of order, professionalism and human rights.

Specific Duty	Required Knowledge	Required Training
B3 – Mental Health – Deal and manage inmates’ mental health	Mental health problems and programmes on reduction of violence and suicide prevention	Suicide prevention, psychopathologies, mental illnesses, non-criminally responsible inmates and vulnerable inmates.
B4 - Requests - Transmit inmates’ requests and complaints vertically through the hierarchy and collaborate with other services and staff	Healthcare in prison Addictive behaviours	Teamwork and communication, health and disease prevention
B5 - Exits - Escorting inmates to courts, hospitals, work outside, community activities, transfers, abroad transfers (extraditions)	Security protocols, outside diligence and transfers, legal framework and usage of firearms, control and restraint techniques, assertive communication, legal provision concerning inmates, conflict resolution, crisis and stress management techniques	Legislation, communication, physical control and restraint techniques, shooting and managing aggressive inmates.

Specific Duty	Required Knowledge	Required Training
<p>B6 - Surveillance and Control - Ensure health, safety, and order on the floor and open spaces and prevent the Practice of acts contrary to the law and regulation (wings; walking yards; visiting sector; video; educational, religious activities /school; kitchen; medical facilities; workshops)</p>	<p>Security protocols, reading and writing competencies, legal prison framework, concepts of security, control and restraint techniques and learn how to use force legitimately as well as self-defence, communication flows, assertive communication, non-verbal communication, teamwork, awareness on critical situations and of the structures, legal provisions and intervention programmes with a specific type of inmates, conflict resolution, crisis and stress management techniques.</p>	<p>Risk factors and intervention models; technical intervention on the cycle of sentence execution and custodial sentences and measures; rehabilitation programmes dedicated to specific issues and self-defence.</p>
<p>B7 - Handling/ treatment of prisoners</p>	<p>Social skills and intercultural competences</p>	<p>Interculturalism Radicalisation</p>

**Table 5 - Administrative procedures specific duties and required knowledge and training**

<b>C – Administrative procedures</b>		
<b>Specific Duty</b>	<b>Required Knowledge</b>	<b>Required Training</b>
C1 – Administrative work	Administrative needs and procedures, Implementation of requirements in Practice and other relevant positions and instructions.	Administrative procedures.
C2 – Reporting	Professionalism, integrity and writing skills	

The following needs were highlighted by one country only. The **primary duty D** is **PO’s well-being and Professional Development** and was divided into two specific duties.

**Table 6 - PO well-being and Professional Development specific duties and required knowledge and training**

<b>D – PO well-being and Professional Development</b>		
<b>Specific Duty</b>	<b>Required Knowledge</b>	<b>Required Training</b>
D1 – Self-care/resilience	Instruments and support structures for aftercare and recognising the current and specific needs (own needs and others needs).	Self-awareness (alerts signs and symptoms) and knowledge of the existing support structures
D2 – Further specialised training	Respond to new emerging issues and challenges Communications skills.	Specific according to the most pressing needs of each context.

### 2.2.2. Future Needs

As aforementioned, future needs were analysed similarly to the current needs presented above. The needs were divided into primary duties, each comprising several specific duties with their respective tasks, skills, competencies, knowledge and training, as suggested by the participants. In sum, two primary duties were found:

- A – Surveillance and security through digital means and promotion of digital competencies (Static and Procedural Security)**
- B – Inmates’ management and supervision (dynamic security)**

In addition to these primary duties, three specific duties were mentioned by only one country and were categorised as **other needs**.

Analysing these duties, Duty A represents a primary duty, still with little specification, having no specific duties listed, apart from its description<sup>13</sup>. Regarding primary duty **B – Inmates’ management and supervision (dynamic security)**, seven related specific duties were identified.

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<sup>13</sup> Detailed description of the specific duties can be found in Annex – Dacum – 1. Current needs; 2 – Future Needs

**Table 7 - Surveillance and security through digital means and promotion of digital competencies (Static and Procedural Security) specific duties and required knowledge and training**

<b>A - Surveillance and security through digital means and promotion of digital competencies (Static and Procedural Security)</b>		
<b>Specific Duty</b>	<b>Required Knowledge</b>	<b>Required Training</b>
A - Surveillance and security through digital means and promotion of digital competencies (digital skills and handling IT solutions to understand and use digital technologies that support security, supervision and inmates' reinsertion)	ICT, image and digital devices. Inmates digital communication and learning devices.	ICT and how to operate several devices context-related

**Table 8 - Inmates' management and supervision (dynamic security) specific duties and required knowledge and training**

<b>B - Inmates' management and supervision (dynamic security)</b>		
<b>Specific Duty</b>	<b>Required Knowledge</b>	<b>Required Training</b>
B1 – Handle inmates' mental health (psychological or psychiatric issues) and troublemaker inmates	Inmates' mental health, mental disorders, suicide prevention, appropriate support and help channels and networks	Self-control techniques, conflict management, posture and emotional control and specific training for some cases
B2 – Handle ageing inmates and care for lifelong prisoners	Ageing conditions and care for elderly inmates, Types of cognitive decline and particular needs of accommodation of these inmates	Geriatric care and specific needs.
B3 – Handle organised crime	Organised crime phenomenon Habits and movements of the inmates	Organised crime.
B4 – Radicalisation prevention (Prevent and deal with Radicalisation and with people who are in the process of Radicalisation and promote disengagement)	Radicalisation, extremism processes and radicalised inmates, Habits of the inmates, Cultural contents, deradicalisation programmes and institutions. Prison intelligence	Radicalisation prevention awareness, instruments and techniques Extremist phenomena Disengagement and Deradicalization programmes. Prison intelligence.
B5 – Promote rehabilitation	Connect with the inmates and motivate them Surveillance and security, rehabilitation programmes Habits and movements of the inmates	Rehabilitation techniques and programmes, occupational health, emotional control, conflict management.

Specific Duty	Required Knowledge	Required Training
B6 – Surveillance and escort of inmates using technology	Legislation, procedures, teamwork, pedagogy, physical training, weapons and other intervention means, ICT and technical knowledge, conflict resolution, control and restraint and stress management techniques.	ICT, time management, case management and new procedures and first aid.
B7 – Interculturality and integration	Cultural backgrounds Foreign languages.	Communication, foreign languages (according to each context), group dynamics, different approaches for cultural differences, reduction of prejudices and learning to accept differences

**Table 9 - Other needs (country-specific) specific duties and required knowledge and training**

Other needs (country-specific)		
Specific Duty	Required Knowledge	Required Training
Specific challenges – COVID 19	Crisis management techniques and methods and tools to deal with emergencies.	Crisis management Critical incidents and intervention techniques
Induction of new employees (minimising generational conflict)	Working contents for new colleagues How to deal with stressful situations among colleagues	Pedagogical skills.
Educate inmates on environmental issues	Environmental threats and foster habits such as selective waste collection. Promote these practices inside the prison and enforce energy-saving measures.	Environmental threats and issues

### 2.2.3. Training Themes

#### a) Current

After analysing the current needs highlighted in the DACUM workshops, it was possible to verify that most duties share theoretical, practical, and transversal knowledge. For example, the concepts of dynamic, static and procedural security are, to a greater or lesser extent, part of all duties and the various legal frameworks and communication. The table below describes the different types of knowledge required for PO's current needs.

**Table 10 - Current Training Themes**

Current training themes		
General themes	Specific themes	Elements
Surveillance and Security	Static security	Manage electronic and digital security devices (CCTV systems, XR ray) Secure the premises Use of weapons
	Procedural security	Monitor exit and entrance (goods, people) Use of weapons
Legal framework	Firearms	Use of weapons
	Prison Specific	Control and restraint techniques
	Searches procedures	Searches of visitors, inmates, goods and vehicles
	Security protocols	Apply in several situations
	Transfers diligence and procedures	Transporting inmates
Administrative procedures and needs	Filling reports	

Problematic Situations	Conflict resolution techniques	The legitimate use of force
	Crisis techniques	Awareness of critical situations
	Stress management techniques	
	Antiterrorist procedures	
Inmates' affairs and supervision (a distinction made by Romania between Surveillance (only CCTV) and supervision of inmates)	Motivation techniques	Motivate inmates for training and other activities Contribute to rehabilitation
	Occupational Security	Inmates Routines Inmates personality
	Healthcare in prison	
	Mental health problems	Participation in Implementation programs regarding the reduction of violence and suicide prevention
	Addictive behaviours	Legal provision regarding specific inmates
	Human Rights	
Communication	Assertive communication	Give orders, firm communication with inmates and visitors
	Clear communication	
	Non-verbal communication	Awareness of risk behaviours, alert signs
	Reading and writing competencies	Understand the written rules, fill reports
	Teamwork	Work as a team
Intercultural Knowledge	Different cultures, religions	Social skills
PO	Aftercare	Recognising symptoms
	Support structures	Awareness of existing/specific demands
Trasversal Attitudes	Ethics	
	Integrity	
	Professionalism	
	Awareness	

b) Future

As it was done for the current needs, and focusing on the development of training modules, the required training themes for the future, from PO's perspective, are listed in the table below. It is possible to see that two main areas concern the PO: **digital technologies** and **inmates' management** at several levels, especially in Radicalisation and organised crime, which are already pressing issues worldwide.

**Table 11 - Future Training Themes**

Future Training Themes			
General themes	Specific themes	Elements	General Themes
ICT Technologies	Inmate management  Surveillance and security	Specific hardware and software	ICT proficiency Command and control systems OMS Offender Management Systems Inmate Communication and Learning Systems Teamwork
Inmates' affairs and supervision	Mental Health	Mental health disorders, alert signs, help and support networks, suicide prevention	Provide support to inmates, be comprehensive, report adequately, contact help networks, interpret the alert signs Cooperate with colleagues and other professionals,

Inmates' affairs and supervision

Ageing inmates	Geriatric care, suicide, special care, cognitive decline	Provide support to older inmates, be comprehensive
Organised Crime	Organised crime, networks, phenomena	
Radicalisation	Extremism and radicalisation phenomena, deradicalisation programmes, help and support networks, conflict management,	Connect with inmates, know routines and movements, see the prison, use intelligence processes, cooperate with other institutions, motivate the inmates Establish relationships with inmates awareness, respect for others, ethics, Professionalism Assertiveness teamwork
Rehabilitation	Rehabilitation programmes, conflict management, emotional control, occupational health	
Escort and Surveillance	Legislation, procedures teamwork, pedagogy, conflict management, weapons and other intervention means, control and restraint	Actions based on legal framework and proficiency in ICT
Interculturality	Cultural background Foreign languages	Learn languages, reduce prejudice, understand differences, develop sensitivity to break barriers. communication (verbal and non-verbal).

## 2.2.4. Challenges

DACUM workshops also integrated the definition of challenges faced by the PO. Portugal, Romania and Germany performed this activity, from which the combined data was gathered. These countries defined both common and distinct challenges.

The table below depicts the relationship between challenges and duties. It is possible to see that common challenges are aligned with the future everyday needs, and distinct challenges are also aligned with particular current and future needs.

**Table 12 - Relationship between duties and challenges**

Relationship between duties and challenges	
Specific Duty	Challenges
B1 – Handle inmates’ mental health (psychological or psychiatric issues) and troublemaker inmates	<ul style="list-style-type: none"> <li>• Emotional and relational competences</li> <li>• Mental health / Inmates with mental disorders and “troublemakers”</li> </ul>
B2 – Handle ageing inmates and care for lifelong prisoners	<ul style="list-style-type: none"> <li>• Ageing of inmates / Elderly inmates</li> </ul>
B3 – Handle organised crime	<ul style="list-style-type: none"> <li>• Increase of specialised crimes (cybercrimes, terrorism/radicalisation, drugs, organised crime) – modification of the inmates’ characteristics / Organised crime</li> </ul>
B4 – Radicalisation prevention (Prevent and deal with Radicalisation and with people who are in the process of Radicalisation and promote deradicalisation/ disengagement)	<ul style="list-style-type: none"> <li>• Radicalisation (prevention) and Deradicalisation/disengagement / Radicalised inmates</li> </ul>
B5 – Promote rehabilitation	<ul style="list-style-type: none"> <li>• Emotional and relational competences</li> </ul>

B6 – Surveillance and escort of inmates using technology	<ul style="list-style-type: none"> <li>• Information technologies / Digitisation/ digitalisation / Security technologies / New technologies (online hearings, telemedicine, electronic access, electronic surveillance) /New technologies used by inmates and caregivers (new communication methods, drones, etc.) / Modernising the infrastructure</li> </ul>
B7 – Interculturality and integration	<ul style="list-style-type: none"> <li>• Interculturality</li> </ul>
Specific challenges – COVID 19	<ul style="list-style-type: none"> <li>• Specific challenges such as the pandemic situation</li> </ul>
Induction of new employees (minimising generational conflict)	<ul style="list-style-type: none"> <li>• Generation conflicts/education / Decrease of the quality of the new employees</li> </ul>
D1 – Self-care/resilience	<ul style="list-style-type: none"> <li>• Legal framework modification – increase the number of requests</li> <li>• Changes regarding career, pension (higher age to retire, etc.)</li> <li>• Prison population increase (and decrease of the number of PO available)</li> </ul>
D2 – Further specialised training	<ul style="list-style-type: none"> <li>• Access continuous training</li> </ul>
Educate inmates on environmental issues	<ul style="list-style-type: none"> <li>• Ecology movement/ fight against pollution</li> </ul>

## Summary

From the analysis of the data collected on the DACUM workshops and the Belgium contribution, it was possible to define primary duties and divide them into more specific categories. Although there are differences according to the contexts, it can be concluded that PO must carry out similar duties which require equivalent knowledge, skills and competencies. There are four primary current duties:

**A – Prison – Facilities and Premises (Static and Procedural Security)**

**B – Inmates’ management (Dynamic Security)**

**C – Administrative procedures**

**D – PO well-being and Professional Development**

Pertaining future needs, PO listed similar duties and needs, from which two duties are common

- **A – Surveillance and security through digital means and promotion of digital competencies** (Static and Procedural Security)
- **B – Inmates’ management and supervision (dynamic security)**

and two are distinct:

- **Specific challenges – COVID 19**
- **Induction of new employees (minimising generational conflict).**

It is possible to verify that the challenges align with the needs since they focus on the same subjects. (ICT and security technologies, ageing inmates, inmates’ mental health, Radicalisation, organised crime, emotional and relational skills, continuous training, legal framework and career changes, interculturality, challenges regarding extreme situations such as the COVID 19 pandemic and concerns regarding the environment).

## **2.3 Survey Results**

The survey had a total of 436 participants<sup>14</sup>, and the highest number of respondents came from Germany (194), followed by Portugal (146) and Romania (95). From these, most were male respondents, with the highest percentage of female respondents from Germany (37,6%), followed by Romania (21,1%) and Portugal (15,6%).

It is possible to see a wide range of age cohorts represented regarding PO’s age, ranging from 20 to 65 years. From there, the most expressive age cohorts in the three countries are 41 to 45 (23,6%), 46 to 50 (20,4%) and 31 to 35 (15,3%).

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<sup>14</sup> The survey is still open to be further explored. The data refers to responses given until 17/09/2021

More than a half of the respondents completed upper secondary education (52,3%), about 21% achieved a bachelor degree, about 11% a master's degree or equivalent, about 6% upper secondary education, about 5% lower secondary education, about 3% short-cycle tertiary education and only 0,5% doctoral or equivalent level. This disparity of results is related to the PO's entry job requirements (Romania demands a bachelor degree), on the one hand, and, on the other hand, because respondents were not just PO; they were also from higher ranks. In this sense, POs represent most respondents (about 81%), followed by higher positions such as PO chief or Seargent (about 10%). In contrast, Prison wardens represent only about 2% of the respondents, and about 7% did not specify their job position. Regarding years of working experience, it ranges from 1 to 40 years. Most respondents have 21 to 25 years of experience (about 21%), although almost 20% have 1 to 5 years. A minority of respondents has between 31 to 35 years of experience (4.2%) or 36 to 40 years (2%)<sup>15</sup>.

### **2.3.1. Correctional Orientation**

This topic concerned the perspectives of PO towards inmates and comprised sixteen items. The graph below depicts the results, aggregating "agree" and "very strongly agree" answers.

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<sup>15</sup> Complete results can be found in Survey Annexes – Tables 1 to 8

## Graphic 1 – Correctional Orientation Agreement Level



Although there is some variety of opinions, it is possible to conclude the following:

***Between 30% and 60% of the PO agree with***

- Rehabilitating a criminal is just as important as making a criminal pay for their crime
- We would be successful even if all we taught inmates was a little respect for authority
- Keeping inmates from causing problems is my major concern while I'm on the job
- We should stop viewing criminals as victims of society who deserve to be rehabilitated and start paying more attention to the victims of these criminals
- Many people don't realise, but prisons are too soft on the inmates.
- I would support expanding the rehabilitation programs with criminals that are now being undertaken in our prisons.
- The only effective and humane cure to the crime problem in this country is to make a strong effort to rehabilitate offenders
- Sleep'em, feed'em, and work'em is the best way to handle inmates.

***Below 30% of the PO agree with***

- The rehabilitation of prisoners has proven to be a failure.
- An inmate will go straight only when he finds that prison life is hard.
- All rehabilitation programs have done is to allow criminals who deserve to be punished for getting off easily.
- My job isn't to help rehabilitate inmates; it's only to keep them orderly so that they don't hurt anyone in here or tear this place apart.
- One of the reasons why rehabilitation programs often fail with prisoners is because they are underfunded; if enough money were available, these programs would work.

- So long as the inmates I supervise stay quiet and don't cause any trouble, I really don't care if they are getting rehabilitated or cured while they are in here.
- The rehabilitation of adult criminals just does not work.
- The only way to reduce crime in our society is to punish criminals, not try to rehabilitate them

### 2.3.2. Initial Training – length

According to the respondents, the initial training length in the three countries varies from 0 months to 24 months (M = 15.6; SD= 13.8; Mode= 24), highlighting the differences in training length in European countries.

### 2.3.3. Initial Training Topics

Here the respondents had to choose between Not at all and A great deal, the extent to which the following topics were included in the induction (initial) training, and it comprised 23 topics. The table below illustrates the answers by order of magnitude, gathering the answers "a lot" and "a great deal".

As it is possible to see, the level of inclusion by theme reflects how different PO initial training is in the three countries. Nevertheless, it is possible to conclude that:

#### ***Between 40% and 70% included:***

- Mission of the Prison Service
- Policies, Procedures, Rules and Regulations (Legal frameworks which impact the daily prison routines)
- Practice in a legal context (Constitutional Law, Criminal Law, Penal Law)
- Professional Ethics

***Between 20% and 40% included:***

- Dynamic security and officer-inmate relationship (everyday communication and interaction with prisoners based on professional ethics)
- Human Rights in Context (International and regional Human Rights instruments and standards)
- Static and Procedural Security (procedural security: the importance of security procedures; static security: barriers, locks, equipment used to restrain prisoners)
- Safety and Use of Force
- Substance Misuse
- Psychological, Social-Work and Criminological Approaches (knowing the fundamentals of and the role of related social sciences)
- Confidentiality and Data Protection (safe management, storage and retention of data),
- Report Writing (e.g., incident reporting, performance reporting),
- Suicide and Self-harm
- Anti-Discriminatory Practice (regarding, for example, race, colour, ethnic origin, nationality, sexual orientation, religion, physical or mental condition)

***Below 20% included:***

- Inmates' Mental Health
- Working with Juvenile and Young Adults (different needs of juveniles and young adults)
- Risk Assessment (e.g., Risk of re-offending and Risk of harm),
- Sentence Planning and Implementation (techniques and models which help achieve social reintegration)
- Inmates' Intellectual Disabilities
- Use of social media by prison officers (sensible personal use of

social media networks)

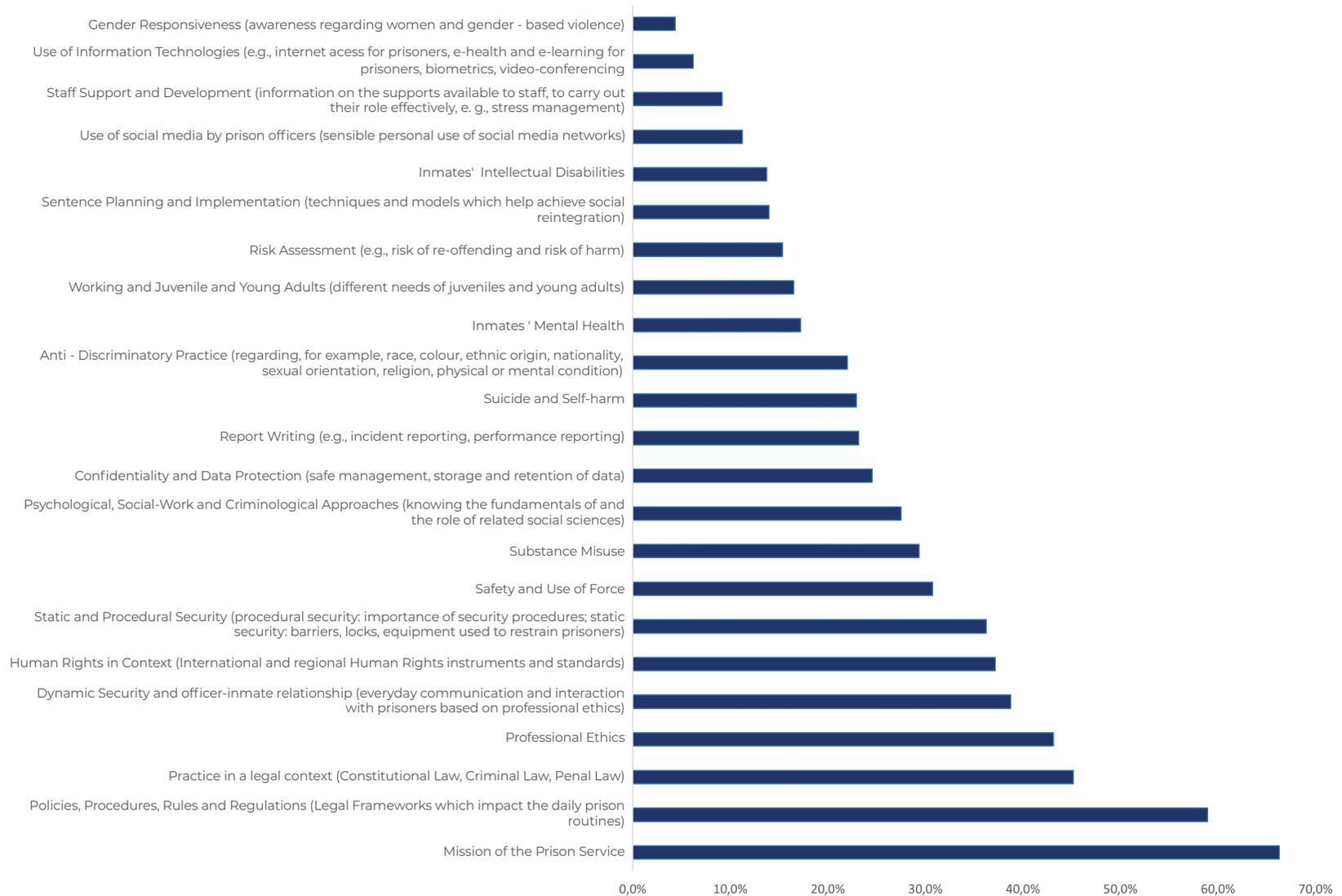
- Staff Support and Development (information on the supports available to staff, to carry out their role effectively, e. g., stress management)
- Use of Information Technologies (e.g., internet access for prisoners, e-health and e-learning for prisoners, biometrics, video-conferencing)
- Gender Responsiveness (awareness regarding women and gender-based violence)

The chart below provides an overview regarding the level of inclusion of these topics<sup>16</sup>.

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<sup>16</sup> Detailed results can be found on Survey Annexes - Table 10 – Initial Training Topics - Level of inclusion.

## Graphic 2 – Initial Training Topics – Level of inclusion in Initial Training



#### **2.3.4. Importance of Initial training topics for PO**

Regarding the importance of the topics, it is possible to see that almost all topics were considered extremely important or important. The most important topics from PO's perspective were:

##### ***Between 70% and 90% of the POs considered the following topics:***

- Mission of the Prison Service
- Policies, Procedures, Rules and Regulations (Legal frameworks which impact the daily prison routines)
- Dynamic security and officer-inmate relationship (everyday communication and interaction with prisoners based on professional ethics)
- Professional Ethics
- Substance Misuse
- Safety and Use of Force
- Staff Support and Development (information on the supports available to staff, to carry out their role effectively, e. g., stress management)
- Suicide and Self-harm
- Static and Procedural Security (procedural security: the importance of security procedures; static security: barriers, locks, equipment used to restrain prisoners)
- Report Writing (e.g., incident reporting, performance reporting), rated mostly as very important

##### ***Between 60% and 70% of the POs considered:***

- Practice in a legal context (Constitutional Law, Criminal Law, Penal Law)
- Inmates' Mental Health
- Psychological, Social-Work and Criminological Approaches (knowing the fundamentals of and the role of related social sciences)

- Human Rights in Context (International and regional Human Rights instruments and standards)
- Confidentiality and Data Protection (safe management, storage and retention of data)
- Risk Assessment (e.g., Risk of re-offending and Risk of harm).
- Anti-Discriminatory Practice (regarding, for example, race, colour, ethnic origin, nationality, sexual orientation, religion, physical or mental condition)

***Finally, below 60% of PO considered:***

- Inmates' Intellectual Disabilities
- Working with Juvenile and Young Adults (different needs of juveniles and young adults)
- Sentence Planning and Implementation (techniques and models which help achieve social reintegration)
- Use of social media by prison officers (sensible personal use of social media networks)
- Gender Responsiveness (awareness regarding women and gender-based violence)
- Use of Information Technologies (e.g., internet access for prisoners, e-health and e-learning for prisoners, biometrics, video-conferencing).

The chart below depicts the importance given to each topic, which gathers the sum of the answers "very important" and "extremely important".<sup>17</sup>

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<sup>17</sup> The detailed results can be found in Survey Annexes - Table 11 – Importance of the Initial Training Topics.

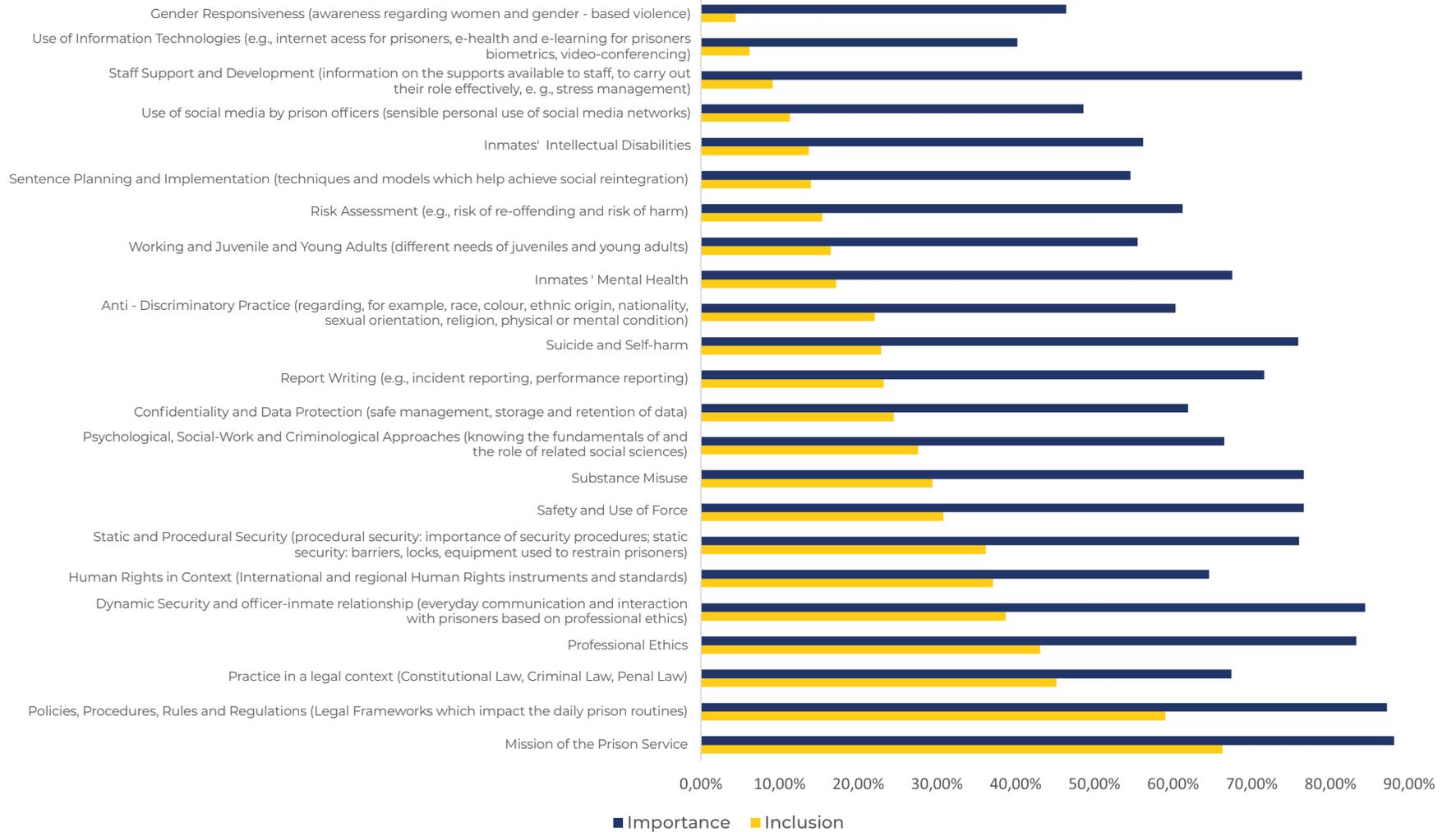
### Graphic 3 - Initial Training topics - Level of importance



Comparing the level of inclusion of the initial training topics with the importance given to them by the PO, some discrepancies appear, namely regarding **Staff Support and Development (information on the supports available to staff, to carry out their role effectively, e. g., stress management)**, considered very important, but not at all or a little included in initial training, but also concerning Report writing, Suicide and Self-harm, risk assessment and Inmate's mental Health. To a lesser extent, Substance Misuse, Safety and use of force and Static and Procedural Security. These discrepancies suggest that these topics should have a higher level of inclusion in the initial training.

## Graphic 4 - Relationship between inclusion and importance

### Relationship between inclusion and importance



### **2.3.5. Initial and Continuous Training Methods and Techniques**

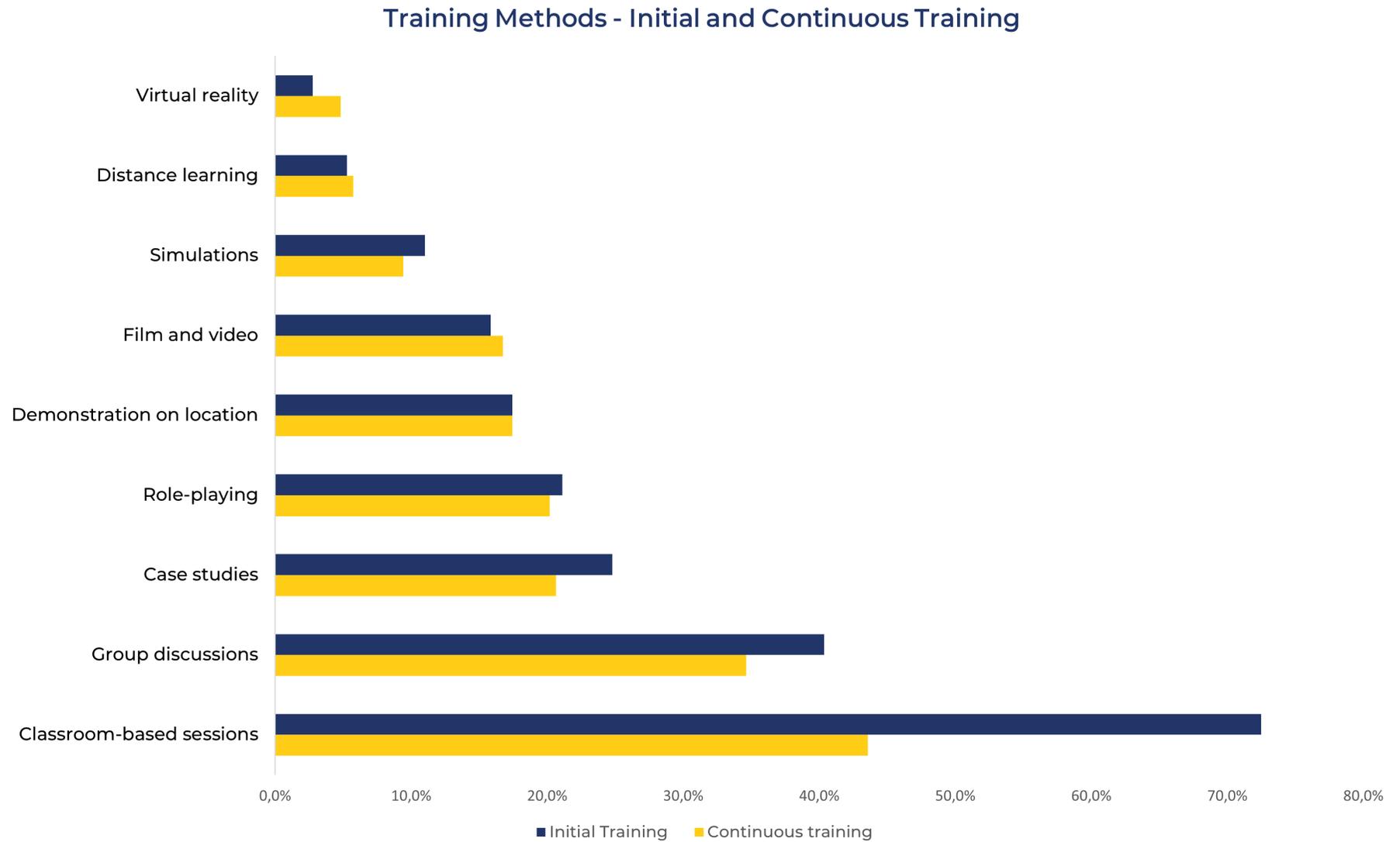
The respondents were asked to indicate the frequency of learning methods and techniques applied during their induction (initial) training and continuous training.

The chart below depicts the perception of the level of usage by type of training<sup>18</sup>.

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<sup>18</sup> Detailed results can be found in Survey Annexes - Table 12 – Initial training methods and Table 13 – Continuous Training Methods

## Graphic 5 - Training Methods – Initial and Continuous Training



It is possible to see that prison officers perception of the usage of initial and continuous training methods and techniques is quite similar in both types of training. However, **Classroom-based sessions** are perceived as being far more used in initial training than continuous training. But, even to a lesser degree, this method is perceived to be still dominant in continuous training.

**Group Discussion, Case studies and Role-playing** and **Simulations** are more frequent in initial training than in continuous training. **Demonstration on location** is used similarly in both trainings. **Film and video, Distance Learning** and **Virtual reality** are a little more frequent in continuous training, although it is clear that virtual reality and distance learning are rarely used.

### 2.3.6. Continuous Training and Topics

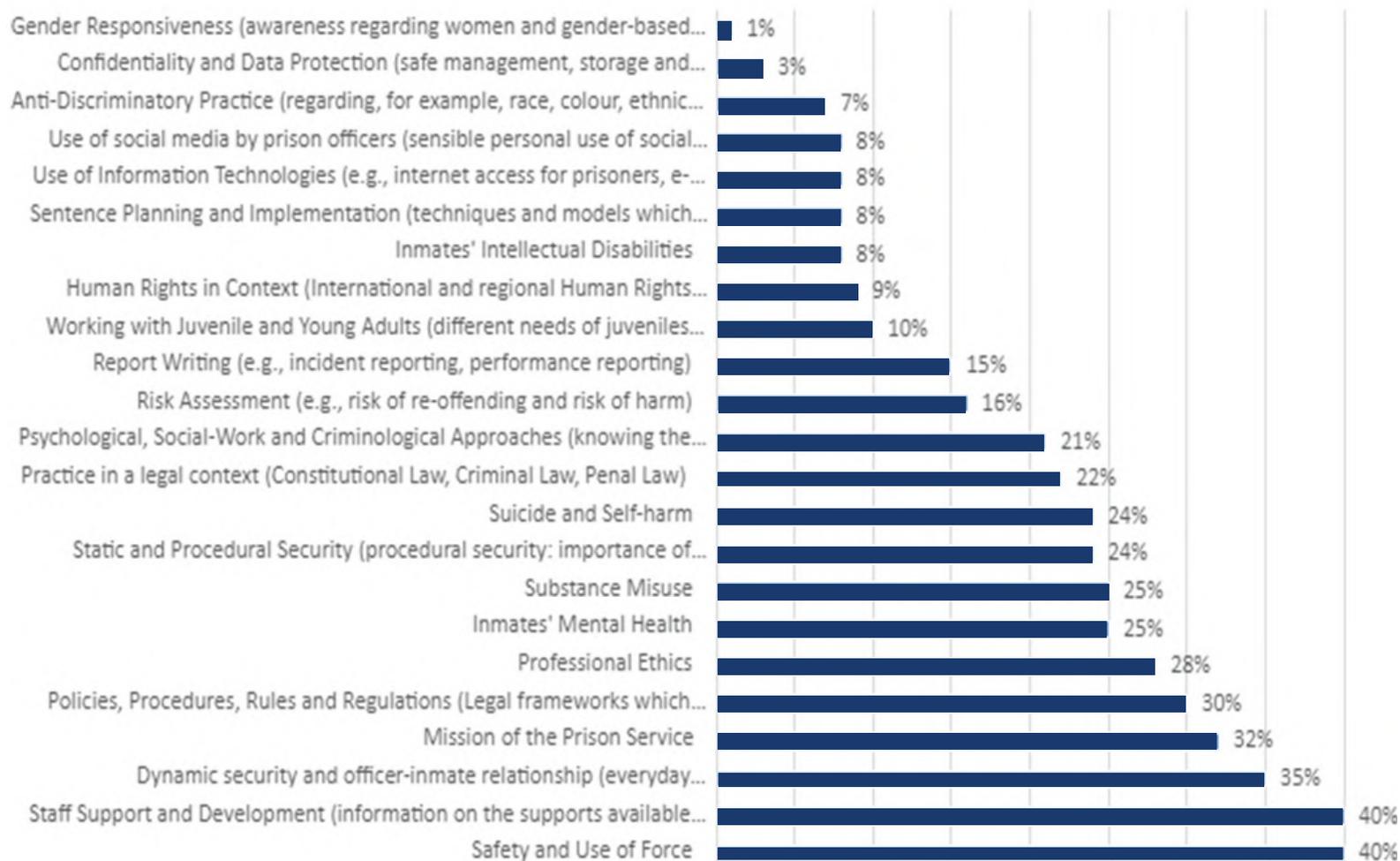
Regarding this item, respondents had to choose up to 5 training elements they would favour to receive additional continuous (continuous) and prioritise the more relevant ones.

The graph below depicts these choices.<sup>19</sup>

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<sup>19</sup> Detailed results can be found in Survey Annexes - Table 14 – Continuous Training Topics

## Graphic 6 - Continuous Training Topics



As it is possible to see,

***Between 30% and 40% of the PO chose:***

- Safety and Use of Force and Staff Support and Development (information on the supports available to staff, to carry out their role effectively, e.g., stress management)
- Dynamic security and officer-inmate relationship (everyday communication and interaction with prisoners based on professional ethics)
- Mission of the Prison Service
- Policies, Procedures, Rules and Regulations (Legal frameworks that impact daily prison routines)

***Between 15% and 30% of the PO chose:***

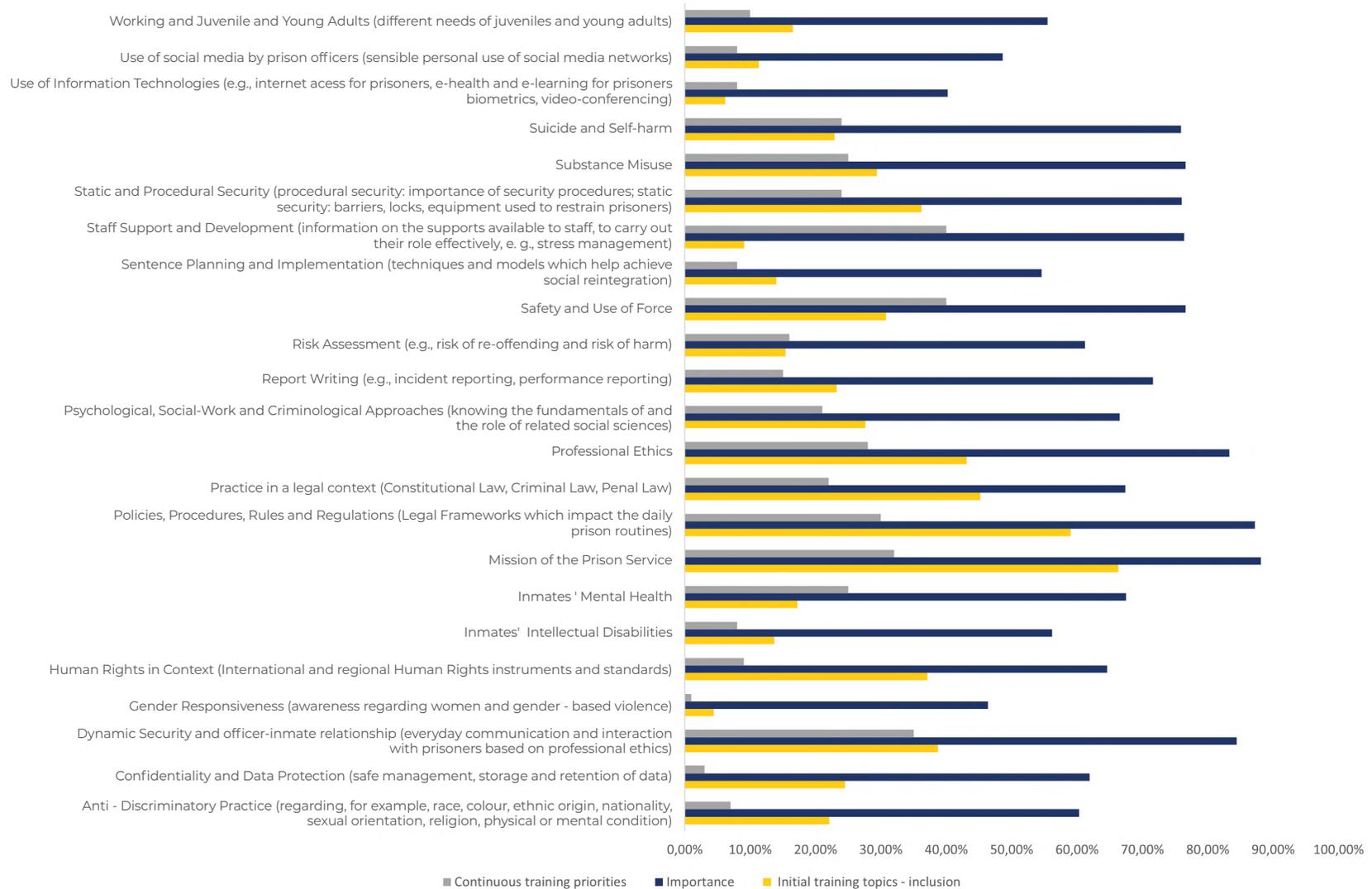
- Professional Ethics
- Inmates' Mental Health, Substance Misuse, Suicide and Self-harm and Static and Procedural Security (procedural security: the importance of security procedures. static security: barriers, locks, equipment used to restrain prisoners)
- Practice in a legal context (Constitutional Law, Criminal Law, Penal Law)
- Psychological, Social-Work and Criminological Approaches (knowing the fundamentals of and the role of related social sciences)
- Risk Assessment (e.g., Risk of re-offending and Risk of harm)
- Report Writing (e.g., incident reporting, performance reporting)

***Below 10% of the PO chose:***

- Working with Juvenile and Young Adults (different needs of juveniles and young adults)
- Human Rights in Context (International and regional Human Rights instruments and standards)
- Use of social media by prison officers (sensible personal use of social media networks)
- Inmates' Intellectual Disabilities, Sentence Planning and Implementation (techniques and models which help achieve social reintegration)
- Use of Information Technologies (e.g., internet access for prisoners, e-health and e-learning for prisoners, biometrics, video-conferencing)
- Anti-Discriminatory Practice (regarding, for example, race, colour, ethnic origin, nationality, sexual orientation, religion, physical or mental condition)
- Confidentiality and Data Protection (safe management, storage and retention of data)
- Gender Responsiveness (awareness regarding women and gender-based violence)

# Graphic 7 - Relationship between level of inclusion, importance and continuous training priorities

Relationship between level of inclusion, importance and continuous training priorities



The above graphic displays the relationship between the level of inclusion on initial training, the importance given by the PO and the continuous training themes. As it is possible to see, the priorities in continuous training follow the importance, particularly in themes such as Staff support and development and Safety and Use of Force and Dynamic Security, the Mission of the prison service and Policies, procedures, rules and regulations.

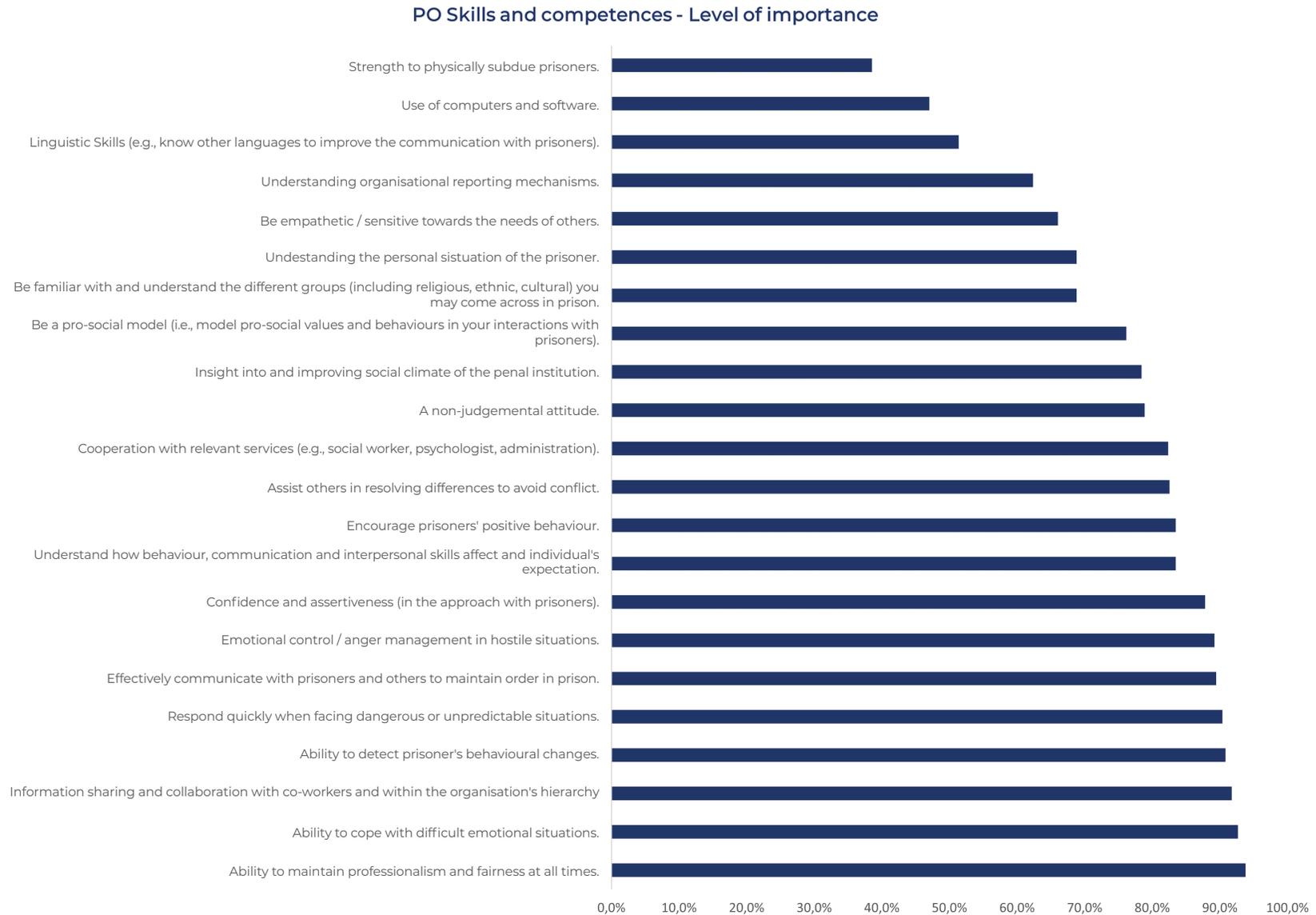
### **2.3.7. PO skills and competencies**

This item comprised a set of 22 competencies, which aim to cover several aspects connected to PO's duties, and respondents had to rate how important these skills and competencies were for their occupation. The graph below displays the importance given to each skill<sup>20</sup>.

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<sup>20</sup> Detailed results can be found in Survey Annexes - Table 15 – PO Skills - Level of importance

## Graphic 8 – PO Skills and competencies – Level of importance



By analysing the graph, it is possible to see that

***Between 70% and 95% of the PO considered the following topics very or extremely important:***

- Ability to maintain professionalism and fairness at all times
- Ability to cope with difficult emotional situations
- Information sharing and collaboration with co-workers and within the organisation's hierarchy
- Ability to detect prisoners' behavioural changes
- Respond quickly when facing dangerous or unpredictable situations
- Effectively communicate with prisoners and others to maintain order in the prison
- Emotional control/anger management in hostile situations
- Confidence and assertiveness (in the approach with prisoners)
- Encourage prisoners' positive behaviour
- Understand how behaviour, communication and interpersonal skills affect an individual's expectation
- Assist others in resolving differences to avoid conflict
- Cooperation with relevant services (e.g., social worker, psychologist, administration)
- A non-judgmental attitude
- Insight into and improving the social climate of the penal institution
- Be a pro-social model (i.e., model pro-social values and behaviours in your interactions with prisoners)

***Between 50% and 70% considered:***

- Be familiar with and understand the different groups (including religious, ethnic, cultural) you may come across in prison
- Understanding the situation of the prisoner
- Be empathetic/sensitive towards the needs of others
- Understanding organisational reporting mechanisms

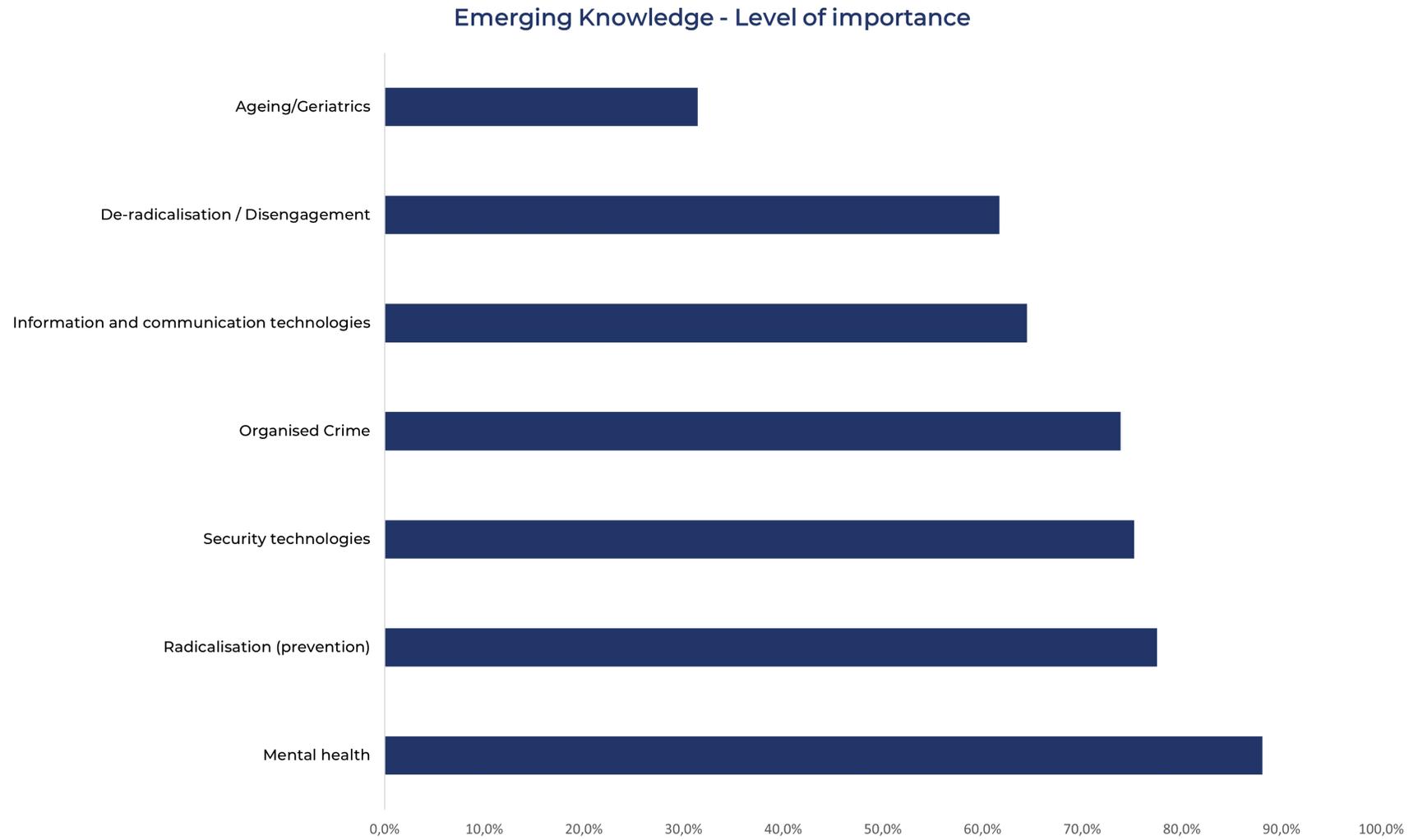
***Finally, below 50% considered:***

- Linguistic Skills (e.g., know other languages to improve the communication with prisoners)
- Use of computers and software
- Strength to physically subdue prisoners

### **2.3.7. Emerging knowledge**

Considering the future changes and challenges that prisons may face, it was asked the respondents to rate how important it was for them to increase their knowledge on the following topics:

## Graphic 9 – Emerging Knowledge level of importance



The results show that all emerging themes proposed were considered extremely or very important by more than 60% of the respondents, except for the Ageing/geriatrics Theme. It is worth mentioning that Mental Health was chosen by 90% of the respondents<sup>21</sup>.

## Summary

From the data presented above, it is possible to conclude the following:

**Education level:** Most respondents completed secondary education;

**Correctional orientation:** There is a vast difference of opinion regarding most items regarding correctional orientation. On the one hand, POs believe in and support inmates' rehabilitation. But, on the other hand, they seem to be primarily concerned with their daily security routines and not so much with inmates' rehabilitation, which is the primary mission of the prison service. The high number of PO that chose the options concerning keeping inmates under control, to teach them respect for authority, that prisons are too soft on the inmates and that more attention should be paid to the victims of the crimes instead of the offenders, reflects this correctional posture.

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<sup>21</sup> Detailed results can be found in Survey Annexes - Table 16 – Emerging knowledge – Level of importance.

**Initial Training Topics** - although there are many shared themes, the level of inclusion shows some level of disparity. Topics such as Mission of the Prison Service, Policies, Procedures, Rules and Regulations (Legal frameworks which impact the daily prison routines), Practice in a legal context (Constitutional Law, Criminal Law, Penal Law), Professional Ethics, Dynamic security and officer-inmate relationship (everyday communication and interaction with prisoners based on professional ethics) and Static and Procedural Security (procedural security: importance of security procedures; static security: barriers, locks, equipment used to restrain prisoners) are the most common whereas Use of social media by prison officers (sensible personal use of social media networks), Staff Support and Development (information on the supports available to staff, to carry out their role effectively, e. g., stress management), Use of Information Technologies (e.g., internet access for prisoners, e-health and e-learning for prisoners, biometrics, video-conferencing) and Gender Responsiveness (awareness regarding women and gender-based violence) are the least included;

**The importance given to the initial training topics**, PO think that the most important ones are the prison service's mission, Legal frameworks that impact the daily prison routines, dynamic security and the relationship with inmates, professional ethics, and staff support and development. However, by comparing the level of inclusion of the initial training topics with the importance given by the PO, some discrepancies appear, namely regarding **Staff Support and Development (information on the supports available to staff, to carry out their role effectively, e. g., stress management)**, considered very important but not at all or a little included in initial training, but also concerning Report writing, Suicide and Self-harm, risk assessment and Inmate's mental Health.

To a lesser extent, Substance Misuse, Safety and use of force and Static and Procedural Security. These discrepancies suggest that these topics should have a higher level of inclusion in the initial training.

**Continuous training Topics** - it is interesting to note that most PO chose self-related topics such as Safety and Use of force and Staff support and development, and, to a lesser extent, The mission of the Prison service. In contrast, subjects as Human Rights, Anti-discrimination practices, Gender Responsiveness and even the use of social media by PO were not considered priorities by most respondents;

**Initial and continuous training methods and techniques** display some level of similarity between countries with little usage of digital technologies in both training types and high usage of classroom-based sessions and group discussions, although, in continuous training, Film and Video, Role Playing and Demonstration on location are used more frequently;

**PO skills and competencies** - most of the competencies reveal some level of the agreement since they have been considered important or very important and highly focused on the relationship with the inmates and their development and personal ability to respond to a challenging situation as opposed to the use of force.

**Emerging Knowledge** - Lastly, most respondents considered it very important or extremely important to increase their knowledge in all topics, except for Mental Health, mostly considered moderately important.

## **2.4 Advisory Board Meetings inputs**

There were three Advisory Board Meetings<sup>22</sup> carried out so far<sup>23</sup> and focused on themes such as the Challenges faced by the prison systems and the impacts of those challenges on everyday work and possible answers from training, the entry requirements to become a PO, Initial training features and themes, the reasons that justify the need for continuous training, some themes and features and Inter-agency and cross border cooperation. After the content analysis of these meetings, the results were the following:

### **2.4.1 Challenges and Impacts on everyday work**

The current challenges faced by the prison systems highlighted by the participants were:

- Prison overcrowding
  - The increasing number of inmates
- Recruiting
  - Not enough candidates to fulfil the vacancies
  - The lack of attractiveness of the PO job
  - The current employment market situation

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<sup>22</sup> The Advisory Board Meetings were planned to ensure a sustainable conceptualisation and development of PO21's proposed outcomes by advising project partners through specialised inputs to the work plan. Experts external to the consortium come from PO21's associated partners, namely the Central Training Centre of the Polish Prison Service (PL; Public sectoral VET provider), the General Secretariat of Penitentiary Institutions (ES; Prison administration and VET academy), the KRUS University College of Norwegian Correctional Service (NO; Public sectoral VET provider), the EPSU European Federation of Public Service Union (EU; Trade Unions Federation), and especially EPTA European Federation of Training Academies (EU; Public sectoral VET providers network). Hence, they provide feedback about the work carried out in WP3 and WP4 while guaranteeing continuous support to the dissemination strategy.

<sup>23</sup> There were 3 ABM – 6th July and 25th November 2020 and 18th August 2021

- Different types of inmates
  - Ageing inmates
  - More demanding groups of prisoners more difficult to rehabilitate
  - The increasing number of Prisoners convicted for serious offences
  - Radicalisation
- Poor connection to society
- Poor relationship with other services (social, training, child protection)
- Outdated buildings and technology
- Budget reduction and insufficient to face all demands
- Inmates isolation
- Constraining legislation regarding placement of inmates considering security levels
- Different laws encompassing different views of the penal system
- Training too theoretical

The impacts of those challenges on everyday work were described as follows:

- Shortage of staff (recruiting)
  - Sick leaves – overstress and burnout
  - The absence of support to inmates leads to
    - High recidivism rates
    - Drug addiction – inmates
    - Isolation of inmates
    - Fewer rehabilitation activities
    - More violence
  - High retirement levels – massive employment with no experience
  - Lack of professional experience can cause staff-inmate violence

- The staff has to improvise and prioritise since it is impossible to face all requests
- Work overload and harder work lead to frustration
- Ratio PO/inmates highly unbalanced
- Lack of career opportunities and training
- Unfulfilled salary expectations
- Lack of knowledge from general society
- Difficult to keep up with the mission under the current circumstances
- Legislation
  - Misunderstanding regarding the mission of corrections
  - Lawmakers unaware of the complexity of the job

## **2.4.2 Job requirements**

### **Entry educational levels**

There were different opinions regarding entry educational levels. Most board members agree that level 4 or a complete secondary education is the correct requirement. On the other hand, others defend that level 3 candidates are easier to train to better meet the requirements after training. Others state that entry requirements have to be flexible.

Additionally, some state that establishing an entry-level 4 carries the risk of not finding suitable candidates or that level 4 candidates will choose a better-paid job or pursue other academic interests.

### **Qualifications requirements**

Different participants highlighted different requirements, as follows:

- Minimum age – 20 to 25 years
- Driver's license class B
- No criminal record.
- Good health

- Pass a physical function test that includes strength exercises and an endurance test at a possible admission day
- Higher education from college/university and/or relevant work experience can be an advantage but is not a requirement.
- Citizenship is not a requirement, but a work and residence permit must be verified.
- Applicants should fit the team in terms of character and attitude

Some considered that the current entry requirements are too low and too general.

The following were considered special qualities when choosing a candidate:

- Mastery of the language of the country
- Proficiency in English
- Autonomy – ability to make independent decisions
- Teamwork – Good collaboration skills
- Open, inclusive, enterprising and flexible
- The ability for reflection and critical thinking
- Being familiar with the correctional Service's social mission
- Attitudes and values have to be in line with the values of the penal care system

### **Exit EQF level**

The exit EQF level considered adequate was Level 5, similar to the military post-secondary education institution, level 5, full-time education or Correctional studies with bachelor and master degree.

### 2.4.3 Training

Training – possible answers to tackle challenges and impacts

To tackle these challenges and impacts, training should be organised as follows:

- More practical – induction training should be reformed to accommodate more hands-on experience
- Include more soft skills training – negotiation, assertive communication, problem-solving or conflict resolution
- More focused on attitudes and values to foster rehabilitation and fairness regarding inmates treatment
- Renovate old buildings and build new facilities, using the latest technology and provide trainees with simulation training
- Increase training budgets
- Create training opportunities
- Prioritise Continuous Training and provide more refresher training opportunities
- Promote job attractiveness
- Partnerships with universities

#### Initial training

**Length:** The opinions were divided regarding initial training duration between one and two years.

**Balance between theory and practice:** Although there are some different opinions regarding the time allocated for theory and practice, most agree that there is a growing trend towards practical and experiential knowledge. Practical training makes the initial training more efficient, refines the theoretical part, consistently supports practice, and allows for better staff integration. Regarding the organisation between the two components, some defend an extended period of theory followed by a more extended period of practice but most stand for an alternate model between theory and practice.

## Mandatory themes

The table displays the mandatory training themes in some countries:

**Table 14 – Mandatory training themes in some countries**

<b>Mandatory Themes</b>
Executing of sentences act (law)
Legal subjects, crime and punishment,
Communication
Security
Rehabilitation
Environmental work
Professionalism
Ethics
Enforcement law
Prison administration
Communication and conflict management
Criminology and Law Enforcement Psychology:
Pedagogy and ethics
Sports and self-defence
Professional ethics, integrity dilemma training è cf. high discretionary power of PO's in practice.
Penological knowledge on the pains of detention
Basic rights of prisoners
Intercultural communication.
Legal protection of human rights
Criminal law
Criminal Procedural Law

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Applied information and communication technology
Professional communication in the foreign language - English
Physical training
Penitentiary system
Security of possession I
Security of possession II
Evidence of persons deprived of their liberty
Notions regarding the social reintegration of persons deprived of liberty
Communication in the penitentiary environment
Penitentiary psychology
Social responsibility, status and professional ethics
Knowledge of weapons and shooting instruction
Personal safety and professional intervention

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### **The need for Continuous Training**

Continuous training should be an ongoing process and is imperative to:

- Constant update
  - Central prison issues
  - Legislation
  - New crimes
  - Health issues
  - New technologies
  - The change of many systems to more direct supervision and “normalcy” concept
  - Staff adaptation
  - Interculturality
- Deal with the increasing complexity of the job
- Be Appropriate to the role

- Develop a commitment from the organisation - invest in staff training
- Establish Partnerships with other educational institutions
- Associate with professional development and appraisals procedures
  - A professional approach for a profession to increase standards and knowledge.
  - Support changes with appropriate training
  - An opportunity for individual staff members, in a non-threatening environment, to identify areas where they see training as supporting their performance
  - Participation in training is an indicator of the employee's commitment to the service

## Mandatory Continuous Training themes

The table depicts continuous training themes considered mandatory by the participants

**Table 15 – Mandatory continuous training themes (participants perspective)**

<b>Mandatory continuous training themes</b>
Prison policies and procedures
Self Defense
Firearms and non-lethal weapons (if the department uses them)
Hostage situations
Suicide Prevention
Safety (fire prevention, emergency procedures, environmental issues)
Verbal/written communications
Staff conduct (code of conduct, ethics)
General security procedures
Mental health first aid
Direct supervision techniques and procedures
Human rights standards
Diversity - ethnic, cultural, and religious
Team-building measures - for prison staff members
Communication skills.
Criminal Law
It depends somewhat on how long training lasts.

### **Training opportunities involving a mix of staff (grades and roles)**

Training opportunities involving different staff, considering both grades and roles, should be promoted since:

- Promotes mutual respect and understanding
- Avoids interpersonal barriers and promotes cooperation
- Promotes empathy and interdisciplinarity
- Valuable but professional roles should be clearly defined

### **2.4.4 Inter-agency and cross border cooperation**

Inter-agency and cross border cooperation should be promoted

- Promotes the development of domestic systems
- Fosters Openness to innovations
- Provides a Broader base of knowledge
- The increasing number of Inmates from all over the world
- Promotes Solidarity between agencies

### **2.4.5 Future Challenges**

The participants highlighted the following future challenges:

- Deradicalisation
- Deal with different ethnicities, religions and sexual orientation
- Everything that represents the procedure, action, development of adequate professional behaviour must be presented in a practical way

Section 3  
**Main Results**

04

## Section 3

# Main Results

Considering the results from the Country analysis, the DACUM workshops, the surveys and the inputs from the Advisory Board Meetings, and taking into account the CoE Guidelines regarding Recruitment, Selection, Education, Training and Professional Development of Prison and Probation Staff (2019), it is possible to conclude the following:

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**Status: Prison services are the responsibility of the public authorities and should be separate from the military, the police and the criminal investigation services, have a formally approved statement of the purpose of their work and their main tasks and duties, an allocated budget to fulfil their work in the best possible professional manner.**

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Despite country differences, POs carry out similar basic duties inherent to the characteristics of their job (Static and Procedural Security, Dynamic Security and Inmates' management, Administrative Procedures). As such, they display similar needs and concerns (IT skills and devices connected to security, surveillance and inmates' supervision, legal framework (firearms, prison context, security protocols, inmates' transfers, administrative procedures, searches, visits), how to handle difficult inmates (mental health, radicalisation, organised crime, addictions, elder) and cultural differences, how to motivate inmates towards rehabilitation and to pursue a different way of life within the law, communication skills (assertiveness, clearness, teamwork), conflict, stress and crisis management techniques, professionalism, integrity and ethics).

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**Mission: staff of prison services - significantly contribute to public safety through the safe, secure and humane management of suspects and offenders and the provision of opportunities for rehabilitation and reintegration. Their role and functions should be defined by law.**

---

There is a vast difference of opinion regarding most items within correctional orientation. On the one hand, POs believe in and support inmates' rehabilitation. But, on the other hand, they seem to be primarily concerned with their daily routines (focused on ensuring security) and not so much with inmates' rehabilitation. The high number of PO that chose the options concerning *keeping inmates under control, to teach them respect for authority, that prisons are too soft on the inmates* and that *more attention should be paid to the victims of the crimes instead of the offenders*, reflects this correctional posture. Since the key principles of CoE recommendations regarding the mission declare that prison services should contribute to public safety through the management of offenders and the provision of opportunities for rehabilitation, these two domains seem to be a little unbalanced in POs professional posture.

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**Staff:** should have adequate training for a sound understanding of their duties and the ethical requirements of their work, to fulfil their everyday tasks. The overall purpose of the services they belong to should function within the context of high professional ethics based on treating suspects and offenders humanely and with respect for their human dignity.

**Education and Training:** Prison services should have their induction and continuous education and training curricula, which correspond to the role and tasks of the different categories of their staff and the aim and purpose of their work, should have their training facilities. The provision of education and training should promote professional identity and develop the organisation's culture in line with the overall mission. It is advisable to evaluate training needs annually and regularly revise and update training plans aimed at workforce development and ensure responsiveness to the needs of prison services and secure a sufficient number of trainers and resources to be able to put it into practice

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Jurisdiction on PO training is aligned with the key principles of the CoE guidelines regarding the status of the prison services. All PO training jurisdiction belongs to the Government or a government agency in all countries under analysis. In most cases, an associated VET centre provides all the required training. The analysis by country shows many different features: academies, colleges, universities and more than one VET centre.

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### **Entry educational levels of staff**

- a) Basic grade prison staff in daily contact with detainees should have entry educational equivalent to Level 4 of the European Qualifications Framework (EQF)**
- 

The common minimum entry age is 18. The standard educational level is a complete secondary school or VET, EQF level 4, in line with the entry educational levels of staff of the CoE recommendations. However, the members of the PO21 Advisory Board referred to the ideal age to be from 20 to 25 years and level 4 as standard educational level.

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### **Criteria regarding recruitment and selection**

- a) There should be no discrimination in the selection and recruitment of staff on the grounds of gender, sexual orientation, race, colour, disability, language, religion, political or other opinions, national or social origin, association with a national minority, property, birth or another status.**
  - f) Recruitment processes may include an assessment of health and fitness to occupy the specified position.**
  - g) Recruitment processes may also include an assessment of other competencies necessary for the post (e.g. driving licence; computer skills, communication skills).**
  - h) To safeguard the professional integrity of staff, a background check should be executed as far as national law allows to ensure the safety and security of all within the organisation.**
-

Aligned with CoE recommendations regarding recruitment and selection, candidates must have good health conditions, no criminal record, and perform general knowledge tests.

Most countries are misaligned with CoE recommendations regarding recruitment and selection, which states that there should be no discrimination in selecting and recruiting the staff on the grounds of national origin. Except for three countries, nationality or citizenship still is a requirement. In terms of application, most countries have national contests, even if locally proposed.

Advisory Board Members (ABM) advise to the inclusion of the following additional requirements considered as special qualities:

- Mastery of the language of the country
- Proficiency in English
- Autonomy – ability to make independent decisions
- Teamwork – Good collaboration skills
- Open, inclusive, enterprising and flexible
- The ability for reflection and critical thinking
- Being familiar with the correctional Service's social mission
- Attitudes and values have to be in line with the values of the penal care system

## *Challenges and constraints*

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**Salaries and conditions of service should be commensurate with the staff's skills and responsibilities. The financial, employment conditions and working hours should be regulated by law and should permit the recruitment and retention of staff of good quality, allowing them to carry out their tasks effectively and humanely and to develop their awareness of the importance of their work for society. Provision should be made for support and supervision of staff to assist them in their role**

---

The current challenges regarding staff and inmates faced by the prison systems highlighted in the ABM meetings were:

- Prison overcrowding – the increasing number of inmates, which difficult the working conditions.
- Recruiting – Not enough candidates to fulfil the vacancies due to the lack of attractiveness of the PO job and the current employment market situation increases the working load.
- Shortage of staff due to high rates of absences for sick leaves (mainly overstress), high retirement levels, lack of career opportunities and training, and unfulfilled salary expectations.
- On the other hand, different types of inmates (ageing inmates, more demanding groups of prisoners more difficult to rehabilitate, more prisoners convicted for severe offences, and Radicalisation) make the job increasingly challenging.

The shortage of staff has serious consequences among inmates since there are not enough PO to provide assistance, counselling or support, also expressed in the very unbalanced ratio of PO/inmates. These consequences can be an increase of recidivism rates, Inmates 'Drug addiction, Isolation of inmates, since there are fewer rehabilitation activities, there is an increase of violence in the prison. Furthermore, the lack of professional experience can cause staff-inmate violence. The staff has to improvise and prioritise since it is impossible to face all requests, and work overload and more challenging work lead to frustration. Consequently, it is challenging to keep up with the mission under the current circumstances.

The current challenges concerning broader aspects were the following:

- Poor connection to society feeds the lack of knowledge from general society
- Poor relationship with other services (social, training, child protection)
- Outdated buildings and technology
- Budget reduction and insufficient to face all demands
- Constraining legislation regarding placement of inmates considering security levels
- Different laws encompass different views of the penal system and misunderstand the mission of corrections, and are not aware of the job's complexity.
- Training too theoretical

## Education and Training

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**The induction training curricula for newly recruited prison staff should be a balanced mixture of theory, practice and experiential knowledge, ensuring safety and security and the organisation of everyday life in prison while ensuring a treatment that does not infringe the human dignity of prisoners. The training should also focus on working within a context, which provides prisoners with meaningful educational and vocational activities and treatment programmes to facilitate their preparation for release and reintegration into society.**

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### Length

The initial training length is very different from country to country, although one year seems to be the average length. There are no particular guidelines concerning this matter. The experts considered a length between one and two years in the ABM meetings.

### Methods

Learning Methods are similar in both continuous and initial training and highly dependent on classroom-based sessions, which contradicts the CoE recommendations regarding point 7. Education and Training, 7.1, states that training should be a balanced mixture of theory, practice and experimental knowledge. ABM experts recommend an alternate model between theory and practice since practical training makes the initial training more efficient, refines the theoretical part, consistently supports practice, and allows for better staff integration.

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### **Validation of induction training and initial employment**

- a) There should be exit tests (written, oral and practical, depending on the subject) to assess and appoint the successful candidates. These tests should evidence the professional skills and knowledge acquired and applied in practice.**
- b) The successful candidates should receive a training certificate or a diploma, depending on the length and level of training and the acquired status (e.g. civil servant). Any licences attached to their post should be reviewed as necessary.**
- c) There should be a protected period of employment, e.g. with a tutorship and lower responsibilities beneficial both for the new staff members and the prison service itself.**
- d) Where the law allows, recruits shall be subject to a trial/probationary period of employment. Their competency and suitability to carry out the role are assessed before being confirmed in the post.**

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### **Trainees' Assessment**

Most countries use written, oral and practical exams as means of the final evaluation, although a few mention ongoing evaluation, written reports or works, interviews, group projects and no final exams or an assessment based on reaction and learning outcomes. Most countries align with CoE guidelines (point 9.1 a), stating that exit tests (written, oral, practical) should evidence the skills and knowledge acquired and their application in practice.

### **Exit EQF level**

The CoE guidelines do not specify an EQF level. However, it states that successful candidates should receive a training certificate or diploma, according to the length and level of training and any acquired status (point 9.1 b). The countries analysed show some disparity regarding this subject since it is possible to find exit EQF levels 4, 5 and 6 or no level, just a certificate.

### **Internship/Mentorship**

The CoE guidelines state that there should be a protected period of employment (tutorship or lower level of responsibilities) (point 9.1c), and recruits should be subject to a trial period of work to assess their competencies before confirmation in the post (point 9.1 d). Most countries (19) have an internship accompanied by a tutor during or after the training. Four countries have an alternate model that lasts three years. Only one country does not include a traineeship in training. Therefore, only this country is still misaligned with the CoE guidelines.

Education and training should include mandatory elements (matrix)

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**Education and training should also include, as far as the duration permits and depending on the specific tasks assigned to staff: the basics of social work, criminology and psychology; particular approaches such as pro-social modelling and work with specific groups: women, juveniles and foreign nationals; work with persons having committed different types of offending - violent extremism, sexual offending, domestic violence and economic and organised crime; coverage of key areas such as victim awareness; working in different types of facilities; contact with families; dealing with mental illnesses and effects of addictions and adverse childhood experiences; intercultural awareness; foreign language(s); conflict resolution techniques; risk assessment and first aid, team-building and human resources management.**

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### **Initial Training themes**

To a greater or lesser extent, the initial training themes in all 24 countries can be compared to the Education and training matrix prison service of the EU guidelines. The table below depicts the relationship between training themes by country, current and future needs, challenges, and the survey's and ABM meetings' inputs.

**Table 16 – Relationship between training themes by country, current and future needs, challenges and the inputs from the survey**

Training Themes	Country Reports*	DACUM workshops**			Survey**		ABM Meetings	
	Number of Countries	Current Needs	Future Needs	Challenges	Level of Inclusion	Importance given by PO	Training Themes	Challenge s/ Impacts
Practice in a legal context	21 (87%)	X			45,2%	67,4%	X	X
Safety and Use of Force	20 (83%)	X	X		30,7%	76,6%	X	
Psychological, Social Work and Criminological Approaches	19 (79%)				27,5%	66,5%	X	
Policies, Procedures, Rules and Regulations	18 (75%)	X	X	X	58,9%	87,2%	X	
Dynamic Security	14 (58%)	X	X	X	38,8%	84,4%	X	X

Training Themes	Country Reports*	DACUM workshops**			Survey**		ABM Meetings	
	Number of Countries	Current Needs	Future Needs	Challenges	Level of Inclusion	Importance given by PO	Training Themes	Challenge s/ Impacts
Mission of the Prison Service	14				66,3%	88,1%	X	X
Professional Ethics	14	X			43,1%	83,3%	X	
Static and Procedural Security	14	X	X	X	36,2%	75,9%	X	
Sentence Planning and Implementation	13 (54%)				14,0%	54,6%	X	
Human Rights in Context	12 (50%)	X			37,2%	64,7%	X	
Report Writing	12	X			23,2%	71,6%	X	
Mental Health, Intellectual Disabilities	10 (42%)	X	X	X	17,2%	67,4%	-	-

Training Themes	Country Reports*	DACUM workshops**			Survey**		ABM Meetings	
	Number of Countries	Current Needs	Future Needs	Challenges	Level of Inclusion	Importance given by PO	Training Themes	Challenge s/ Impacts
Use of IT	9 (37%)	X	X	X	6,2%	40,1%	-	-
Staff Support and Development	9	X	X	X	9,2%	76,4%	X	X
Communication	9	X					X	
Substance Misuse	X	X			9,4%	76,6%		X
Conflict Management	8 (33%)	X	X				X	
Risk Assessment	8				15,4%	61,2%	-	-
Crisis Management	7 (29%)	X					-	-
Gender Responsiveness	7				4,4%	46,3%	-	-

Training Themes	Country Reports*	DACUM workshops**			Survey**		ABM Meetings	
	Number of Countries	Current Needs	Future Needs	Challenges	Level of Inclusion	Importance given by PO	Training Themes	Challenge s/ Impacts
Confidentiality and Data Protection	7				24,5%	61,9%	-	-
Radicalisation	6 (25%)		X	X				X
Use of Social Media	5 (21%)				11,2%	48,6%	X	
Fire Prevention	5						-	-
Pedagogy	5						X	
Physical Training and Self-defence	5						X	
Working with Juvenile and Young Adults	5				16,5%	55,5%		

Training Themes	Country Reports*	DACUM workshops**			Survey**		ABM Meetings	
	Number of Countries	Current Needs	Future Needs	Challenges	Level of Inclusion	Importance given by PO	Training Themes	Challenge s/ Impacts
Anti-Discriminatory Practice	5		X		22,0%	60,3%	-	-
Suicide and Self-harm	5		X		22,9%	75,9%		
Interculturalism	4 (17%)		X				X	
Teamwork	4						-	-
Rehabilitation	3 (12%)		X				X	
Ageing/ Geriatrics	2 (8%)		X	X				X
English language	2						X	
Foreign Languages (not specified)	2			X	22,9%	75,9%		

Training Themes	Country Reports*	DACUM workshops**			Survey**		ABM Meetings	
	Number of Countries	Current Needs	Future Needs	Challenges	Level of Inclusion	Importance given by PO	Training Themes	Challenge s/ Impacts
Violent Inmates	2		X				X	
Child Protection	1 (4%)						-	-
Finance	1						-	-
Learning to learn	1						-	-
Responsivity factors connected to specific crimes/ different types of violence (sexual offence, IPV, VEO etc.)	1							X
Emotion and relational competences	1		X				X	
Inmates' disabilities	1				13,8%	56,2%	-	-

Training Themes	Country Reports*	DACUM workshops**			Survey**		ABM Meetings	
	Number of Countries	Current Needs	Future Needs	Challenges	Level of Inclusion	Importance given by PO	Training Themes	Challenge s/ Impacts
Leadership/ Hierarchy	1						-	-
Organised Crime			X				-	-
Integration of new staff			X	X				X
Pandemic Situation			X	X			-	-
Environmental Issues (Ecology)				X				

\* 24 countries || \*\* 3 countries || \*\*\* 436 responses from 4 countries

The results evidence the following: with the analysis of the training themes, their level of inclusion in initial training programs and the PO's perception, it is possible to conclude on the existence of a core set of themes. This set seems to be consensual regarding their inclusion in initial programmes and its integration in PO's tasks (current and future) and perceived importance. As for the rest, we found a mosaic of situations that present a less coherent picture between the guidelines, the basic themes in the initial programs and the perceptions and needs recognized by the PO's. In a more detailed way, we can summarise these sets as follows.

The more consensual group integrates four of the 23 themes. Over 75% of the initial training already includes the following themes:

- Practice in a legal context
- Safety and Use of Force
- Psychological, Social Work and Criminological Approaches
- Policies, Procedures, Rules and Regulations

However, POs don't fully recognise this integration (between 27,5% and 58,9%), although 2/3 recognized them as important or very important. The main challenge remains the theme of policies, procedures, rules, and regulations in ABM meetings. In the DACUMs, Psychological, Social Work and Criminological Approaches are not mentioned as a need or challenge faced or perceived.

Considering around 50% of the countries analysed (42 – 54%), we found another set of themes that are already considered in initial training:

- Dynamic Security
- Mission of the Prison Service
- Professional Ethics
- Static and Procedural Security

- Sentence Planning and Implementation
- Human Rights in Context
- Report Writing
- Mental Health, Intellectual Disabilities.

Although all these themes are considered important or very important (54 – 88.1), Mission of the Prison Service and Sentence Planning and Implementation are not considered in the DACUM in any way, and only Mental Health, Intellectual Disabilities and Static and Procedural Security remain a current and future training need and a challenge faced, and the rest are seen only as current needs. However, in ABM meetings, Dynamic Security and the Mission of the prison service were considered challenges.

When reviewing the themes that are considered in less than half of the countries, between 25% and 37%, an even more heterogeneous situation is found.

- Use of IT
- Communication
- Conflict Management
- Risk Assessment
- Staff Support and Development
- Substance Misuse
- Crisis Management
- Gender Responsiveness
- Radicalisation

Some themes (Use of IT, Staff Support and Development) are important to POs and are considered current and future needs and challenges by the ABM experts. However, although considered important or very important, risk assessment, substance misuse, and gender responsiveness are neither a current nor future need nor a challenge perceived, although substance misuse was highlighted as impacting prison daily work in ABM meetings. The other themes have mixed situations, perceived as current or future need, or even a challenge, but are not considered important.

The remaining themes can be sorted between those already considered in some countries (4% - 21%) and those still not considered. In the first group, we find:

- Confidentiality and Data Protection
- Use of social media
- Fire Prevention
- Pedagogy
- Physical Training
- Working with Juvenile and Young Adults
- Anti-Discriminatory Practice
- Suicide and Self-harm
- Interculturalism
- Teamwork

Most of them are not seen as current or future needs, although they are considered important or very important. Fire prevention, teamwork, pedagogy and physical training are excluded from the PO's perceptions of importance and Interculturalism is considered as a future need and an important training theme by the ABM experts.

In the second group, we can find themes that are not considered important by the PO's, although they appear as future needs or/and challenges. The exception is the English language, which is never considered.

- Ageing/Geriatrics
- Rehabilitation
- English language
- Foreign Languages (not specified)
- Violent Inmates

We can also find themes included only in one country that are not referred to in any other source, although responsivity factors were mentioned on ABM meetings as an impact on daily work. The exception is Emotional and Relational competencies, which was considered a current need.

- Child Protection
- Finance
- Learning to learn
- Prevention of domestic violence
- Responsivity factors connected to specific crimes/different types of violence (sexual offence, IPV, VEO etc.)
- Leadership/Hierarchy
- Inmates 'disabilities
- Emotion and relational competences

Finally, some themes are not present in any country's initial training programme but are valued by the POs (either in the DACUM or the Survey) and are also mentioned in ABM meetings (integration of new staff and environmental issues).

- Organised Crime
- Integration of new staff
- Pandemic Situation
- Environmental Issues (Ecology)

It is worth noticing that Inmates' disabilities are considered important or very important in the survey but are not mentioned in the DACUM, and the rest of the themes are present only in the DACUM and some in ABM meetings. Additionally, ABM members focused on some elements that should be reformed in order to tackle the challenges and impacts on work:

- More practical - induction training should be reformed to accommodate more hands-on experience
- Include more soft skills training - negotiation, assertive communication, problem-solving or conflict resolution
- More focused on attitudes and values to foster rehabilitation and fairness regarding inmates treatment
- Renovate old buildings and build new facilities, using the latest technology and provide trainees with simulation training
- Increase training budgets
- Create training opportunities
- Prioritise Continuous Training and provide more refresher training opportunities
- Promote job attractiveness
- Partnerships with universities

## *Continuous training*

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### Continuous training

- a) Continuous training should be provided to all staff and include refresher courses on different priority topics and/or additional training on newly emerging topics.**
  - b) The frequency of Continuous training should be sufficient to enable the regular training of all staff (e.g. through a rolling programme on an annual cycle).**
  - c) Prison authorities should specify which continuous training is mandatory.**
  - d) Participation in training should be considered in professional development and appraisal procedures.**
  - e) Training opportunities involving a mix of staff grades and roles should be encouraged to enhance collaboration and mutual understanding of their respective tasks and duties.**
  - f) Training opportunities encouraging inter-agency and cross border cooperation should be promoted.**
- 

Continuous training displays very different features by country regarding contents, length and obligatoriness, which contradicts the CoE recommendations, point 8.1 a) and point 8.1 b). Also, contrary to 8.1 c), prison authorities should specify which training is mandatory.

Higher ranks need to attend continuous training for specified jobs in some cases. Most countries do not have information regarding this subject. However, according to point 8.1 d), it should be defined that participation in training should be accounted for professional development and appraisal procedures.

The most considered priorities involve POs well-being and professional development and the relationship between inmates and PO's. The chosen competencies and skills were mainly focused on the same subjects.

Additionally, ABM experts believe that continuous training should be an ongoing process and is imperative to provide constant updates on Central prison issues. Legislation, New crimes, Health issues, New technologies, the change of many systems to more direct supervision and “normalcy” concept, Staff adaptation, Interculturality. On the other hand, continuous training allows PO to deal with the increasing complexity of the job. Furthermore, the prison systems should invest in staff training, establish partnerships with other educational institutions, associate it with professional development and appraisals procedures. It should be considered as a professional approach for a profession to increase standards and knowledge, support changes with appropriate training should provide an opportunity for individual staff members, in a non-threatening environment, to identify areas where they see training as supporting their performance and participation in training should be considered an indicator of the employee’s commitment to the service.

## *Cross border and inter-agency cooperation*

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### Continuous training

Where appropriate, there should be opportunities for joint prison and probation staff training and for training with staff from other criminal justice agencies in order to encourage inter-agency and inter-disciplinary work. Such cooperation will promote the common goals of the respective services, i.e. to promote public safety, rehabilitation and reintegration. Opportunities should be offered to probation staff to learn about the nature of prison work and prison staff should be offered similar opportunities to learn about probation work.

Provision should be included for joint-training with other agencies where appropriate.

Recognising the importance of learning from other disciplines and jurisdictions, inter-agency and cross border cooperation in this area should be facilitated.

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Regarding point 8.1 f), the promotion of training opportunities that encourage inter-agency and cross border cooperation is absent in all countries, except for Hungary and Switzerland, but as an initial training feature.

Also, it is not specified in any country whether or not the training opportunities involve a mix of staff grades and roles to foster collaboration and mutual understanding by each respective duty and task. However, this is highlighted on ABM meetings as a practice that should be fostered.

From the ABM meetings, it is possible to conclude that joint training opportunities involving different grades of staff are advisable. This cooperation promotes mutual respect, understanding, cooperation, empathy and interdisciplinarity and avoids interpersonal barriers and promotes cooperation. On the other hand, Inter-agency and cross-border cooperation should be fostered. They encourage the development of domestic systems and solidarity between agencies, foster openness to innovations, provide a wider knowledge base, and are necessary considering the increasing number of inmates worldwide.

Section 4  
**Conclusions and  
Recommendations**

**05**

## Section 4

# Conclusions and Recommendations

Considering the results of the country analysis, the DACUM workshops, the survey, the Advisory Board Members contributions and the CoE guidelines, the project partners recommend the following:

### *Mission*

When reviewing the results of the correctional orientation, it is possible to see that its articulation with the prison mission is not balanced. The correctional orientation toward the prison mission is essential to promoting the desired professional posture.

**#1** Prison Officers' training should be strengthened with modules that would cover essential topics such as the "mission of the prison administration", "minimum standards on inmates' treatment" (the European penitentiary rules, the European Charter of Human Rights, the Nelson Mandela Rules, the Bangkok Rules, etc.), "evidence-based rehabilitation approaches" (what works in prison rehabilitation), "motivational strategies", and "dynamic security".

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## ***Entry educational levels of staff and requirements regarding recruitment and selection***

Most requirements are already taken into consideration when recruiting and selecting future PO. However, nationality and citizenship are still obstacles to potential professional mobility.

**#2** Confirming common practice among the EU Member States, EQF level 4 (or a nationally recognised apprenticeship or vocational equivalent) is recommended as a minimum requirement for the recruitment of European Prison Officers.

**#3** It would be advisable that PO's recruitment requirements include basic knowledge of a foreign language, enabling professional mobility and cooperation among the EU Member States.

**#4** Nationality requirements should be revised or removed to foster professional mobility among the EU Member States (e.g., Germany et al.).

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## ***Education and Training (Features)***

### Length

The length and time distribution of initial training varies significantly among countries. However, international recognition of the Professional competence that promotes professional mobility requires a significant level of homogeneity in the training programs.

**#5** Initial training length for each mandatory subject should be presented in terms of the number of hours required to achieve the requirements of the PO professional profile (not in weeks or months of training).

**#6** The curriculum time distribution should be flexible and allow different organisation patterns to respond to country-specific needs and contexts (e.g., shorter initial training combined with on-the-job and compulsory continuous training modules instead of long-term academy training and vice-versa).

## Organisation

Training organisations must allow different learning paths to promote the desired flexibility.

**#7** A modular organisation for each training course is recommended (according to the Council of Europe guidelines). Each training module should include its learning outcomes to clarify the expected results, allow the recognition of competencies acquired, and foster mobility between member-states.

**#8** Given the diversity of countries and respective laws and practices, core modules should consider both a harmonised European structure and national specific modules (legislation/ regulations), allowing the recognition of training by the other Member States, fostering European mobility, while allowing the respect for national diversity.

**#9** An alternate training model (theory-practice-theory-practice) should be introduced or reinforced.

**#10** Training delivery should take advantage of the existing learning methods and technologies (online and face-to-face, interactive learning, e-learning and blended learning, virtual reality, and augmented reality).

**#11** The training should follow the guidelines of the Council recommendation 2020/c 417/01 on vocational education and training (VET) for sustainable competitiveness, social fairness, and resilience<sup>24</sup>.

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<sup>24</sup> <https://op.europa.eu/en/publication-detail/-/publication/08b9af27-3465-11eb-b27b-01aa75ed71a1/language-en>

## Training topics

Although it was possible to find a core of topics already considered in most countries, broader consensual core topics are needed to respond to POs and professional mobility needs.

**#12** The inclusion of training “modules for specific prison populations” (women, juveniles, men, elders, mentally disabled, other nationalities) and “interculturalism” is advisable.

**#13** Considering country differences regarding the level of inclusion of relevant training topics, training modules on topics such as “radicalisation prevention in prisons”, “ageing in prisons”, “mental health”, “use and impact of security technologies and Information and communication technologies (ICT) in prisons” (inmate and officer’s ICT tools), among other relevant and emerging topics should be available.

**#14** Modules on “ICT” and “sustainability” with a general overview of these subjects and prison-specific are advisable.

**#15** Training modules on “foreign languages” (e.g., English) as a second working language to help communicate with foreign inmates, increase POs mobility and communication with colleagues in other countries are recommended.

**#16** Initial training must include a strong component of “human rights”, “gender responsiveness”, and “anti-discriminatory practices”.

**#17** Given the nature of the profession, a mandatory specific module concerning POs “well-being” and “personal and development” is advisable.

**#18** Topics such as the “practice in a legal context”, “safety and use of force”, “psychological, social work and criminological approaches and policies”, “procedures”, and “rules and regulations” are sufficiently covered in the PO’s

initial training throughout Europe. However, topics such as “the mission of the prison service”, “dynamic security”, “professional ethics”, “static and procedural security”, “sentence planning and implementation”, “substance misuse”, “risk and needs assessment”, “conflict and crisis management”, “dealing with violent inmates” and “organised crime in prisons”, should be emphasised with a strong practical component.

**#19** Topics such as “communication”, emotional”, and “relational competencies” should be promoted transversally.

### Training methods

There are various training methods in the initial and continuous training, although highly dependent on classroom-based sessions.

**#20** Promote methods that foster transversal competence development in significant ways, such as digital competencies, teamwork, communication, interpersonal relationships, and Emotional management competencies

.

**#21** Promote the use and explore the potential of distance and blended learning and the use of virtual reality scenarios and augmented reality on initial and continuous training, when appropriate.

### Trainees Assessment

Trainees’ assessment is transversally considered, and traditional evaluation methods are dominant.

**#22** Regarding initial training assessment, it is advisable to be more practical and less theoretical, based on practical skills embedded in the theoretical knowledge acquired.

**#23** Training results should be expressed in learning outcomes to clarify the expected results and to foster mobility between Member-States.

## EQF Level

Exit training levels are not always considered.

**#24** It is advisable to assign an EQF level at the end of the initial training. Considering the average entering level 4, a standard EQF level 5 should be observed.

## Trainers/Tutors

As important as the training organisation and curriculum is the key staff involved.

**#25** Given its importance in reinforcing the organisational values and culture, reinforcing positive behaviours, and minimising potential conflicts on the integration of recruits, on-the-job mentorship/tutoring/coaching of new prison officers should be considered.

**#26** on-the-job mentors, tutors, coaches, or field training officers should be specifically trained to perform this task and be periodically evaluated.

**#27** On-the-job mentors, tutors, coaches, or field training officers should be recognised as such, being this task formally recognised as part of their professional profile.

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## ***Continuous Training***

### Training Assessment

Monitoring and evaluation of the training is a crucial element.

**#28** PO's initial training courses evaluation should consider a holistic approach (including curricula, training methods and trainers' evaluation) and be audited by an independent body. It should also be evaluated on a long-term basis to determine the training impact on the effectiveness and performance of the POs.

The PO's professional training considers a path between initial and continuous training. Although the last is less regulated, it seems to present a vital role in PO's career and performance and can be a decisive motivational factor.

**#29** Continuous training should consider specialisation according to the type of prison/characteristics of the prison population.

**#30** Continuous training should be mandatory concerning recycling courses ("legal framework", "minimum standards on the treatment of inmates", "ICT", "dynamic security", "staff well-being and development", "inmates' affairs") and trainers training.

**#31** Continuous training should be related to and considered an essential element of career development and promotions.

**#32** PO's continuous training modules and competencies should be recognised as part of the respective National Catalogue for Qualifications or National Qualifications System.

**#33** Initial and continuous training should relate to a training and learning path that should allow POs to pursue education and training to EQF levels 6 and 7.

**#34** Specific topics such as "safety and use of force", "staff support and development", and "mission of the prison service" should always be considered as continuous training topics.

**#35** The prison services should periodically assess PO's needs and attend to them through continuous training.

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### ***Other relevant recommendations***

Apart from training, some challenges deserve attention, namely career support, mental health promotion among PO, promote activeness in the career. In this sense, some recommendations emerge from the work presented in this report.

**#36** Career counselling should be available.

**#37** Attending to the growing responsibilities and the workload of PO, the creation of specific profiles/specialisations should be analysed.

**#38** National and international evidence-based practices and research should be constantly observed and feed training programmes.

**#39** Inter-agency and cross border cooperation in training and sharing experiences should be fostered.

**#40** Initial and continuous training should embed an ethical code that regulates all prison service areas and aligns with the respect for human rights.

**#41** Given the difficulty of attracting and retaining POs, prison administrations should develop professional marketing campaigns to attract candidates (e.g., UK, France, Switzerland, Norway, and Denmark).

**#42** Complementarily to financial incentives, other incentives should be sought to motivate PO to remain in the job whenever possible.

**#43** Psychological support should be available for all PO to prevent burnout situations.

Section 5  
**Annexes**

006

# Section 5

## Annexes

### 1. EU countries report

Table 17 - PO Recruitment

Austria			
Jurisdiction			
Correctional Services Academy, "Prison Guard School" (basic training), "Center for Further Education", (continuous and in-service specialisation training The Austrian Ministry of Justice)			
Profile Requirements			
Age	Education	Tests	National
18	Complete VET or Secondary education Level 4/5	Health Aptitude test medical fitness and multiple-choice test (regarding writing, arithmetic, general knowledge); a mental fitness test under physical strain; psychological tests	Citizenship
Recruitment			
Interview			

## Belgium

### Jurisdiction

The Directorate-General for Penitentiary Establishments  
Three training centres provide initial and continuous training, in Marneffe (Centre de Formation du Personnel Pénitentiaire - CFPP), Bruges and Merksplas (Opleidingscentra voor Penitentiair Personeel - OCPP)

### Profile Requirements

Age	Education	Tests	Recruitment
18-65	Secondary education diploma or a successful exam of verification of competences EQF 4	<p>Electronic test - assess the fulfilment of general competences regarding the post questions concerning "correspondences, conflict resolution, teamwork, professional orientation, trustworthiness, capacity to develop, the capacity to analyse, to observe, to communicate in a written form"</p> <p>Medical examination to ensure the physical capacity and aptitude towards the service. The selection consists of two parts: The first part is performed on a computer. On the one hand, this test measures the competence "to observe". On the other hand, there is a situation assessment test. This assessment test measures the competences "to solve problems", "show respect", "show reliability", "analyse information" and "achieve objectives"</p> <p>Successful candidates continue with the second test. This part is an interview with a written assignment</p>	4 stages: minimum requirements for application, tests; interview before a jury contest

## Bulgaria

### Jurisdiction

General Directorate Execution of Sentences is responsible for providing the training for prison officers and the remainder staff  
Education Centre of GDES-Pleven.

### Profile Requirements

Age	Education	Recruitment
Missing	Secondary education	National tender

## Croatia

### Jurisdiction

Prison System Directorate  
Training Centre for Prison Staff

### Profile Requirements

Age	Education	Tests
18-30	Secondary education Level 4	Good health conditions No criminal records

## CZ Rep

### Jurisdiction

Prison Service of the Czech Republic  
Czech's Prison Service Academy

### Profile Requirements

Age	Education	Tests
18	Secondary degree Level 4	Several types of exams, namely physical, psychological/personality overall good state of health

## Denmark

### Jurisdiction

Department of Prisons and Probation  
Training Centre of Probation and Prison Service

### Profile Requirements

Age	Education	Tests	National
21	Vocational training or other comparable education, or a General Certificate of Secondary Education or a Certificate of Competences from the Danish VUC level 4/5	No criminal record 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,	EU citizen or from Norway, Island or Liechtenstein

### Recruitment

Contest

## Estonia

### Jurisdiction

Department of Prisons  
College of Justice of the Estonian Academy of Security Sciences

### Profile Requirements

Education	Tests	National	Recruitment
Secondary education, Level 4	No criminal record Proficiency in Russian is preferred proficient in Estonian C1 level, enjoy full active legal capacity or have been appointed through an official Act to a position of prison officer	Estonian citizen	Self proposal

## Finland

### Jurisdiction

1 Training institute, the Training Institute for Prison and Probation Services, (induction and in-service education for prison and probation services staff); cooperation with Laurea University of Applied Sciences in organising the bachelor's degree programme in prison and probation services

### Profile Requirements

Age	Education	Tests	Recruitment
18	General or vocational upper secondary education Level 4/5	Suitability (psychological and physical).	The admission process lasts for one month—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

## Denmark

### Jurisdiction

Department of Prisons and Probation  
Training Centre of Probation and Prison Service

### Profile Requirements

Age	Education	Tests	National
21	Vocational training or other comparable education, or a General Certificate of Secondary Education or a Certificate of Competences from the Danish VUC level 4/5	No criminal record 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,	EU citizen or from Norway, Island or Liechtenstein

### Recruitment

Contest

## France

### Jurisdiction

Central Prison Administration  
initial training is provided by the National Prison Administration Academy  
local training centres located in prisons, with no involvement from the ENAP  
in-service training is of the joint responsibility between ENAP and regional directorates

### Profile Requirements

Age	Education	Tests	National
18-45	Certificate of General Education	Competitive examination tailored to each specific grade. A physical test comprising a sprint, a middle-distance race and a shot put test A 20 minute oral examination A multiple-choice questionnaire (history, geography, current events) A logical thinking questionnaire (analysis, observation, deduction, reasoning skills) A written report from documents (on an event related to the position of a prison officer; it aims to show the candidate can report to his/her hierarchy) Clean criminal record; Personality interview on the candidate's skills to work as a prison officer and his/her motivations OR an interview (minimum of 3 years of professional experience in the field of security)	French Nationality

### Recruitment

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

## Germany

### Jurisdiction

Each state issues their respective regulation towards the management of the prison and probation systems

Departments of Corrections and Academies for Prison Officers

Bremen – the School of Administration of the Free Hanseatic City of Bremen (“Verwaltungsschule der Freien Hansestadt Bremen”),

### Profile Requirements

Age	Education	Tests
(all German Federal states – from at least 18; 20-23; 35-40, generally considered the maximum ages for applicants)	Secondary modern school (“Hauptschule”) diploma, corresponding to 9 school years, + additional professional education diploma OR a junior high school (“Realschule”) diploma, corresponding to 10 school years.	Physical fitness The eligibility is based on the comparable police regulation (PDV 300) regarding body height, BMI, vision and hearing capabilities, pre-existing medical conditions, personal capacities: communication and conflict abilities, self-confidence, teamwork, empathy, reflectivity, loading capacity, mental balance, good general education, preparedness to work shifts

National	Recruitment
<p>German nationals may apply in some German Federal States; many others also accept applications from EU nationals</p>	<p>The different German Federal States follow different methods for the selection of trainees, ranging from centralised applications and personal selection at the Academies or the Departments of Corrections, which is the most frequent method, to decentralised approaches at the particular prison facilities, to a mixed-method</p> <p>The applicants - several tests: German language written essay; intelligence test (regarding the applicant's general education, retentiveness, reasoning, speech comprehension); vocational aptitude test; personal interview before a selection committee (composed by the warden, administrative director, and a psychologist); group assessment methods (group discussion, role-play activities); tour of the prison facility, which entail the observation of the behaviour of the candidates; internship; testing of physical abilities.</p> <p>While this format we describe is fairly shared amongst German Federal States, specific tests may differ from Länder to Länder.</p>

## Hungary

### Jurisdiction

Hungarian Prison Service (*Büntetés-vegrehajtási Szervezet*, strongly linked to the Education, Training and Rehabilitation Centre of the Prison Service - provides basic and higher education, training, recreation, examination, and rehabilitation to prison officer trainees

### Profile Requirements

Education	Tests
Secondary school diploma Level 4	Before acceptance background check carried out by the National Protective Service after a detailed medical check; physical tests (5 different tests measuring physical strength, stamina, and general fitness); a psychological test; a police certificate of conduct.

### Recruitment

#### Contest

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

## Ireland

### Jurisdiction

Irish Prison System and Irish Prison Service College - two training centres in the country and provides both induction and in-service training

### Profile Requirements

Age	Education	Tests
18-58	Second-level education or, alternatively, a recognised relevant qualification (minimum level 5).	Assessment online questionnaire; online and/or paper-based assessment test(s); role-plays; interview(s); physical competence test; medical examination; and security clearance. Other criteria: Competencies: 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.

### Recruitment

Contest

## Italy

### Jurisdiction

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Department of Prison Administration  
Directorate-General of Training - uniformity of the staff training processes (prison and probation staff). Divided in several offices with different responsibilities, Offices II and III being responsible for the induction and in-service training provision

### Profile Requirements

Education	Tests
Junior high school diploma Level 4	Evaluation of general knowledge and physical fitness tests

### Recruitment

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Drafting of the Announcement of public competition; reception and processing of applications; appointment of the Examining Board, organisation and carrying out of exams; ranking drafting, actual introduction to the position  
Public Contest

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## Lithuania

### Jurisdiction

Prison Department (Kalejimu Departamentas) 1 professional training centre for penitentiary officers, the Training Centre of the Prison Department, which works under the Ministry of Justice.

### Profile Requirements

Age	Education	Tests
Over 18 years old	Secondary education diploma. Level 4	Knowledge of the Lithuanian language; Good reputation; Good physical and physical status; entrance examination assesses rational thinking, text perception, and skills testing to evaluate practical situations
National		Recruitment
Lithuanian citizenship		Contest

## Norway

### Jurisdiction

University College of Norwegian Correctional Service (KRUS)

### Profile Requirements

Age	Education	Tests
20 or older when starting training - There is no upper limit because of discrimination Laws	Entry level for University	Physical tests Interview English Language

## Poland

### Jurisdiction

Central Board of Prison Service  
Academy of Justice - provides both induction and in-service training t

### Profile Requirements

Age	Education	Tests
No minimum age of trainees - no maximum age of trainees	Secondary school diploma Level 4	No criminal records, several interviews, medical examinations, and fitness tests Psychology, personality Additionally: obtaining information about the candidate in criminal and criminal records and conducting one or several interviews. Fitness test: power (jump) - long jump from the place; strength - throwing a medical ball 2 kg forward; flexibility - the torso-to-head (standing posture); agility - zigzag run in a rectangle of 3 × 5 m; speed: 10 × 10 pendulum run - men, 6 × 10 pendulum run - women

### Recruitment

Contest

## Portugal

### Jurisdiction

National Criminal Justice System and a public VET provider (through its own Penitentiary Training centre), the Portuguese Prison and Probation Services The DGRSP Training Division (TD) is a service dependent of the Human Resources Department

### Profile Requirements

Age	Education	Tests
21 Years old	Have high school education completed (at least) Level 4	No criminal record. Candidates undertake several tests and evaluations to enter the Prison Officers Initial Training Course, namely: physical and theoretical knowledge tests, medical examinations and Psychological assessments
National		Recruitment
Portuguese nationality		Contest

## Romania

### Jurisdiction

National Administration of Penitentiaries under Minister of Justice.  
 National Administration of Penitentiaries is tasked with coordinating the following entities:  
 National School for Training the Agents at Târgu Ocna; Centre for Staff Training at Rodbav, Braşov County;  
 Centre for Staff Training at Amara, Ialomiţa County; Centre for Staff Professional Training at Arad, Arad County; Centre for Staff Professional Training at Chilia, Chilia Veche, Tulcea County; Base for Supply, Administration and Repairs; Flamingo Complex, Eforie Sud, Constanta County; Sovata Complex, Mureş County.  
 The training needs are established yearly and approved by general director. Based on the approved training needs all units are establishing their plan of training which is also discussed with the Trade Unions

### Profile Requirements

Age	Education	Tests
Minimum 18 years old under 35 years old.	Conditions of studies (high school diploma) and seniority provided by law	Total exercise capacity and medically and psychologically fit for performing the function no criminal record or not being prosecuted or have been prosecuted for committing crimes. Fulfilling the specific conditions of the job. Not having terminated their service relations with a public office, for disciplinary reasons, during the last five years. Present appropriate behaviour corresponding to the principles that govern the profession of prison police. Not having been an agent or collaborator of the security organs nor of any information service; Presentation of the security credential for the functions involving working with classified information after promoting the competition Stress resistance; Ability to cooperate with others Working skills with people; Self-control; Versatility / Flexibility; High responsibility; Attention to details; Integrity; Emotion control; Ability to react quickly and distribute attention appropriately. High spatial and mental awareness skills Distributive attention; Rapid reaction capacity, orientation in space and perceptiveness; Ability to sustain prolonged physical effort, visual and distance visual acuity, auditory acuity for locating sound; Active listening, communication, learning and coordination and organization, Negotiation, problem-solving and decision-making competencies

National	Recruitment
Be a Romanian national and live in Romania;	<p>Organised according to different criteria:            By graduating from a school for officers or Agents.            Besides the prison school, some other schools belonging to the Ministry of Defence are training staff for prison service.            The school for officers, organised in cooperation with the Police Academy, Military Academy and Military Medical Institute, lasts three years.            By passing a contest organised at the unit level or national level. Through transfer from other law enforcement agencies.</p>

## Slovakia

### Jurisdiction

Corps of Prison and Court Guard (Zbor väzenskej a justičnej stráže) - one training centre for prison officers, the General Directorate of the Corps of Prison and Court Guard - Basic Professional Training (BPT) - induction training -, and Specialised Professional Training (SPT) - in-service training.

## Profile Requirements

Age	Education	Tests
21 years old - - No limit	Secondary school diploma Level 4	Good health condition (which is approved by doctors), have no criminal record, and have integrity

## Slovenia

### Jurisdiction

Slovenian Prison Administration, (induction and in-service "training of prison workers in accordance with the needs of enforcing penal sanctions)

### Profile Requirements

Education	Tests	National	Recruitment
Secondary school diploma; Level 4	Fluency in Slovenian language; 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	Slovenian citizenship	Course

## Spain

### Jurisdiction

General Directorate of Prison Administration

### Profile Requirements

Age	Education	Tests
At least 16 years old or not surpass the age of retirement	Secondary education Level 4	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) functional capacity for carrying out their functions; Not have been expelled from the service due to a disciplinary act Practical exercises, only for safety guards inside prisons; Level C of Catalan and enough knowledge of Spanish
	National	Recruitment
	Spanish or EU nationality;	Officers are able to express their preferences regarding the category they wish to join

## Sweden

### Jurisdiction

Swedish Prison and Probation Administration (Kriminalvårdsstyrelsen)  
6 training centres for prison officers

### Profile Requirements

#### Education

Secondary school diploma, university degree in relevant subjects (Behavioural Sciences, Law, Sociology) is of good merit level 4

#### Tests

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

### Recruitment

Drafting of the Announcement of public competition; reception and processing of applications; appointment of the Examining Board, organisation and carrying out of exams; ranking drafting, actual introduction to the position  
Public Contest

## Switzerland

### Jurisdiction

Section for the Execution of Sentences and Measures - one training centre, the Swiss Prison Staff Training Centre (SPST) -standard induction training for all prison officers, in-service training for all the organisational staff

### Profile Requirements

#### Tests

Strong reflection capacity,  
maturity; aptitude to correctly assess complex and challenging situations

## The Netherlands

### Jurisdiction

National Agency of Correctional Institutions (NACI). - 1 training centre for prison officers, Educational Institute of the Custodial Institutions Agency  
National Training Institute for Countering Radicalisation (specialised trainers to prepare professionals in preventing and tackling radicalisation and extremism)

### Profile Requirements

Age	Education	Tests
At least 18 years old;	Secondary school Level 4	Drivers licence type B; no criminal record;

### Recruitment

Assessment of the individuals' resilience and ability to endure stress and high-pressure situations

**Table 18 - Initial Training Features**

<b>Austria</b>
<b>Duration</b>
52 weeks. in-service training, initial/basic training Aspirants must take on 30 weeks of training in the classroom
<b>Learning Methods</b>
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. iterative learning – Hospitations Classroom - 30 weeks (uniformed staff), 3 weeks (civilian staff with university degree) Practical work - 22 weeks (uniformed staff), 4 weeks (civilian staff with university degree)
<b>Assessment</b>
Written final exam, according to a practical example from prison a final written report must be sent to the prison management oral exam is also foreseen, covering legal knowledge, including human rights, social skills and conflict management, security in prisons, basic economic knowledge in prisons Uniformed: Written exam: According to a practical example from prison, the concrete further steps, the legal implications, possible consequences must be presented and a final written report to the prison management. Oral exam: Legal knowledge incl. human rights, social skills and conflict management, security in prisons, basic economic knowledge in prisons Civilian staff: no final exam for civilian staff with a university degree in the basic training
<b>EQF</b>
Certified and accredited, although it is not yet considered in the EQF

## Belgium

### Duration

50 days of training  
9,5 months practical prison work

### Learning Methods

Alternate theoretical and practical training, guided by their respective mentor/trainer, who works in collaboration between the training centre and the prison. The trainee is expected to carry a notebook for the whole duration of the traineeship, containing all the information gathered during the induction training period.

### Assessment

After the induction training period is over, continuous evaluation and formal reporting on a trimestral basis are also foreseen. In this context, Belgian prison officers go through an interview process, the first of which taking place still at the training centre and the four others at the prison to which the officer was assigned.

Theoretical and practical exams are also foreseen for each of the disciplines undertaken, which take on an indicative role for the posterior nomination. In effect, only the federal commission enjoys sufficient powers to take decisions regarding the nomination of new prison officers, based on the results of the exams

A test to judge if the knowledge in the different themes is acquired; performed on a computer

Exam on the technical skills of the profession

“Integrated” test with a practical simulation of daily life in prison. There is interaction with a prisoner (actor) in which the communication skills, the knowledge of the regulations and the technical skills have to be used. There is a debriefing with the jury. The jury also takes an oral exam about the mission and about ethical issues. Oral, Written, Practical

### EQF

Level 4

## Bulgaria

### Duration

Theoretical preparation lasts for 8 weeks  
45 days of practical training

## Croatia

### Duration

18 weeks

Uniformed staff - 18 weeks, Civilian staff - 1 week & 3 months probationary period  
Practice

Uniformed staff - up to 3 months prior Basic training and 2 weeks during Basic training

### Learning Methods

Theoretical and practical initiatives and components, as well as including mentorship.

classroom-based and a mentor accompanies the trainee and supports the application of skills and competences developed during the course 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.

### Assessment

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

### Training Evaluation

Programmes are critically assessed through evaluation questionnaires immediately after the programme is implemented, trainees express their views towards the quality of lecturers, content of the lecture and usefulness of the programme for their practical work 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 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

## CZ rep

### Duration

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Initial course type A, lasting for 13 weeks  
13 weeks for uniformed staff and 7 weeks for civilian staff (treatment professionals with university degree)  
Classroom - 13 weeks (uniformed staff ) 7 weeks (civilian staff)  
Practice 3 years (uniformed staff - probationary period)

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### Learning Methods

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Theoretical and practical methods  
multidisciplinary approach  
Prison officers must work for 3 years and be re-evaluated to make sure they're suited to work in the prison

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### Assessment

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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  
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 other  
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

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### EQF

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F5 - Uniformed staff/required EQF for civilian staff is 6 - additional professional skills during basic training

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## Denmark

### Duration

3 years

### Learning Methods

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

During these three years, the education alternates between a period of time at the Training Centre of Probation and Prison Service in Birkerød where the students attend classes of theory and training and a period of apprenticeship at a prison, where the students take part of the daily working routines as correctional officers. The first year the students spend the initial 2½ months at the Training Centre, and the remaining 9½ months as apprentices at a prison including four weeks of introduction and job training. The second year the students spend the first 2 months at the Training Centre and then 10 months as apprentices in a prison. The third and last year the students spend the first 3 months at the Training centre and the remaining 9 months as apprentices in a prison. During these three years the students are hired as officers and included in the rating with the guarantee of employment if they finish and pass their studies.

### Assessment

Final exam is carried out in writing, which each student must then defend orally before a teacher or an examiner

### EQF

180 ECTS points  
Level 6

## Estonia

### Duration

1 year

Several training programmes, which are tailor-made for each target audience

### Learning Methods

Acquisition of professional skills. The programme mixes formal classroom education and an internship.

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).

Alternance.

### EQF

Level 5

## Finland

### Duration

16 months

### Learning Methods

Both theoretical and practical components.

training is divided into study periods, and the internships are divided into periods Orientation (four-week long);

Practical placement I and Practical placement II (requiring independent studies integrated into practical work) - students learn gradually and take more responsibility for their work while given progressively more demanding assignments...

### Assessment

The prison officer examination training combines judicial, behavioural and social studies with the practical challenges of prison services' work

### EQF

90 ECTS credits

## France

### Duration

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For a minimum of 309h, additionally to including an internship of 280h  
13 weeks of theoretical and practical training,  
practical prison work lasts for 10 weeks (5 weeks of internship exploration and 5 weeks of practical internship)

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### Learning Methods

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Supervised by a mentor  
mentors are provided with guidelines concerning the traineeship plan, the traineeship functional and competence profile and the observation and competence assessment instruments,  
during in-service training, mentors are only provided with guidelines on the traineeship functional and competence profile  
includes a practical component that complements the theoretical end of the courses.  
all courses alternate between lessons at ENAP and practical training in decentralised departments (prisons, and rehabilitation and probation services).

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### Assessment

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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 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 DPIP who may negotiate appointments to the available vacancies amongst themselves, independently of the ratings  
Ongoing assessment during the training (takes the form of several different evaluations and distributes 2,000 points in total) Types of examination: headcount control, Professional reports, GENESIS (correctional software), Short Answers Question forms, multiple choice questions form, intervention techniques, Shooting, IRIS software (penitentiary x-ray software) in visiting rooms and entrance door.  
Evaluation of professional positioning  
Evaluation of the internships : the quality of professional relations (teamwork, volunteering, taking into account the views of others, sharing information, reporting to the hierarchy, ...), adaptability, potential influence over the prison population  
Validation of training by the Professional Competence Committee prior to tenure

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## Germany

### Duration

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

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### Learning Methods

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

The training period for a German correctional officer is two years. The composition of theory and practice could differ from Federal State to Federal State but has many common features. The training begins with one month in the prison working with an experienced officer. The trainee then goes to school for three months for training in laws, communication skills, psychology, how to handle stress, self-defence, shooting and history. Upon return from school the trainee will work as a full functional officer but remains in trainee status. During the next 12 months the trainee will learn how to work in every department in the prison. The trainee must also work at one or more prisons during this time to see how other facilities operate.

The last six months of training is back to school for advanced law classes, oral and written tests and practical tests.

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### Assessment

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The training provided by these is evaluated in terms of the learning outcomes of the trainees.

#### **Uniformed:**

Written exam: 7 exams

Oral/practical exam: 2 practical situations have to be passed (e.g. control of a cell); after that, the trainees have an oral exam with legal knowledge incl. human rights, social skills and conflict management, security in prisons, basic economic knowledge in prisons

#### **Administration staff (2. level):**

Written exam: 7 exams

Oral exam: legal knowledge incl. human rights, social skills and conflict management, security in prisons, basic economy knowledge in prisons

#### **Higher-level administration staff:**

Written exam: 8 exams

Oral exam: legal knowledge, human rights, economy, psychology

no final exam for staff with a university degree

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## Hungary

### Duration

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One-year probation period

The first week of the induction training takes place at the individual prison facility  
27-week induction training in the staff training academy  
academy (22 weeks) and in the individual prisons (5 weeks).

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### Learning Methods

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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.

Throughout all in-service training, prison officers are accompanied by a mentor  
Interagency cooperation - lectures from other organisations, such as the Police, National Directorate General for Disaster Management, National Protective Service, judges and prosecutors

Alternance

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### Assessment

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Written and oral exam

Upon completion of the one-year probation period, the staff members have to pass a final exam, which is when their contract becomes indefinite

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## Ireland

### Duration

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A 12-month probationary contract + 2-year period. HCCC  
Classroom After initial training Recruit Prison Officers attend 5 workshops in each of three semesters  
After initial training recruit prison Officers are appointed to a prison and combine full time work with studies.

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### Learning Methods

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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.

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### Assessment

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Trainees are evaluated throughout the training programme and do not undertake a final exam.  
The conclusion of phase one of training does not end in a final exam. Throughout the training, RPO's undergo continuous assessments, including the submission of three Professional Practice logs, a general test and must submit a group project test.

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### EQF

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EQF Level 5 (Level 6 on QQI)

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## Italy

### Duration

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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.

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### Learning Methods

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Classroom-based activities and on-the-job training, which are intended to be closely interlinked to form a training continuum  
usage of active and participative methodologies and the preparation of the tutors and teachers.

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

During induction training, the methodologies used 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).

The training methodologies used are:

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

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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

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## Lithuania

### Duration

One year

+

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

### Assessment

Completion of a theoretical and practical exam +

After passing the final tests and exams, penitentiary officers are then issued Certificates of Initial Training, which enable them to carry out their functions

Training Centre offers further qualification upgrade courses for penitentiary and probation staff – the list of available courses is updated every year

### EQF

Professional Training Graduation Certificate

## Norway

### Duration

23 months

37 weeks only classroom

The rest combined classroom and practical work

### Assessment

Law, ethics, security and risk assessment, criminology, psychology, sociology, CNR  
Oral,Written,Practical

### EQF

Level 4 when you start and level 6 when you finished

## Poland

### Duration

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3 weeks in the organisational unit (prison or remand prison) where the correctional officer works  
+11 months course takes 3 weeks but for students consists of a preparatory course completed by exam, then the student undertakes studies during studies, students practice after the second and fourth semesters of study in a total of 12 weeks

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### Learning Methods

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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  
This stage is also closely supervised by a direct superior  
WBL

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### Assessment

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Final exam, which is meant to test knowledge acquisition (both theoretical and practical) regarding the topics above

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  
Examination of knowledge in the field of point 5, both theoretical and practical -  
Subjects trained at the basic level are: first aid, safety basics, shooting training, self-defense, law, penitentiary science, psychology, IT, administration.

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### EQF

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No EQF Level of Initial/Basic Training.

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## Portugal

### Duration

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9 months (35h per week), 3 of practical training. The training is complemented with a 5 months traineeship, during which the trainees are accompanied by a mentor that is previously provided with a traineeship functional and competence profile and an observation and competence assessment instruments.

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### Learning Methods

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Training is divided into technical-practical training and real-work context training (in Prisons). In the context of the induction training, the definition of courses and the respective operating regulations

The training methods in the decentralised centres are essentially theoretical training and practical training, from a perspective of know-how or practice-theory-practice-theory. The Training Courses (both induction and in-service) use active methodologies, focusing on techniques such as role-playing, group work, case study, simulated practices, and skills, as well as training component in a real-work context.

Trainers are provided with a session plan, learning objectives, content and course material, and evaluation methods beforehand of the training initiatives.

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### Assessment

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Always subject to evaluation and classification.

legislation is slightly contradictory in what concerns the full duration of induction training. Whereas Prison Officers' Corps professional status preamble refers to induction training lasting a minimum of 12 months (consisting of courses of nine months and at least three months of practical training), Article 8 of ANNEX II states that induction training lasts 9 months, which goes against the aforementioned preamble.

The evaluation component is also very important as all courses have a minimum achievement grade, under which the student will not be considered successful. Some of the induction training provided is evaluated in what concerns learning, behaviour, and results. e-learning and b-learning courses that will soon be available in the DGRSP/TD Moodle platform. These courses include: "The Law regarding the driving of prison security vehicles",

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## Romania

### Duration

1276 hours, including a traineeship that must have a minimum of 505 hours.

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

### Learning Methods

The didactic activity regarding the training of the students takes place in the form of presentation (teaching), debate and practical works. The theoretical training of students is moreover complemented through the realisation of internships in prisons in the country.

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

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

Specialisation/initiation – at least 3 months. The curriculum refers to social reintegration, detention regimes, security, prison management (only for officers) – depending on the category. Besides the theoretical training, this period also entails physical training, control and restrain techniques, shooting and other practical activities. The training is finalised with an evaluation (written or online exam and practical exam)

Practical skills acquirement – the remaining time of the probation period (totalling a maximum of 3 months for agents and 9 months for officers). After passing the evaluation of specialisation/initiation training, the prison policemen will enter their unit/department under the supervision of a mentor.

### Assessment

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

### EQF

Bachelor

## Slovakia

### Duration

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

### Learning Methods

Theoretical and practical component, which is materialised practical and theoretical subjects

### Assessment

Final exam that is divided in 3 components Practical exam – shooting, self-defence, marching training and physical training;  
Oral exam – service preparation, Penology and Law;  
Writing exam – first aid.

### EQF

No

## Slovenia

### Duration

9 months

### 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' need

### Assessment

At the end of each training set, candidates go through both oral and written examinations

## Spain

### Duration

3 weeks (125 hours): 2 first weeks are common (100 hours); the third one is particular for each category

### Learning Methods

Theoretical and practical components. 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 with 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

### Assessment

Written exam

- a) Theoretical questions about the different subjects
- b) Different questions related with a practical case

## Sweden

### Duration

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(12 weeks, min. 400h) + internship (5 weeks, 400h); University course (10 weeks):  
Basic attitudes to people; Treatment and care of offenders.  
2.5 years of practical prison work

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### Learning Methods

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Theoretical and practical components: 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.  
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

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### Assessment

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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

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## Switzerland

### Duration

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

### Learning Methods

Theoretical component, as well as an apprenticeship, providing an overarching component to this training provision

WBL

Multi-agency cooperation is also quite valued

### Assessment

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.

After completing initial basic training, officers go through a federal professional examination.

written exam on the operational areas defined in the Qualification Profile  
written work on a practical case on one of the operational areas defined in the Qualification Profile

oral and practical examination of three to five parts, to be carried out within the framework of a course

### EQF

Certificate of "Detention Agent"

## The Netherlands

### Duration

Induction training is mandatory and must last at least 300h, but it does not include a traineeship.

### Learning Methods

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.

### Assessment

Training is always evaluated in terms of reaction, learning and behaviour outcomes

**Table 19 - Initial Training Contents**

Country	Initial Training Contents
Austria	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
Belgium	General principles of the detention law, professional ethics, searches, crisis management, communication, ICT, Psychology, suicide prevention, diversity, radicalisation, addictions, well-being at work, safety regulations, fire prevention, self-defence."
Bulgaria	Legal preparation, security activities, security techniques, pedagogy, psychology, social activities, fighting technique, fire and physical preparation

Croatia	<p>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, Conflict resolution.</p> <p>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 – implementation of special treatment programmes (such as rehabilitation) for prisoners, are applied in practice with permanent supervision</p>
Czech Republic	<p>Service preparation, penology, shooting training, basics of self-defence, Law, physical training, Psychology, pedagogy, professional ethics, and administration</p>
Denmark	<ol style="list-style-type: none"> <li>1) "Ethics and Professionalism" 12 %</li> <li>2) "Clients and the institutions within The Danish Prison and Probation Service", 13 %</li> <li>3) "Change, support and motivation", 12 %</li> <li>4) "Legislation, rules and procedures", 7 %</li> <li>5) "Conflict resolution, control and safety", 31 %</li> </ol> <p>25 % consist of student interviews, individual assignments, guidance, exams</p>
Estonia	<p>MISSING</p>
Finland	<p>Professional competence areas (vocational studies) – General studies (work-life, i.e., computer skills) competences. Final project 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);</p> <p>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).</p> <p>Prison as an institution; Prison security; Imprisonment, convicted and remanded prisoners; Criminality; Prevent criminal behaviour.</p>

France	<p>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  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  Contents: Mission of the prison service, Practice in legal context, Policies, procedures, rules and regulations, Human rights, Professional ethics, Static and procedural security Dynamic security and officer-inmate relationship, Safety and use of force Suicide and self-harm Psychological work and criminological approaches, Social work, Risk assessment, Sentence planning and implementation, Report writing, Use of social media by prison officers, Use of IT, Inmates' mental health, Substance misuse, Anti-discriminatory practice Staff support and development, Working with juvenile and young adults</p>
Germany	<p>Use of firearms; self-defence; fire protection; extremism. More specifically, the training provided by the School of Administration of the Free Hanseatic City of Bremen encompasses six learning areas, namely: Security and supply ("Sicherheit und Versorgung") – 260h; Counselling/Support/Treatment ("Beratung/Betreuung/Behandlung") – 300h; Crisis intervention ("Krisenintervention") – 240h; Own position and development in enforcement ("Eigene Stellung und Entwicklung im Vollzug") – 130h;The penal system in society ("Strafvollzug in der Gesellschaft") – 200h; Languages ("Sprachen") – 120h.  Contents  The penal system and its social significance, Criminal law, Administrative law, Politics, Correctional law and practice; Pre-trial detention, Fundamental rights, Psychology, Correctional law and practice; Pedagogy; Group work, Direct coercion and self-protection; Weaponry; Sports, Psychology, Criminology, Social security law, Law enforcement, German, Enforcement law (service and safety regulations), Data processing, Diversity, Public Service; Fire protection; First aid; Team Execution of the juvenile sentence, Pedagogy</p>

Hungary	<p>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);</p> <p>Module 2: Prison guard specialisation;</p> <p>Module 3: Assistant supervisor specialisation;</p> <p>Module 4: Supervisor specialisation.</p> <p>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</p> <p>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</p>
Ireland	<p>The mandatory modules vary each year. For instance, in 2020, the mandatory modules were: Personal protection techniques; Infection control; Manual Handling prisoner escorting guidelines; Chemical safety CSRE (Cell Snatch Rescue Equipment); Incentivised Regimes.</p> <p>Semester 1 - Learning to learn, Foundations of Practice, Crisis and Conflict Management,</p> <p>Semester 2 - Custodial Care Policy and Practice, Equality, Diversity and Cultural and Social Awareness, Workplace Reflective Practice Project I</p> <p>Semester 3 - Ethical Dimensions to Custodial Care, Contemporary Healthcare Issues in Ireland, Introduction to Social Psychology</p> <p>Semester 4 - Human Rights, Criminal Justice, Criminology and Penology, Workplace Reflective Practice Project II</p>
Italy	<p>Juridical knowledge; Operational-technical and relational knowledge; Use of weapons; Self-defence skills. Law, regulations: Penitentiary Law, Public Administration reforms, probation and penal execution in Europe, anti-corruption and administrative transparency, Psychosocial, pedagogy, State accountancy and penitentiary accountancy, organisation sciences (e.g. the management). Inspectors and chief cons-s must also develop management skills.</p>
Lithuania	<p>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</p>
Norway	<p>Law, ethics, security and risk assessment, criminology, psychology, sociology, CNR</p>

Poland	<p>First stage - Structure of the prison, basic legal regulations regarding the basic rights and duties of correctional officers and inmates, health and safety procedures linked to the service position.</p> <p>Second stage - preparation course 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; First aid; Safety basics; Shooting training; Self-defence; Law; Penitentiary science; Psychology; IT; Administration.</p>
Portugal	<p>Prison Officer's function overall framework (DGRSP in the justice system. DGRSP's overall organisation. Organisation and functioning of prison systems; Public Administration workers' legal regime; Status of the prison guard corps; Discipline and ethics)</p> <p>Legal framework in the penalty enforcement system (The evolution of prison; Human rights and international principles and norms in the execution of sentences and custodial measures – Mechanisms; Penal and Penal Processes Law; Execution of sentences and custodial measures; Execution of sentences and measures resorting to electronic surveillance; Community sentences)</p> <p>Security (The inclusion of DGRSP in the internal security system; Information; Security in the prison environment; Searches and body searches; Risk assessment and management in the prison environment; Maintenance of the prison order; Protection and security devices; Weaponry and shooting; Preparation of working hours; Strategies to counter the use and trafficking of drugs and other illicit goods; Radicalisation in prison settings; Prevention and extinction of fires; Coercive means – case studies)</p> <p>Behaviour in the prison environment (Gender equality and prevention and countering of domestic and gender-based violence; Dynamic security, professionalism and human rights; Communication and teamwork; Personal development and stress management; Posture and professional ethics; Reclusion and multiculturalism; Health and safety at work; Basic life support.)</p> <p>Prison treatment and social reintegration (Criminal behaviour: risk factors and intervention models; Technical intervention in the )</p> <p>Health (Framework of the provision of health care in the prison setting; Promotion of health and prevention of disease in the prison setting; Infectious diseases. Reduction of risks and damage control; Chronic diseases; Psychopathologies, mental health, mentally unfit)</p> <p>Transversal competences (English language; DGRSP's information system; IT in the users' view)</p> <p>Physical activities (Physical education; Self-defence; Military parade conduct)</p>

Romania	<p>Key Competence Units (Professional communication in a foreign language, Applied information and communication technology (IT), Human rights)</p> <p>General Competence Units (Social responsibility, statute and professional deontology, Shooting training, Physical training, Self-defence and professional intervention)</p> <p>Specialised Competence Units (Surveillance of the detention places and of the persons deprived of liberty, Surveillance and escorting of the persons deprived of liberty, Social reintegration of the persons deprived of liberty, Penal and criminal law, Sentence planning, Penitentiary psychology, Communication and emotional intelligence, Communication and conflict negotiation)</p>
Slovakia	<p>Shooting training; Basics of self-defence; Physical training; Marching training; First aid; Service preparation; Law; Penology. In-service training, the mandatory module varies according to the needs of the prison service, as well as the career stage of each professional.</p> <p>Mandatory modules - <u>Specialised professional training</u>: mandatory for certain positions within the prison system (e.g., Justice Guards, dog handler, among others); <u>Specialised vocational training</u>: mandatory for all prison officer who intend on reaching a higher rank.</p> <p>Mission of the prison service, Practice in legal context, Policies, procedures, rules and regulations, Human rights in context, Professional ethics, Static and procedural security, Dynamic security and officer-inmate relationship, Safety and use of force, Suicide and self-harm, Psychological work and criminological approaches, Social work, Risk assessment, Sentence planning and implementation, Report writing, Confidentiality, data protection, Use of social media by prison officers, Use of IT, Inmates' mental health, Inmates' intellectual disabilities, Substance misuse, Anti-discriminatory practice, <b>Staff support and development</b>, Working with juvenile and young adults, Gender responsiveness, Working with older inmates.</p>

Slovenia	<p>Induction training – three parts</p> <p>Part 1 (1 month): Practical understanding of the prison sentences and detention on remand’s implementation in prison and, in particular, the guard service’s work.</p> <p>Part 2 (5 months) – basic training, lectures and practical exercises. 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; electronic security and communications, self-defence, use of firearms and other special skills to manage people; administrative procedure; Other knowledge and skills needed in the implementation of the sentence.</p> <p>Part 3 (at least 3 months) – practical training in an institution under the guidance of mentors and final placement in an institution – 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. As a regular professional obligation, in-service training – 4 hours a month of permanent training are mandatory. The prison’s director organises it based on common guidelines drawn up by the administration</p>
Spain	<p>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</p> <p>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.</p> <p>Completing both theoretical and practical training stages means that the trainee may be appointed as a civil servant</p> <p>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</p>

Sweden	<p>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. Mission of the prison service, Practice in legal context, Policies, procedures, rules and regulations, Human rights, Professional ethics, Static and procedural security Dynamic security and officer-inmate relationship, Safety and use of force, Suicide and self-harm, Psychological work and criminological approaches, Social work, Sentence planning and implementation, Report writing, Confidentiality, data protection, Use of social media by prison officers, Inmates' mental health, Inmates' intellectual disabilities, Substance misuse, Anti-discriminatory practice, Staff support and development, Medical and emergency care and CPR, Working with juvenile and young adults, Gender responsiveness, Working with older inmates, Risk, need, responsivity factors connected to specific crimes/different types of violence (sexual offence, IPV, VEO etc)</p>
Switzerland	<p>First year – penitentiary work and practical work in the prison (apprenticeship): 9 weeks of courses on Psychology, Law, Medicine and Psychiatry, other specific prison matters, which follows a round of exams. Second year – 6 weeks of courses with theoretical education in different prison subjects, visits to different institutions, and a written project report Psychology, Law, Medicine and Psychiatry, other specific prison matters Practice in a legal context, Interculturalism, Communication skills, Conflict management, Human Rights in Context, Professional Ethics, Policies, Procedures, Rules and Regulations, Dynamic Security, Anti-discriminatory practice, Risk Assessment, Staff Support and Development, Sentence Planning and Implementation, Team work, Psychological, Social-Work and Criminological Approaches, Inmates disabilities, Report writing, Static and Procedural Security, Rehabilitation, Substance misuse, Emotion control, Suicide and Self-harm, Crisis management, Mental Health, Intellectual Disabilities, Safety and Use of Force. Gender Responsiveness. Mission of the Prison Service, Hierarchy/ leadership, Confidentiality, Data Protection.</p>
The Netherlands	<p>Mission of the prison service, Practice in legal context, Policies, procedures, rules and regulations, Professional ethics, Static and procedural security, Dynamic security and officer-inmate relationship, Safety and use of force, Psychological work and criminological approaches, Sentence planning and implementation, Report writing, Use of social media by prison officers, Inmates' mental health, Inmates' intellectual disabilities, Staff support and development, Working with juvenile and young adults</p>

**Table 20 - Continuous Training**

Austria	
Mandatory	
No	
Promotion	Contents, Length
<p>Middle management positions- 5-month training only of theory and multiple-choice test on different kinds of laws; a test on mental fitness under physical strain, and an interview upper management positions - 22-month training alternates between theory and practice. hard multiple-choice test on different kinds of laws and an extensive assessment</p>	<p>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"). 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 When working with inmates in special prisons or special departments (juveniles, women, mentally impaired people), special training modules must be attended.</p>

## Belgium

### Mandatory

Yes

### Promotion

Training to become a prison officer at the entrance of the prison (5 days)  
To become member of the intervention team: training is a prerequisite for the use of weapons (baton, shield) (20 days + 4 days each year)  
First aid (3 days + 0,5 day each year)  
Firefighter training (1 day for team member; 3 days for team leader)

## Croatia

### Mandatory

No

### Promotion

Croatian legislation stipulates that lifelong learning is mandatory for all civil servants.

### Contents, Length

Different programmes organised by or in cooperation with the Training Centre for Prison Staff, which trains from 350 to 700 staff members a year

## CZ Rep

### Mandatory

No

#### Promotion

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

#### Contents, Length

Specialised courses conceptualised and implemented at the request of the General Directorate, aiming to address new challenges of the Prison Service. 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. Academy deployed the first module of the professional English course for a mixed group of prison professionals in the academic year of 2015–2016 for professionals who also dealt with international contacts and cross-border exchange of information and comprised 10 three-day meetings (45 minutes each), and a final exam

## Denmark

### Mandatory

No

## Estonia

### Promotion

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

### Contents, Length

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

## Finland

### Contents, Length

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

## France

### Mandatory

No

#### Promotion

#### Contents, Length

However, additional training is provided for prison officers that are to be assigned to security prisons and young offenders institutes

Runs training courses for promotion and specialisation purposes, as well as to assist staff taking up new duties. also offers a short list of in-service training courses for life-long skills development, to which regional directorates contribute  
training is not mandatory, it is provided to specific roles, such as prison officers working in security prisons and young offenders institutes

## Germany

### Mandatory

No

## Hungary

### Mandatory

Yes

## Ireland

### Mandatory

Yes

### Promotion

Varies from year to year. 2020 Personal protection techniques, Infection control, Manual Handling prisoner escorting guidelines, chemical safety CSRE (Cell Snatch Rescue Equipment), Incentivised Regimes.

## Italy

### Promotion

The aim of those courses varies according to the type of knowledge, competences and skills that the Penitentiary Administration intends to change, improve and develop, after the identification of training needs. The focuses of said courses are identified in consequence of normative changes in the field of penal execution (e.g. training course on probation during/before trial – “messa alla prova” – for the probation service staff) or in the Public Administration rules (e.g. training course on anti-corruption code, on public tenders, etc  
c) Training of the Penitentiary Police Staff (Office IV)

### Contents, Length

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 structure

## Poland

### Mandatory

Yes

#### Promotion

#### Contents, Length

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)

Officer shall take forms of vocational training, specialist training or professional development, conducive to the establishment of an integrated system of knowledge and professional skills. Knowledge and skills acquired may be unitary or strictly specialized in relation to the tasks performed on a daily basis. The days raised in the training relate to issues of protection, logistics, penitentiary, psychological, financial, human resources. Officers and employees shall participate, at least every 3 years, in at least one of their organised forms of professional development, in accordance with their professional duties. In addition, prison officers enter physical fitness tests every 4 years

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

## Portugal

### Promotion

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

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### Contents, Length

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These courses have been increasing in numbers due to the implementation of the PFDS decentralised training program that focuses on 5 areas (Personal defence; Riot control; Escort of inmates; Prison facilities and personal searching; Law, proceedings and official forms). In addition to this, the TD has an all year diversified training offer that embraces areas like: Computer skills, Use of Coercive Means: Case Analysis, Training for X-Ray Operators and Metal Detectors, Posture and Professional Relationship - Dynamic Security and Human Rights, Ethics and professional deontology in the execution of sentences.

in-service training is not evaluated

trainers are provided with a session plan, learning objectives, content and course material, and evaluation methods beforehand of the training initiatives. Some of the induction training provided is evaluated in what concerns learning, behaviour, and results. e-learning and b-learning courses that will soon be available in the DGRSP/TD Moodle platform. These courses include: "The Law regarding the driving of prison security vehicles",

Trainers are very qualified and experienced, most of them work for the prison system (both Prison Officers and other technical staff), They also are invested in continuously updating their skills, and they frequently undertake courses and are evaluated by the students. For certain specific contents - external trainers (First-aid, train-the-trainer courses, English language).

- Area 1: Execution of Sentences and custodial measures - within this first area, training is more focused on penitentiary legislation and inmates' processes management (aiming a better systematisation of procedures within this area);

- Area 2: Execution of Sentences and Alternative Measures and Electronic Surveillance - within this second area, training aims to enhance the case management model followed by The Portuguese Prison and Probation Services, based on the RNR

principles, LS/CMI and Motivational Interview. Concerning electronic surveillance teams, training focuses on communication skills, and relationship management with the offender to prevent conflict and the escalation of violence;

- Area 3: Execution of educational tutelary measures, where training focuses on three essential aspects: the need to update both the regulations of the Educational Centres; the assessment tools that are used and the promotion of the general improvement and consistency of technical intervention;

- Area 4: Security and prison behaviour - where training focuses on tackling the prison officers' training needs;

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## Contents, Length

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- Area 5: Prison Treatment, Rehabilitation, Health and Programmes – where training focuses on the qualification of deputies and senior technicians on prison treatment, the application of risk assessment tools and methodologies in prison settings;
  - Area 6: Criminology and Law – where training focuses on the promotion of a training offer with an academic profile, with two main objectives: 1) to tackle the needs of developing and updating knowledge in the legal and criminological fields; 2) to disseminate and to promote the exchange of knowledge and experiences resulting from their academic or research path;
  - Area 7: Administration and Management of Human and Financial Resources – where training focuses on public administration, staff management, public employment, and personal development;
  - Area 8: ITC and Communication Systems – where training focuses on tackling the needs regarding users' automation of information;
  - Area 9: Initial Training and Admission – where training focuses on two brief courses to new Probation Officers and an Initial training course for prison officers. Furthermore, and every two years, a mandatory evaluation occurs, including both prison managers and staff, using the Integrated Management and Performance Evaluation System in Public Administration (SIADAP). This evaluation encompasses the following elements: 1) academic and professional qualifications; 2) Professional experience; 3) Curricular valorisation; 4) Performance of managerial positions/coordination or other positions or functions or recognised public interest or relevant social interest (Law nº 66-B/2007). This evaluation connects with the defined objectives on the Portuguese Prison and Probation Services Activity plan, which is developed every year. Thus, SIADAP allows prison staff to identify the main goals for their role/functions, allowing their development based on the obtained results. Therefore, there is an incentive for professional progress, even if only in terms of goals.
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## Romania

### Promotion

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

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

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

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### Contents, Length

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In-service training, on the other hand, is organised with the entire staff. According to the Labour Code, each employee should be trained at least once every two years. The in-service training is evaluated yearly by the superiors of the trainee and comprises the following types of training:

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

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

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

Additionally, The Police Academy organises a 3-year course (Faculty). Each study year has two semesters of 14 weeks each, and in each semester, a practice period of 160 hours is set up.

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## Slovakia

### Mandatory

Yes

### Promotion

Depending on the needs the Prison Service and career promotion of prison staff members, continues training modules are obligatory:

- Specialized vocational training – obligatory for all prison officers who are planned to become higher ranked prison officer
- Specialized professional training – obligatory for selected positions within the Prison Service (Dog handler, Justice Guards,..)

## Slovenia

### Mandatory

Yes

## Spain

### Mandatory

Yes

### Promotion

Continuous training is expected to be followed during all the professional career at the organisation.

Each member of the staff has 40 hours per year to invest in continuous Training choosing among different options included in the offer that each six months the Centre for Legal Studies and Specialized Training launches.

Moreover, and out of this frame, the Centre delivers (according with the priorities of the Prison Service) strategical training on matters that are considered as priorities. In these cases, the modules are obligatory for those staff directly involved in any of the particular areas concerned by such priorities.

## Switzerland

### Mandatory

Yes

### Promotion

This is up to each canton, i.e., the correctional institutions. Some of them decided to make it obligatory - for example - 3 days of continuous training per year. These continuous trainings do not have to be followed at the SCEPP (some penitentiary institutions and cantons independently organize courses for their employees).

SPST provides further education courses for prison and probation staff and staff of all correctional authorities. The educational offerings are updated and improved yearly - needs assessments regularly, taking into account the daily challenges of the staff members.

SPST 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.

In-service training is focused on the following topics

- 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 Netherlands

### Mandatory

Yes

## 2. DACUM

### Competence Framework

#### Current Needs

- **A1 – Prison (Static Security)** - concerns monitoring the vigilance inside the prison using CCTV system and ensure communication with the exterior. This requires general knowledge on surveillance and security and specific knowledge on how to work with several surveillance devices. This will allow the development of IT skills in order to foster competences regarding detecting anomalous situations, internal communication through appropriate hierarchic channels and observe the cell blocks. Training should be focused on security technologies (A1 and A2 are the same = static security)
- **A2 – Premises (Static Security)** - involves the monitoring of movement and approximations to the prison walls and ensuring the security of the perimeter, access points and patrols and operating the respective equipment. This requires general knowledge on surveillance and security and specific knowledge on different devices in order to be able to handle the CCTV systems and be competent at preventing escapes, detecting vehicles parked near the wall and human activity to prevent intrusions and to secure the fence against unauthorised entries or escapes and make use of firearms when and if necessary, detect the use of drones, perform security and anti-terrorism checks at the entrance, document verification of people who come in or out, keep a log of the prison entrance and exits and report to the superiors whenever there is a request to enter the prison. Training should focus on Arms and shooting

- **A3 – Monitor and control Entrance and exit – people and goods – Procedural Security** – concerns the registration and monitorisation of people and vehicles entering and exiting the prison and such tasks require knowledge on surveillance and security (static, dynamic and procedural), legal framework regarding the use of firearms as well as their usage and other technical means and control and restraint techniques. The skills required are operating XR equipment and devices, preventing unauthorised access to the perimeter and interact with all people from outside at the entrance and perform checks, which will reflect on the competences of monitor and search people, vehicles and goods, using XR and metal detection, safeguarding the prison and the community against any threats and act as an interface between prison administration and the exterior. Training should focus on Legislation; Communication training; Physical training; Control and restraint techniques; Shooting training and Antiterrorist control procedures.

### General Description Duty A – Surveillance – prison and premises

CU	COMPETENCE UNITS
01	A1 – prison and premises – Static security
02	A2 – Monitor and control Entrance and exit – people and goods – Procedural Security

**PROFESSIONAL PERFORMANCE**

- |  |   |
|--|---|
| <b>PP1.</b> Monitor the internal CCTV system;                                      | <b>PP4.</b> Operate the equipment;  |
| <b>PP2.</b> Ensure that the devices are operational and manage their distribution; | <b>PP5.</b> Monitor movement and approximations to the prison wall.         |
| <b>PP3.</b> Ensure communications with the outside                                 | <b>PP6.</b> Ensure the security of the perimeter, access points and patrols |

**KNOWLEDGE**

**General Knowledge**

Surveillance and security.

**Specific Knowledge**

Manage and work with different devices

**BEHAVIOURS**

**Skills**

Ability to handle the CCTV system.

IT skills.

Detect anomalous situations, communicate vertically through the hierarchy

Observe the cell blocks and areas near the tower;

**Behaviour**

Prevent escapes; detect vehicles parked by the prison wall and human activity; prevent intrusions;

Make use of firearms if and when necessary, detect the use of drones.

Secure the fence and entrance against any unauthorised entry or escapes;

Perform security and antiterrorism checks at the entrance;

Perform document verification of those entering and exiting prison;

Keep a log of the prison entrance/exits;

Report to the superiors about any request to enter the prison.

**ATTITUDES**

Attention

Assertiveness

Respect for people

Professionalism

Ethics

**TRAINING**

Modules on: security technologies and arms and shooting.

PROFESSIONAL PERFORMANCE

**PPI.** Monitor the internal CCTV system;

KNOWLEDGE	BEHAVIOURS	ATTITUDES
<p><b>General Knowledge</b>                      Surveillance and security                      Concepts of static, procedural and dynamic security;                      Legal framework regarding the use of firearms;                      Use of weapons and different technical means;                      Control and restrain techniques</p> <p><b>Specific Knowledge</b>                      Manage and use different work instruments                      Assertive communication;                      Legal framework - use of firearms;                      Antiterrorist procedures.</p>	<p><b>Skills</b>                      Ability to use the XR equipment and devices                      Ensure the security of the prison perimeter by preventing unauthorised access of persons and objects and unauthorised exits (escapes);                      Interact with all the persons from outside at the entrance and perform the checks.</p> <p><b>Behaviour</b>                      Monitor and search people, vehicles, goods (and detect forbidden goods), using the XR and performing metal detection                      Ensure the safety of the prison as well as the community against any threats;                      Act as an interface (first contact) between prison administration and the outside world.</p>	<p>Respect for people                      Professionalism                      Ethics</p>

TRAINING

Modules on: security in the prison context; maintenance of order in prison.  
 Entry level 4 EQF (Romania)  
 National prison training school program; Legislation courses; Communication training;  
 Physical training; Control and restraint techniques; Shooting training; Antiterrorist control procedures

## General Description Duty B – Inmates Management

CU	COMPETENCE UNITS
01	B1 - Visits – Manage visits, accompany guards and inmates
02	B2 – Training - Oversee the training of the inmates
03	B3 - Mental Health - Manage inmates’ mental health
04	B4 - Requests Transmit inmates’ requests and complaints vertically through the hierarchy; Collaborate with other services and staff
05	B5 - Exits - Escorting inmates to courts, hospitals, work outside, community activities, transfers, abroad transfers (extraditions)
06	B6 – Supervision and Control - Ensure health, safety, and order in the floor and open spaces and prevent the practice of acts contrary to the law and regulation (wings; walking yards; visiting sector; video; educational, religious activities /school; kitchen; medical facilities; workshops)
07	B7 - Handling/ treatment of prisoners

The primary **Duty B** pertains **inmate management and supervision** and was divided into seven specific duties.

- **B1 Visits – Manage visits, accompany guards and inmates** – security during visitation periods, supervise and search visits in order to detect and correct inappropriate behaviour. This requires competences such as assertive behavior, firm expression, give orders, ask questions appropriately, always maintaining a humane posture, and check permission accesses of people who interact with inmates. Knowledge on surveillance and security is required as well as respect for others, know the inmates and understand specific research procedures. Training should focus on searches procedures, professional posture and ethics

- **B2 – Training – Oversee the training of the inmates** – related to the supervision, management and control of the inmates and their activities, security checks and search procedures with the inmates, staff and visitors, ensure the cleanliness of spaces, interact with inmates over rules and counselling and assess their disposition, detect and inform of any situations that may generate insecurity among staff, inmates and prison and predict and manage conflicts. These tasks require the development of skills such as self-control, emotional intelligence, how to apply the rules and maintain the order and take part in different activities that may promote the rehabilitation of the inmates, to be able to persuade, influence and listen and understand the inmates' rights, dignity and personal responsibility. Such competences require knowledge on law, security, surveillance, occupational security, motivate the inmates for training activities and know their agenda, routine and needs. Training should focus on criminal and procedure law, security, maintenance of order, professionalism and human rights.

- **B3 – Mental Health – Deal and manage inmates' mental health** – this implies the close monitorization of the inmates' mental health and the respective clinical process, ensuring that inmates do not hide medication and alert the responsible authority on any situations that may be harmful to inmates' health. Such tasks need skills like caring for others, communication skills and integrity to develop competences on offering the appropriate support and care to vulnerable inmates and the ones at risk of self-harm and ensure emotional stabilization. Requires knowledge on mental health problems and programmes on reduction of violence and suicide prevention. Training should focus on suicide prevention, psychopathologies, mental illnesses, non-criminally responsible inmates and vulnerable inmates

• **B4 - Requests - Transmit inmates' requests and complaints vertically through the hierarchy and collaborate with other services and staff** – within this duty, PO must carry out the following tasks: understand and use the information, report flows and procedures, advice inmates and ensure they get the necessary services, accompany the inmates to the services, observe, gather information and inform superiors about inmates' preoccupation and behaviour and solve inmates' legal requests or ensure the information arrives to the competent persons. The needed skills are active listening, teamwork, communication with colleagues, inmates, higher ranks and specialised teams in order to develop competences such as support other staff in the evaluation of the inmate and provide information on any change of inmates' behaviour, protect the professionals from different sectors and establish good relationships with those professionals. The required knowledge is on healthcare in prison and addictive behaviours. Training should focus on teamwork and communication, health and disease prevention.

• **B5 - Exits - Escorting inmates to courts, hospitals, work outside, community activities, transfers, abroad transfers (extraditions)** – here the tasks involve checking inmates' identification, body searches, withhold inmates' belongings, accompany inmates to different destinations and ensure their safety, surveillance and guarding during transportation, prevent unauthorised contacts and ensure communication with third parties. Such tasks imply developing skills like establishing good relationships with inmates and other professionals, maintain a safe environment, prevent incidents and respect of separation criteria during transportation, ensuring the safety of all prisoners, keep the contact with the prison during transportation and report to superiors and take necessary measures required by unforeseen situation and report.

The PO need to develop competencies on ensuring safety and security protocols, establish a good relationship with inmates, perform checks on the inmates and belongings when enter or exiting, inform about the history of the transported inmates, check the integrity of the means of transportation, check the premises when disembarking inmates and guard the premises until the inmates embark, and respect the itinerary or decide an alternative one if necessary. The knowledge required is on security protocols, outside diligence and transfers, legal framework and usage of firearms, control and restraint techniques, assertive communication, legal provision concerning inmates, conflict resolution, crisis and stress management techniques. PT does not have specific training, but it should be focus on legislation, communication, physical, control and restrain techniques, shooting and management of aggressive inmates.

• **B6 - Surveillance and Control - Ensure health, safety, and order on the floor and open spaces and prevent the practice of acts contrary to the law and regulation (wings; walking yards; visiting sector; video; educational, religious activities /school; kitchen; medical facilities; workshops)** - This duty comprises the following tasks: maintenance of security and order in prison, ensuring a safe environment in accordance with the searching procedures of people and belongings, separation criteria, space admission rules, ensure the integrity of the cells and inmates by checking the facilities and the state of prisoners, the respect for inmates' rights and obligations, the organisation and management of the inmates' daily activities (approved on the daily schedule) and instruct inmates, prevent disturbances and restore the order, when necessary, with due report to superiors and control security aspects in order to ensure a smooth environment, self-protection and inmates' protection.

Such tasks require competences like acting in accordance with national policies and legislation and ensure that inmates act within this legal framework, the participation in rehabilitation programs and workshops, the respect for safety procedures, checking the rooms and persons when entering, observe, gather information and inform superiors about inmates' concerns and behaviour. The required knowledge is on security protocols, reading and writing competences, legal prison framework, concepts of security, control and restraint techniques and learn how to use force legitimately as well as self-defence, communication flows, assertive communication, non-verbal communication, teamwork, awareness on critical situations and of the structures, legal provisions and intervention programmes with specific type of inmates, conflict resolution, crisis and stress management techniques. Training should focus on risk factors and intervention models; technical intervention on the cycle of sentence execution and custodial sentences and measures; rehabilitation programmes dedicated to specific issues and self-defence.

- **B7 - Handling/ treatment of prisoners** - This duty regards dealing with different languages, religions and cultures, developing intercultural skills in order to be aware of cultural differences and motivate, encourage and support positive perspectives for the future. Requires knowledge on social skills and intercultural competences. The training should focus on interculturalism and radicalisation.

PROFESSIONAL PERFORMANCE

- PP1.** Assist and maintain security and surveillance during visitation periods
- PP2.** Supervise visits
- PP3.** Conduct searches.

KNOWLEDGE

**General Knowledge**

Surveillance and security.

**Specific Knowledge**

Know the inmates; Understand the specific procedures of searches

BEHAVIOURS

**Skills**

Detect and correct inappropriate behaviours.

**Behaviour**

Assertive behaviours, expressing oneself firmly, giving out orders, asking questions appropriately, maintaining a humane posture;  
Check the permission access of the persons that interact with the inmates he/she is responsible for.

ATTITUDES

Respect for other  
Assertiveness  
Empathy  
Professionalism  
Ethics

TRAINING

Modules on: searches, posture, and professional ethics.

**PROFESSIONAL PERFORMANCE**

- |  |  |
|--|--|
| <p><b>PP1.</b> Supervise, manage, and control the inmates and their activities (count and monitor)</p> <p><b>PP2.</b> Perform security checks and search proceedings with the inmates, staff, and visitors;</p> <p><b>PP3.</b> Ensure the cleanliness and hygiene of the spaces;</p> | <p><b>PP4.</b> Detect and inform of situations that may generate insecurity for the inmates, the staff, and the prison</p> <p><b>PP5.</b> Predict and manage conflicts</p> <p><b>PP6.</b> Interact with the inmates over matters of rules and counselling; check their disposition</p> |
|--|--|

**KNOWLEDGE**

**General Knowledge**

Law, security (dynamic security), interaction with the inmate, surveillance

**Specific Knowledge**

Motivate the inmates for the training activities.  
 Know the inmates' agenda, routine and needs  
 Occupational security

**BEHAVIOURS**

**Skills**

Self-control;  
 emotional intelligence (verbal and non-verbal); active listening;  
 know how to apply the rules and maintain the order inside the prison  
 Take part in different activities linked with the social reintegration of the inmates

**Behaviour**

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

**ATTITUDES**

Respect for other  
 Empathy  
 Professionalism  
 Assertiveness  
 Self Control

**TRAINING**

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

PROFESSIONAL PERFORMANCE

- PP1.** Closely monitor the inmate's mental state and the clinical process;
- PP2.** Ensure the inmate does not hide medication;
- PP3.** Alert the competent authority on situations that may pose harm to the inmate's health.

KNOWLEDGE

BEHAVIOURS

ATTITUDES

**General Knowledge**

Mental health problems.

**Skills**

Care for others; communication skills; integrity

Respect for other

Assertiveness

Empathy

Professionalism

Ethics

**Specific Knowledge**

Support the implementation of programmes dedicated to the reduction of violence and suicide prevention

**Behaviour**

Offer appropriate support and care to vulnerable inmates and those at risk of self-harm to ensure emotional stabilisation

TRAINING

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

**PROFESSIONAL PERFORMANCE**

- |             |  |             |  |
|-------------|--|-------------|--|
| <b>PP1.</b> | Understand and use the existing information and report flows and procedures.           | <b>PP4.</b> | Observe, gather information, and inform superiors about inmates' preoccupation and behaviour;      |
| <b>PP2.</b> | Provide counsel and ensure that the inmate gets the necessary services(e.g., medical); | <b>PP5.</b> | Solve legal request of inmates or ensure that the information is transmitted to competent persons; |
| <b>PP3.</b> | Accompany the inmate to the services   |             |  |

**KNOWLEDGE**

**BEHAVIOURS**

**ATTITUDES**

**General Knowledge**

Healthcare in prison.

**Specific Knowledge**

Addictive behaviours.

**Skills**

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

**Behaviour**

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

Respect for other

Assertiveness

Empathy

Professionalism

Ethics

**TRAINING**

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

PROFESSIONAL PERFORMANCE

- |   |  |
|---|--|
| <p><b>PP1.</b> Check the inmates’ identification, conduct body searches, and withhold their belongings.</p> <p><b>PP2.</b> Accompany the inmates to different destinations;</p> <p><b>PP3.</b> Ensure the safety, surveillance and guarding of the inmates during transportation;</p> | <p><b>PP4.</b> Prevent any unauthorised contact between inmates and others;</p> <p><b>PP5.</b> Ensure communication with third parties (judges, doctors, work beneficiaries)</p> |
|---|--|

KNOWLEDGE

BEHAVIOURS

ATTITUDES

**General Knowledge**

Security protocols.  
 Concepts of static, procedural and dynamic security;  
 Legal framework regarding the use of firearms;  
 Use of weapons and different technical means;  
 Control and restrain techniques.

**Specific Knowledge**

Outside diligences and transfers  
 Assertive communication;  
 Dynamic security;  
 Legal provisions regarding specific types of inmates;  
 Conflict resolution techniques;  
 Crisis situations techniques;  
 Stress management techniques

**Skills**

Maintain good relationships with other professional groups and with the inmates  
 Maintain a safe environment in the transportation of inmates;  
 Ensure the safety of all prisoners;  
 Prevent any incidents during the period when inmates are outside the prison;  
 Maintain the link with prison during the mission/ reporting to superiors;  
 Ensure the respect of separation criteria during transportation;  
 Take any necessary measures required by unforeseen situation and report.

**Behaviour**

Ensure safety and security protocols for the inmate and the staff  
 Maintain a positive interaction with the inmate.  
 Perform checks on the inmates and belongings when they enter or exit the premises;  
 Inform about the history of the transported inmates;  
 Perform searches of the inmates;  
 Check of the vehicles’ or other means of transportation’s integrity;  
 Check the premises for disembarking the inmates:  
 Guard the premises till the inmates are embarked;  
 Respect the itinerary or decide on an alternative if the case.

Respect for other  
 Assertiveness  
 Empathy  
 Professionalism  
 Ethics

TRAINING

PT não Entry level 4 EQF; National prison training school program; Legislation courses; Communication training; Physical training; Control and restrain techniques; Shooting training; Courses for dealing with aggressive inmates; Conflict resolution courses

**PROFESSIONAL PERFORMANCE**

- |  |  |
|--|--|
| <p><b>PP1.</b> Maintain security and order in prison.</p> <p><b>PP2.</b> Ensure a safe environment according to the procedures regarding the searches of persons and belongings, separation criteria, space admission rules;</p> <p><b>PP3.</b> Ensure the integrity of the cells and inmates by checking the facilities and the state of prisoners;</p> <p><b>PP4.</b> Ensure the respect of inmates' rights and obligations;</p> | <p><b>PP5.</b> Organise the daily activities following the approved daily schedule;</p> <p><b>PP6.</b> Prevent any disturbance/ restore the order when necessary by reporting to superiors and by being part of the response actions.</p> <p><b>PP7.</b> Control of security aspects/ensure a smooth overall process/ self-protection as well as protection of prisoners</p> |
|--|--|

**KNOWLEDGE**

**General Knowledge**

Security protocols  
 Correct reading and writing competencies;  
 Legal framework that regulates the prison service;  
 Concepts of static, procedural and dynamic security;  
 Control and restrain techniques;  
 Communication flow to pass and receive information;  
 Work efficiently as part of a team  
 Awareness on critical situations, awareness of the structures and theoretical knowledge of dynamic Security.

**Specific Knowledge**

Know how to legitimately make use of force, when necessary; self-defence.  
 Assertive communication;  
 Elements of nonverbal communication;  
 Dynamic security;  
 Legal provisions and Intervention programs regarding specific types of inmates:  
 Conflict resolution techniques;  
 Crises techniques;  
 Stress management techniques.

**BEHAVIOURS**

**Skills**

Make use of authorised proceedings of physical control and restriction, if and when necessary  
 Maintain the legality by respecting the legal framework;  
 Maintain a safe environment inside the prison facility;  
 Maintain a positive professional relationship with prisoners based on fairness;  
 Perform activities as part of a team;  
 Maintain a good professional relationship with co-workers from other different sectors (medical, education, logistic);  
 Make quick decisions upon the different situations;  
 Urine control, escorted leave, security measures, cell controls.

**Behaviour**

Follow and ensure that inmates follow national policies and legislation;  
 Participate in rehabilitation programmes, including workshops.  
 Respect the safety instructions and procedures all time;  
 Perform the checking of the rooms and persons when entering the service;  
 Observe, gather information, and inform superiors about inmates' preoccupation and behaviour;  
 Organise and manage the activities (meals, consultations, visit, workshops, educational) with the inmates he/she is responsible for;  
 Instruct the inmates that perform daily activities on the wing or other premises in his/her responsibility area.  
 Safeguard safety and ongoing practice.

**ATTITUDES**

Respect for other  
 Assertiveness  
 Empathy  
 Professionalism  
 Ethics

**TRAINING**

Modules: criminal behaviour: risk factors and intervention models; technical intervention on the cycle of sentence execution and custodial sentences and measures; rehabilitation programmes dedicated to specific issues; self-defence. Entry level 4 EQF; National prison training school program; Legislation courses; Communication training; Physical training Control and restrain techniques; Shooting training; IT courses for operating the database; Courses for dealing with aggressive inmates; Courses for dealing with mentally disturbed inmates; Conflict resolution courses. Theoretical and practical training in maintaining security and order.

PROFESSIONAL PERFORMANCE

**PPI.** Specifically dealing with differing languages, religions, and cultures in relation to dealing with prisoners.

KNOWLEDGE

BEHAVIOURS

ATTITUDES

**General Knowledge**

Social skills.

**Skills**

Intercultural competence through specific training

Respect for other

Assertiveness

Empathy

Professionalism

Ethics

**Specific Knowledge**

Intercultural competences.

**Behaviour**

Being interculturally aware; motivate, encourage, and support the creation of positive perspectives for the future

TRAINING

“Legato” training regarding radicalisation; intercultural training.

The **primary Duty C** regards **administrative procedures** and was divided into two specific duties.

- **C1 – Administrative work** – implies tasks such as cooperation with others, ensure basic services, applications and statements, which require skills like processing applications, correspondence with other authorities and institutions, since it is necessary to fill out checklists, observation sheets and statements and perform basic administrative work. The required knowledge is on administrative needs and procedures and the implementation of requirements in practice and other relevant positions and instructions. Training should focus on administrative procedures.
- **C2 – Reporting** – concerns the preparation of relevant documentation and reports for higher- ranked officers and needs attention to details, use the existing information, report flows and procedures in order to report writing and maintain and update documentation on the inmates. The required knowledge is professionalism, integrity and writing skills and although PO’s highlighted that there is no training in this matter, it should focus on administrative procedures.

## General Description - Duty C - Administrative procedures

CU	COMPETENCE UNITS
01	C1 - Visits – Administrative work
02	C2 – Reporting

**Competence Unit C1 – Administrative work**

**PROFESSIONAL PERFORMANCE**

**PPI.** Cooperation with others, ensuring basic services, applications, and statements.

KNOWLEDGE	BEHAVIOURS	ATTITUDES
<p><b>General Knowledge</b> Knowledge about administrative needs and processes.</p> <p><b>Specific Knowledge</b> Knowledge about the implementation of requirements in practice as well as other relevant positions and instructions</p>	<p><b>Skills</b> Processing applications, correspondence with other (involved) authorities and institutions, daily routines.</p> <p><b>Behaviour</b> Filling out checklists, observation sheets and statements, basic administrative work (filling out specific tables etc).</p>	<p>Respect for other Assertiveness Empathy Professionalism Ethics Attention</p>

TRAINING
<p>During practical phases, daily duties are discussed in detail. Trainees are prepared for their daily professional routines.</p>

**Competence Unit C2 – Reporting**

**PROFESSIONAL PERFORMANCE**

**PPI.** Prepare documentation and reports relevant for the higher-ranked officers.

KNOWLEDGE	BEHAVIOURS	ATTITUDES
<p><b>General Knowledge</b> Professionalism; integrity.</p> <p><b>Specific Knowledge</b> Writing skills</p>	<p><b>Skills</b> Attention to detail. Make use of the existing information and reporting flows and procedures. Administrative skills</p> <p><b>Behaviour</b> Report writing. Maintain and update the documentation on the inmates.</p>	<p>Respect for other Assertiveness Empathy Professionalism Ethics Attention</p>

TRAINING
<p>No</p>

The following needs were highlighted by German PO. The **main duty D** concerns **PO's well-being** and was divided into 2 specific duties.

- **D1 – Self-care/resilience** - implies the balance between work and personal life and care for one's own health and safety, mentally and physically, and this requires the development of aftercare skills and competences to deal with challenging situations and react dynamically to issues and crisis. The required knowledge is on the instruments and support structures for aftercare and recognizing the existing and specific demands. There is no structured training, but it should be focused on self-awareness (alerts signs and symptoms) and knowledge of the existing support structures
- **D2 – Further specialized training** - it reflects the need for further training, in accordance with practice and it requires the ability to recognize the need for training and attend the existing training in order to be able to respond to new emerging issues and challenges and requires communications skills. Training should be specific according to the most pressing needs of each context.

### General Description - Duty D - (only Germany) PO's well being

CU	COMPETENCE UNITS
01	D1 - Self-care/resilience
02	D2 - Further (specialised) training

**Competence Unit** D1 – Self-Care/Resilience

**PROFESSIONAL PERFORMANCE**

**PPI.** Work-life balance/ health and safety/ staying (mentally and physically) healthy.

**KNOWLEDGE**

**General Knowledge**

Knowledge about the instruments and support structures available in aftercare

**Specific Knowledge**

Knowledge about needs of supporting structures, recognising existing/ specific demands.

**BEHAVIOURS**

**Skills**

Aftercare

**Behaviour**

Dynamically react to issues and crises, dealing with critical and challenging situations

**ATTITUDES**

Respect for other  
Assertiveness  
Empathy  
Professionalism  
Ethics  
Awareness

**TRAINING**

Trainings do not really exist. If at all, intern offers/collegial assistance/support. Not structured/institutionalised help and support

**Competence Unit** D2 – Further (specialised) Training

**PROFESSIONAL PERFORMANCE**

**PPI.** Participation in further trainings choose a suiting and productive training

**KNOWLEDGE**

**General Knowledge**

Communication skills.

**Specific Knowledge**

Recognising needs regarding newly emerging topics and challenges (i.e., radicalisation, mental health, digitalisation)

**BEHAVIOURS**

**Skills**

Implementation of training contents; recognising needs in training, accepting existing training.

**Behaviour**

React dynamically in regard to newly emerging topics, issues, and challenges.

**ATTITUDES**

Respect for other  
Assertiveness  
Empathy  
Professionalism  
Ethics  
Awareness

**TRAINING**

Further training in regard to specific topics with a relevancy for every professional practice.

## Future Needs

### General Description - Duty A - Surveillance and security through digital means, promotion of digital competences

Primary duty A concerns **Surveillance and security through digital means and promotion of digital competences** and comprises tasks as managing operative systems, apps, and several technological devices which require skills on digital and technological competences and handle IT solutions in order to understand and use digital technologies that support security, supervision and inmates' reinsertion and, at the same time, confidence and routine when dealing with such technologies. The knowledge required is on ICT, image and digital devices. Training should focus on develop competences regarding ICT and how to operate several devices context related.

CU	COMPETENCE UNITS
01	A – Surveillance and security through digital means, promotion of digital competences

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PROFESSIONAL PERFORMANCE

- PP1.** Managing operative systems, apps
- PP2.** Digitalisation / implementation of technology

KNOWLEDGE

**General Knowledge**

Surveillance and security  
Understand of technology and applications

**Specific Knowledge**

ICT, image, and digital technologies competencies.  
Confidence in using applications and technological services.

BEHAVIOURS

**Skills**

Digital and technological competencies.  
Deal with and implementing IT solutions;  
Handle information technology solutions

**Behaviour**

Understand and use digital technologies that support security and inmates' reinsertion.  
Confidence and routine in dealing with technology and digital solutions.

ATTITUDES

Respect for other  
Assertiveness  
Empathy  
Professionalism  
Ethics

TRAINING

Specialisation in the use of equipment and programmes.  
IT certifications

## General Description - Duty B – Inmates’ management and supervision

Within **Main Duty B - Inmates’ management and supervision**, it was possible to consider the following 8 related duties.

CU	COMPETENCE UNITS
01	B1 - Handle inmates’ mental health (psychological or psychiatric issues) and troublemaker inmates
02	B2 – Handle ageing inmates and care for lifelong prisoners
03	B3 – Handle organised crime in prison
04	B4 – Deradicalisation - Prevent and deal with radicalisation and/or with people who are in a process of radicalization. Promote deradicalization / disengagement
05	B5 - Promote rehabilitation.
06	B6 - Surveillance and escort of inmates using electronic means
07	B7 - Interculturality and integration
08	B8 - Educate inmates regarding environmental threats (specific)

• **B1 – Handle inmates’ mental health (psychological or psychiatric issues) and troublemaker inmates** - this duty implies the support of inmates with mental disorders so they can stabilise, and it is necessary to connect and communicate with the inmates and to be aware of the best practices. In order to develop competences such as care and comprehension, adequate report and adequate the response to the specific issues of the inmates, knowledge on the inmates’ mental health, mental disorders, suicide prevention, appropriate support and help channels and networks is required. Training should focus on self-control techniques, conflict management, posture and emotional control and specific training for some cases.

- **B2 – Handle ageing inmates and care for lifelong prisoners** – to handle this class of inmates, it is necessary to provide some form of geriatric care and handle mental stress regarding these inmates' lack of perspectives. PO need to develop skills to deal with suicidal ideas and sensitivity towards the needs of older inmates, be comprehensive and support inmates who are not able to carry out regular activities and report adequately. The required knowledge concerns ageing conditions and care for elderly inmates, as well as types of cognitive decline and special needs of accommodation of these inmates. Training should be focused on geriatric care and specific needs.
- **B3 – Handle organised crime** – to identify and dismantle networks of organised crime inside the prison, PO must have the ability to connect with the inmates and understand the organised crime phenomenon. They need to develop competences such as attention to detail, understand and use the prison and intelligence processes. This requires knowledge on the organised crime phenomenon and on the habits and movements of the inmates. Training should focus on organised crime.
- **B4 – Deradicalisation (Prevent and deal with radicalisation and/or with people who are in a process of radicalization and promote deradicalization/disengagement)** – In order to promote deradicalization, PO must identify vulnerable inmates to radicalisation and the ones already radicalised, assessing and monitoring inmates of different risk categories and influence/persuade inmates to join deradicalization programmes. To perform these tasks, they must develop the ability to connect with the inmates, understand the radicalisation process and cooperate with partners. The required competences are attention to detail and alert signs of possible radicalisation, understand and use the prison, be familiar with intelligence processes, adapt these processes to specific cases and motivate the inmates.

Knowledge should be about radicalisation, extremism processes and radicalised inmates, as well the habits of the inmates, cultural contents, deradicalization programmes and institutions. Training should focus on these extremist phenomena and deradicalization programmes.

- **B5 – Promote rehabilitation** – to accomplish this duty, PO need to be involved in inmates’ activities and participate in rehabilitation activities and case management activities. This requires ability to connect with the inmates and motivate them and knowledge on surveillance and security, rehabilitation programmes and on the habits and movements of the inmates. The training should be focused on rehabilitation techniques and programmes, occupational health, emotional control, conflict management.

- **B6 – Surveillance and escort of inmates using technology** – here, the PO must work and handle all technologies available regarding inmates’ surveillance and escort (Electronic registration of inmates and report; Use of electronic communication within inmates’ cells; Use electronic information about the inmates; Use of electronic monitoring devices; Operate electronic locks/ fingerprint identification; Fill the electronic application instead of working with pen and paper; Electronic planning on visits for the inmates). PO also need to supervise electronic communication and operate smaller transfers, in cooperation with law enforcement agencies, and mentoring new employees on these matters. To carry out these tasks, skills related to digital technologies and computer proficiency are essential, as well as understanding the role and activities to manage each case, verification of electronic ID, treatment of vulnerable categories, counselling inmates, get information on inmates, work in multidisciplinary teams and multiagency teams.

PO must develop competences on technology proficiency, non-verbal communication, multitasking, know the inmates, exchange and gather information from other departments and coordinate activities with professionals from other areas. The required knowledge is on legislation, procedures, teamwork, pedagogy, physical training, weapons and other intervention means, ICT and technical knowledge, conflict resolution, control and restraint and stress management techniques. The training should focus on ICT, time management, case management and new procedures and first aid.

- **B7 – Interculturality and integration** – this duty concerns dealing with cultural differences and language barriers and requires intercultural skills in order to treat every inmate fairly, break down reservations and be sensible to differences. PO need some knowledge regarding cultural backgrounds and foreign languages. Training should focus on communication, foreign languages (according to each context), group dynamics, different approaches for cultural differences, reduction of prejudices and learn to accept differences.

- **B8 – Educate inmates on environmental issues (country specific)** – providing them information on environmental threats and foster habits such as selective waste collection by promoting these practices inside the prison as well as enforcing energy saving measures.

PROFESSIONAL PERFORMANCE

- PP1.** Effectively support inmates’ emotional stabilisation
- PP2.** Dynamic handling of prisoners with mental disorders.

KNOWLEDGE

**General Knowledge**

Inmate’s mental health.  
Mental disorders as well as theoretical knowledge about networks, helping structures.

**Specific Knowledge**

Knowledge of the habits and movements of the inmates; suicide prevention  
Existing and relevant networks that can be involved, as they work with inmates  
with mental disorders and troublemakers

BEHAVIOURS

**Skills**

Ability to connect and communicate with the inmates; Awareness of the best practices on health and safety procedures;  
More theoretical knowledge about the “correct” way to deal with inmates, a competence so far almost exclusively obtained from professional practice.

**Behaviour**

Take care and be comprehensive.  
Report adequately  
Adaptation of the exchange and expansion of the information content about and with other involved institutions

ATTITUDES

Respect for other  
Assertiveness  
Empathy  
Professionalism  
Ethics

TRAINING

Take care and be comprehensive.  
Report adequately  
Adaptation of the exchange and expansion of the information content about and with other involved institutions

PROFESSIONAL PERFORMANCE

- PPI.** Geriatric care.
- PP2.** Handle Mental stress in relation to lack of perspective for discharge perspective

KNOWLEDGE

**General Knowledge**

Special conditions of older inmates.  
Care for elderly prisoners.

**Specific Knowledge**

Cognitive decline.  
Special accommodation situation in detention / e.g. specially designed detention room etc.

BEHAVIOURS

**Skills**

Sensitivity towards the unique needs of older inmates.  
Deal with the danger of suicide/ suicidal thoughts of inmates.

**Behaviour**

Take care and be comprehensive.  
Report adequately  
Support older inmates who might not be able to work and carry out regular activities

ATTITUDES

Respect for other  
Assertiveness  
Empathy  
Professionalism  
Ethics

TRAINING

Attentiveness towards the specificities of ageing in prison  
Modules on ageing prison population

PROFESSIONAL PERFORMANCE

**PPI.** Identify and dismantle networks of organised crime.

KNOWLEDGE

**General Knowledge**

Phenomenon of organised crime.

**Specific Knowledge**

Knowledge of the habits and movements of the inmates.

BEHAVIOURS

**Skills**

Ability to connect with the inmates; Understand the organised crime phenomenon

**Behaviour**

Attention to detail. Understand and use the prison Intelligence process (tasking, collection, evaluation, collation, analysis, dissemination, and re-evaluation).

ATTITUDES

Respect for other  
Assertiveness  
Empathy  
Professionalism  
Ethics

TRAINING

Organised crime.

**PROFESSIONAL PERFORMANCE**

- PP1.** Identify and dismantle networks of organised crime.  
 Assess and monitor inmates from different risk categories  
 Content-specific treatment of these inmates.  
 Influence and persuade inmates to join deradicalization /disengagement programmes.

**KNOWLEDGE**

**General Knowledge**

Phenomenon of violent extremism and radicalisation processes  
 Radicalisation and radicalised inmates.

**Specific Knowledge**

Knowledge of the habits and movements of the inmates;  
 Deradicalisation programmes.  
 Cooperation with other partner institutions.

**BEHAVIOURS**

**Skills**

Ability to connect with the inmates; Understand the radicalisation process.  
 More knowledge about cultural specifics, value images;  
 Cooperation with partners.

**Behaviour**

Attention to detail and radicalisation alert signs, as well as proselytist behaviours.  
 Understand and use the prison  
 Intelligence process (tasking, collection, evaluation, collation, analysis, dissemination, and re-evaluation).  
 Adaptation of existing processes and expansion of Skills related to radicalised inmates.  
 Motivate the inmates

**ATTITUDES**

Respect for other  
 Assertiveness  
 Empathy  
 Professionalism  
 Ethics

**TRAINING**

Radicalisation  
 Guides and training courses on various phenomena within radicalisation  
 Deradicalisation/disengagement programmes.

PROFESSIONAL PERFORMANCE

- PP1.** Involvement of the prison officers in the activities of inmates,
- PP2.** Participate in rehabilitation activities if the number of inmates decreases;
- PP3.** Participate in case management activities;

KNOWLEDGE

BEHAVIOURS

ATTITUDES

**General Knowledge**

Surveillance and security.  
Rehabilitation programs

**Skills**

Ability to connect with the inmates.

Respect for other  
Assertiveness  
Empathy  
Professionalism  
Ethics

**Specific Knowledge**

Knowledge of the habits and movements of the inmates.

**Behaviour**

Motivate the inmates.

TRAINING

Posture and emotional control; conflict management; occupational health.  
Rehabilitation programs

PROFESSIONAL PERFORMANCE

- |  |   |
|--|---|
| <b>PP1.</b> Electronic registration of inmates and report;         | <b>PP6.</b> Fill the electronic application instead of working with pen and paper;                    |
| <b>PP2.</b> Use of electronic communication within inmates' cells; | <b>PP7.</b> Electronic planning on visits for the inmates;  |
| <b>PP3.</b> Use electronic information about the inmates           | <b>PP8.</b> Be involved in mentoring the new employees;   |
| <b>PP4.</b> Use of electronic monitoring devices                   | <b>PP9.</b> Supervise the electronic communication;   |
| <b>PP5.</b> Operate electronic locks/ fingerprint identification;  | <b>PP10.</b> Operate separate smaller transfers in collaboration with other law enforcement agencies. |

KNOWLEDGE

**General Knowledge**

Legislative knowledge;  
Procedures;  
How to work on teams (roles and attributes);  
How to put theoretical knowledge in practice;  
Pedagogy elements;  
Physical training;  
Use of weapons and other intervention means.

**Specific Knowledge**

Assertive communication;  
Elements of nonverbal communication;  
ICT knowledge;  
Technical knowledge;  
Control and restraint;  
Conflict resolution;  
Stress management techniques

BEHAVIOURS

**Skills**

Computer proficiency;  
Use of new technology;  
Understand the role and activities done for case management;  
Verification of electronic identification with the person;  
Treatment of different vulnerable categories;  
Be involved in counselling inmates over their problems;  
Get in-depth information over inmates by reading/completing electronic files;  
Develop the ability to work in multidisciplinary teams;  
Specialised intervention in case of incidents;  
Develop the ability to work in multiagency teams.

**Behaviour**

Operate with new technology;  
Attention to nonverbal communication;  
Attention to gestures and behaviour of inmates;  
Multitasking (e.g., computer usage and observation of the inmates);  
Talks 1 to 1 with inmates on different subjects to know them better;  
Provide and use relevant information with colleagues from other departments;  
Coordinate the activities with professionals from other organisations

ATTITUDES

Respect for other  
Assertiveness  
Empathy  
Professionalism  
Ethics

TRAINING

ICT courses; Time management; Case management; New procedures courses; First aid courses.

**Competence Unit B7 – Interculturality and integration**

**PROFESSIONAL PERFORMANCE**

**PPI.** Deal with cultural differences, language barriers and “dangerous corps spirit”

**KNOWLEDGE**

**General Knowledge**

Intercultural skills.

**Specific Knowledge**

Foreign languages and cultural background knowledge.

**BEHAVIOURS**

**Skills**

Intercultural skills

**Behaviour**

Treat every inmate fairly;  
Break down reservations, sensitivity.

**ATTITUDES**

Respect for other  
Assertiveness  
Empathy  
Professionalism  
Ethics

**TRAINING**

Communication; Foreign languages; Group dynamics; Effective approaches to work with new categories of inmates; Counselling; Reduction of prejudices, intercultural competences.

**Competence Unit B8 – Educate inmates regarding environmental threats (country specific)**

**PROFESSIONAL PERFORMANCE**

**PPI.** Educate inmates regarding environmental threats

**BEHAVIOURS**

**Skills**

Overwatch inmates regarding selective waste collection.

**Behaviour**

Selective waste collection/ enforce energy-saving measures;

**ATTITUDES**

Respect for other  
Assertiveness  
Empathy  
Professionalism  
Ethics

## **Specific Features**

- **Specific challenges – COVID 19** – To respond to emergency situations like the pandemic, PO require extended areas of responsibility and other requirements that were not foreseen in their professional role and for such, it is necessary to be skilled at react to very specific challenges in the shortest time possible and deal with the consequent emotional distress. They need knowledge on Crisis management techniques and methods and tools to deal with emergency situations.
- **Induction of new employees (minimising generational conflict)** – this is related to a better integration of new colleagues into the team and improve their practical knowledge. PO need to be competent at social components such as growing together and get closer and manage conflicts. The knowledge should be on working contents for new colleagues as well as learn how to deal with stressful situations among colleagues. Training should focus on andragogical skills.

CU	COMPETENCE UNITS
01	C1 - Deal with specific challenges such as the pandemic situation and other specific challenges Germany
02	C2 - Induction of new employees (generational conflicts / education) Romania

**Competence Unit** C1 – Deal with specific challenges such as the pandemic situation and other specific challenges

**PROFESSIONAL PERFORMANCE**

**PPI.** Extended areas of responsibility, higher requirements that were previously not understood as related to the actual role.

KNOWLEDGE	BEHAVIOURS	ATTITUDES
<b>General Knowledge</b> Crisis management.	<b>Skills</b> Dynamic reaction to very specific challenges in the shortest possible time as well as dealing with the emotional instability caused by such events	Respect for other Assertiveness Empathy Professionalism Ethics Awareness
<b>Specific Knowledge</b> Crisis management and dynamic processes.	<b>Behaviour</b> Memorise the strategies and tools to handle previous crisis	

**TRAINING**

Organisational and theoretical processes; training for global / national / local crises; spontaneous reaction

**Competence Unit** C2 – Induction of new employees (generational conflicts / education)

**PROFESSIONAL PERFORMANCE**

**PPI.** Better integration of new and young colleagues into the team.

KNOWLEDGE	BEHAVIOURS	ATTITUDES
<b>General Knowledge</b> Guide / checklist of important work content for new colleagues.	<b>Skills</b> Improve the quality and practical knowledge of new colleagues	Respect for other Assertiveness Empathy Professionalism Ethics
<b>Specific Knowledge</b> Deal with stressful situations among colleagues; to react to exceptional psychological.	<b>Behaviour</b> Social component of “growing together” and getting closer; managing conflict conflicts	

**TRAINING**

Modules on andragogical skills

## Germany

In Germany and Belgium there are two distinct professional profiles. Germany has PO and Practical Trainers, and this last profile is directly connected to training, since it is responsible for training new staff and provide specialised training according to specific needs, in order to enhance the core competencies. As such, this professional profile requires continuous update and development of specific knowledge, as well as awareness on the needs regarding practice and act as a role model. To perform this role efficiently, competences such as communication and knowledge on the context are of essence. Training is part of the general PO training structure.

CU	COMPETENCE UNITS
01	Educational training / training of (new) staff.

---

PROFESSIONAL PERFORMANCE

- PP1.** Providing special trainings
- PP2.** Enhance core competencies.

KNOWLEDGE

**General Knowledge**

Knowledge about the needs regarding practice related procedures as well as the opportunities to make use of them in training (work-based learning).

**Specific Knowledge**

Knowledge about practical needs in everyday professional practice.

BEHAVIOURS

**Skills**

Continuous updating and development of specific specialised knowledge (in relation to special issues and basic knowledge)

**Behaviour**

Communication skills; being a role model; specific professional knowledge regarding content-related to specific cases from experience and professional practice

ATTITUDES

- Respect for other
- Assertiveness
- Empathy
- Professionalism
- Ethics

TRAINING

Existing part of the general structured training for prison staff.

# Belgium - Two Profiles

## Profile 1 – Detention Supervisor

CU	COMPETENCE UNITS
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01 Inmates' guidance

Competence Unit	Professional trainer
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PROFESSIONAL PERFORMANCE	
--------------------------	--

- |  |  |
|--|--|
| <p><b>PP1.</b> Work towards dynamic security within the institution and in society.</p> <p><b>PP2.</b> Maintenance of order and safety, carry out safety procedures</p> <p><b>PP3.</b> Contact detainees, colleagues and third parties</p> | <p><b>PP4.</b> Act in crises.</p> <p><b>PP5.</b> Supporting and guiding the detainees both during their detention and in their preparation for their return to society</p> |
|--|--|

BEHAVIOURS	ATTITUDES
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Daily support in the housing unit, for motivating and referring to other services, being actively involved in some activities in contact with the detainees (e.g., in the field of employment, sports, relaxation, activities in the housing unit, etc.);  
 From their interaction with and their insight into (the behaviour of) detainees, they also participate in the multidisciplinary consultation with the staff that accompanies their detention and probation trajectory.  
 Can only be deployed in security and surveillance pillars in highly exceptional cases

Respect for other  
 Assertiveness  
 Empathy  
 Professionalism  
 Ethics

## Profile 2 – Security Assistant

CU

### COMPETENCE UNITS

01 Control and observation

#### Competence Unit

#### PROFESSIONAL PERFORMANCE

- |             |  |             |   |
|-------------|--|-------------|---|
| <b>PP1.</b> | Work towards dynamic security within the institution and in society. | <b>PP4.</b> | Act in crises.                                  |
| <b>PP2.</b> | Maintenance of order and safety, carry out safety procedures         | <b>PP5.</b> | Carry out various control and observation tasks |
| <b>PP3.</b> | Contact detainees, colleagues and third parties                      |             |   |

#### BEHAVIOURS

Can only be deployed for generic tasks on the housing unit, not for guidance tasks concerning the detainees.

#### ATTITUDES

Respect for other  
Assertiveness  
Empathy  
Professionalism  
Ethics

### 3. Survey

Table 21 – Number of responses by country

Country	Number	%
Portugal	147	33,7%
Romania	95	21,8%
Germany	194	44,5%

Table 22 – Gender

Gender	Number	%
Male	319	73,2%
Female	116	26,6%
Other	1	0,2%

Table 23 – Age

Age Cohort	Number	%
20 to 25	10	2,5%
26 to 30	29	7,3%
31 to 35	61	15,3%
36 to 40	50	12,6%
41 to 45	94	23,6%
46 to 50	81	20,4%
51 to 55	44	11,1%
56 to 60	20	5,0%
61 to 65	9	2,3%

**Table 24 – Education Level**

Education Level	Number	%
Lower secondary education (typical duration is 3 years) / 9 years	25	5,7%
Upper secondary education (Typical duration is 3 years) /12 years	228	52,3%
Post-secondary non-tertiary education (e.g., vocational education)	28	6,4%
Short-cycle tertiary education (minimum duration is 2 years)	13	3,0%
Bachelor's or equivalent level (3-4 years full-time study)	94	21,6%
Master's or equivalent level	46	10,6%
Doctoral or equivalent level	2	0,5%

**Table 25 – Professional Role**

Professional Role	Number	%
Prison officer	355	81,4%
Probation Officer	0	0,0%
Prison officer (chief / sergeant)	45	10,3%
Prison warden / governor / superintendent / director	7	1,6%
Other	29	6,7%

**Table 26 – Place of Work**

Place of Work	Number	%
An adult male prison.	296	67,9%
An adult female prison.	22	5,0%
A prison hospital.	13	3,0%
A juvenile male prison/detention centre.	65	14,9%
A juvenile female prison/detention centre.	2	0,5%
Adult male and female prison	13	3,0%
Adult male and prison hospital	4	0,9%
Adult male and female and juvenile male	1	0,2%
Juvenile male and female	10	2,3%
Adult male juvenile male and female	1	0,2%
Adult and juvenile male	5	1,1%
Adult and juvenile female	1	0,2%
Adult and juvenile male and female	3	0,7%

**Table 27 – Type of Prison**

Type of Prison	Number	%
Open	31	7,1%
Semi-open	34	7,8%
Closed (medium security)	260	59,9%
Closed (high security)	109	25,1%

**Table 28 – Working Experience - Years**

Years of Experience	Number	%
1 to 5	81	19,0%
6 to 10	66	15,5%
11 to 15	53	12,4%
16 to 20	75	17,6%
21 to 25	90	21,1%
26 to 30	35	8,2%
31 to 35	18	4,2%
36 to 40	9	2,1%

**Table 29 – Correctional Orientation**

Correctional Orientation				
Rehabilitating a criminal is just as important as making a criminal pay for his or her crime.				
Very strongly disagree	Disagree	Somewhat disagree	Neither agree or disagree	Somewhat agree
1.6%	5.3%	6.0%	9.2%	19.0%

We would be successful even if all we taught inmates was a little respect for authority.

Very strongly disagree	Disagree	Somewhat disagree	Neither agree or disagree	Somewhat agree
1.1%	10.8%	5.3%	7.3%	18.8%

**Correctional Orientation**

Keeping the inmates from causing trouble is my major concern while I'm on the job.

Very strongly disagree	Disagree	Somewhat disagree	Neither agree or disagree	Somewhat agree
2.1%	8.0%	8.5%	8.5%	22.0%

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

Very strongly disagree	Disagree	Somewhat disagree	Neither agree or disagree	Somewhat agree
2.5%	7.8%	7.3%	12.4%	21.3%

Many people don't realize it but prisons are too soft on the inmates.

Very strongly disagree	Disagree	Somewhat disagree	Neither agree or disagree	Somewhat agree
1.8%	10.3%	7.6%	8.7%	24.5%

I would support expanding the rehabilitation programs with criminals that are now being undertaken in our prisons.

Very strongly disagree	Disagree	Somewhat disagree	Neither agree or disagree	Somewhat agree
5.5%	4.8%	6.0%	15.8%	28.2%

**Correctional Orientation**

The only effective and humane cure to the crime problem in this country is to make a strong effort to rehabilitate offenders.

Very strongly disagree	Disagree	Somewhat disagree	Neither agree or disagree	Somewhat agree
3.4%	8.5%	11.2%	14.4%	26.8%

Sleep'em, feed'em, and work'em is the best way to handle inmates.

Very strongly disagree	Disagree	Somewhat disagree	Neither agree or disagree	Somewhat agree
10.1%	18.1%	11.0%	9.2%	18.1%

The rehabilitation of prisoners has proven to be a failure.

Very strongly disagree	Disagree	Somewhat disagree	Neither agree or disagree	Somewhat agree
11.2%	19.3%	13.5%	14.7%	15.4%

An inmate will go straight only when he finds that prison life is hard.

Very strongly disagree	Disagree	Somewhat disagree	Neither agree or disagree	Somewhat agree
8.0%	23.2%	12.6%	13.8%	17.2%

**Correctional Orientation**

All rehabilitation programs have done is to allow criminals who deserve to be punished to get off easily.

Very strongly disagree	Disagree	Somewhat disagree	Neither agree or disagree	Somewhat agree
6.4%	20.4%	14.2%	14.7%	20.0%

My job isn't to help rehabilitate inmates; it's only to keep them orderly so that they don't hurt anyone in here or tear this place apart.

Very strongly disagree	Disagree	Somewhat disagree	Neither agree or disagree	Somewhat agree
14.7%	19.5%	14.0%	12.8%	15.1%

One of the reasons why rehabilitation programs often fail with prisoners is because they are under-funded; if enough money were available, these programs would work.

Very strongly disagree	Disagree	Somewhat disagree	Neither agree or disagree	Somewhat agree
11.7%	16.5%	12.4%	18.3%	17.7%

So long as the inmates I supervise stay quiet and don't cause any trouble, I really don't care if they are getting rehabilitated or cured while they are in here.

Very strongly disagree	Disagree	Somewhat disagree	Neither agree or disagree	Somewhat agree
12.8%	25.7%	9.6%	14.2%	14.9%

Correctional Orientation				
The rehabilitation of prisoners has proven to be a failure.				
Very strongly disagree	Disagree	Somewhat disagree	Neither agree or disagree	Somewhat agree
11.2%	19.3%	13.5%	14.7%	15.4%

The only way to reduce crime in our society is to punish criminals, not try to rehabilitate them.

Very strongly disagree	Disagree	Somewhat disagree	Neither agree or disagree	Somewhat agree
15.8%	25.9%	17.0%	13.1%	16.7%

Table 30 – Initial Training Topics - Level of inclusion

Initial Training Topics				
Mission of the Prison Service				
Not at all	A Little	A Moderate Amount	A Lot	A Great Deal
2.5%	10.3%	20.9%	40.4%	25.9%

Policies, Procedures, Rules and Regulations (Legal frameworks which impact the daily prison routines)

Not at all	A Little	A Moderate Amount	A Lot	A Great Deal
3.7%	11.9%	25.5%	41.1%	17.9%

### Initial Training Topics

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

Not at all	A Little	A Moderate Amount	A Lot	A Great Deal
4.8%	19.7%	<b>30.3%</b>	<b>31.4%</b>	13.8%

### Professional Ethics

Not at all	A Little	A Moderate Amount	A Lot	A Great Deal
5.7%	17.4%	<b>33.7%</b>	<b>32.1%</b>	11.0%

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

Not at all	A Little	A Moderate Amount	A Lot	A Great Deal
8.5%	22.7%	30.0%	29.8%	8.9%

Human Rights in Context (International and regional Human Rights instruments and standards)

Not at all	A Little	A Moderate Amount	A Lot	A Great Deal
5.7%	22.9%	<b>34.2%</b>	<b>28.4%</b>	<b>8.7%</b>

### Initial Training Topics

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

Not at all	A Little	A Moderate Amount	A Lot	A Great Deal
8.0%	20.0%	35.8%	28.9%	7.3%

### Safety and Use of Force

Not at all	A Little	A Moderate Amount	A Lot	A Great Deal
7.3%	20.0%	42.0%	26.4%	4.4%

### Substance Misuse

Not at all	A Little	A Moderate Amount	A Lot	A Great Deal
11.2%	26.6%	32.8%	24.8%	4.6%

Psychological, Social-Work and Criminological Approaches (knowing the fundamentals of and the role of related social sciences)

Not at all	A Little	A Moderate Amount	A Lot	A Great Deal
5.7%	22.9%	34.2%	28.4%	8.7%

### Initial Training Topics

Confidentiality and Data Protection (safe management, storage and retention of data)

Not at all	A Little	A Moderate Amount	A Lot	A Great Deal
20.2%	30.5%	24.8%	17.2%	7.3%

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

Not at all	A Little	A Moderate Amount	A Lot	A Great Deal
5.7%	22.9%	34.2%	28.4%	8.7%

Suicide and Self-harm

Not at all	A Little	A Moderate Amount	A Lot	A Great Deal
12.6%	34.6%	29.8%	18.1%	4.8%

Anti-Discriminatory Practice (regarding, for example, race, colour, ethnic origin, nationality, sexual orientation, religion, physical or mental condition)

Not at all	A Little	A Moderate Amount	A Lot	A Great Deal
23.6%	28.0%	26.4%	17.7%	4.4%

Initial Training Topics				
Inmates' Mental Health				
Not at all	A Little	A Moderate Amount	A Lot	A Great Deal
23.6%	33.9%	25.2%	15.1%	2.1%

Working with Juvenile and Young Adults (different needs of juveniles and young adults)

Not at all	A Little	A Moderate Amount	A Lot	A Great Deal
<b>33.7%</b>	<b>28.2%</b>	<b>21.6%</b>	<b>11.5%</b>	<b>5.0%</b>

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

Not at all	A Little	A Moderate Amount	A Lot	A Great Deal
21.1%	34.9%	28.7%	11.7%	3.7%

Sentence Planning and Implementation (techniques and models which help achieve social reintegration)

Not at all	A Little	A Moderate Amount	A Lot	A Great Deal
<b>22.2%</b>	<b>34.9%</b>	<b>28.9%</b>	<b>11.2%</b>	<b>2.8%</b>

Inmates' Intellectual Disabilities

Not at all	A Little	A Moderate Amount	A Lot	A Great Deal
30.0%	28.9%	27.3%	11.9%	1.8%

### Initial Training Topics

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

Not at all	A Little	A Moderate Amount	A Lot	A Great Deal
<b>47.0%</b>	<b>28.7%</b>	<b>13.1%</b>	<b>8.3%</b>	<b>3.0%</b>

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

Not at all	A Little	A Moderate Amount	A Lot	A Great Deal
<b>32.6%</b>	<b>35.3%</b>	<b>22.9%</b>	<b>7.3%</b>	<b>1.8%</b>

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

Not at all	A Little	A Moderate Amount	A Lot	A Great Deal
<b>55.7%</b>	<b>25.7%</b>	<b>12.4%</b>	<b>4.6%</b>	<b>1.6%</b>

Gender Responsiveness (awareness regarding women and gender-based violence)

Not at all	A Little	A Moderate Amount	A Lot	A Great Deal
<b>50.7%</b>	<b>26.8%</b>	<b>18.1%</b>	<b>3.7%</b>	<b>0.7%</b>

**Table 31 – Importance of the Initial Training Topics**

Importance of the Initial Training Topic				
Mission of the Prison Service				
Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
0.7%	2.1%	9.2%	<b>47.7%</b>	<b>40.4%</b>

Policies, Procedures, Rules and Regulations (Legal frameworks which impact the daily prison routines)

Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
0.9%	1.4%	10.6%	<b>50.0%</b>	<b>37.2%</b>

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

Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
1.1%	1.6%	12.8%	<b>41.7%</b>	<b>42.7%</b>

Professional Ethics

Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
0.9%	3.7%	12.2%	<b>42.2%</b>	<b>41.1%</b>

Importance of the Initial Training Topic				
Substance Misuse				
Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
1.4%	3.2%	18.8%	<b>46.1%</b>	<b>30.5%</b>

Safety and Use of Force				
Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
1.4%	4.8%	17.2%	<b>39.4%</b>	<b>37.2%</b>

Staff Support and Development (information on the supports available to staff, to carry out their role effectively, e. g., stress management)				
Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
2.8%	3.7%	17.2%	<b>34.2%</b>	<b>42.2%</b>

Suicide and Self-harm				
Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
1.8%	4.1%	18.1%	<b>45.6%</b>	<b>30.3%</b>

Importance of the Initial Training Topic				
Static and Procedural Security (procedural security: importance of security procedures; static security: barriers, locks, equipment used to restrain prisoners)				
Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
1.4%	4.4%	18.3%	<b>40.4%</b>	<b>35.6%</b>

Report Writing (e.g., incident reporting, performance reporting)				
Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
1.4%	5.3%	21.8%	<b>46.1%</b>	<b>25.5%</b>

Practice in a legal context (Constitutional Law, Criminal Law, Penal Law)				
Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
1.1%	4.6%	26.8%	<b>44.5%</b>	<b>22.9%</b>

Inmates' Mental Health				
Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
3.0%	4.6%	25.0%	<b>43.6%</b>	<b>23.9%</b>

Importance of the Initial Training Topic				
Psychological, Social-Work and Criminological Approaches (knowing the fundamentals of and the role of related social sciences)				
Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
2.1%	8.0%	23.4%	<b>40.4%</b>	<b>26.1%</b>

Human Rights in Context (International and regional Human Rights instruments and standards)

Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
1.6%	5.7%	28.0%	<b>45.6%</b>	<b>19.0%</b>

Confidentiality and Data Protection (safe management, storage and retention of data)

Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
2.8%	12.2%	23.2%	39.4%	22.5%

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

Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
3.2%	9.4%	26.1%	36.0%	25.2%

Importance of the Initial Training Topic				
Anti-Discriminatory Practice (regarding, for example, race, colour, ethnic origin, nationality, sexual orientation, religion, physical or mental condition)				
Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
2.8%	7.3%	29.6%	39.2%	21.1%

Inmates' Intellectual Disabilities				
Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
3.9%	9.9%	30.0%	38.8%	17.4%

Working with Juvenile and Young Adults (different needs of juveniles and young adults)				
Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
4.6%	9.9%	30.0%	38.1%	17.4%

Sentence Planning and Implementation (techniques and models which help achieve social reintegration)				
Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
2.3%	11.0%	32.1%	36.0%	18.6%

Importance of the Initial Training Topic				
Use of social media by prison officers (sensible personal use of social media networks)				
Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
6.2%	15.4%	29.8%	33.7%	14.9%

Gender Responsiveness (awareness regarding women and gender-based violence)				
Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
10.6%	16.3%	26.8%	32.6%	13.8%

Use of Information Technologies (e.g., internet access for prisoners, e-health and e-learning for prisoners, biometrics, video-conferencing)				
Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
10.1%	21.6%	28.2%	30.3%	9.9%

**Table 32 – Initial Training Methods**

Initial Training Methods				
Classroom-based sessions				
Never Used	Almost Never Used	Occasionally/ Sometimes Used	Used Almost Every Time	Used Every Time
4.8%	6.0%	16.7%	<b>46.6%</b>	<b>25.9%</b>
Group discussions				
Never Used	Almost Never Used	Occasionally/ Sometimes Used	Used Almost Every Time	Used Every Time
8.0%	13.8%	<b>37.8%</b>	<b>33.0%</b>	7.3%
Case studies				
Never Used	Almost Never Used	Occasionally/ Sometimes Used	Used Almost Every Time	Used Every Time
14.2%	20.2%	<b>40.8%</b>	<b>20.4%</b>	4.4%
Role-playing				
Never Used	Almost Never Used	Occasionally/ Sometimes Used	Used Almost Every Time	Used Every Time
<b>22.9%</b>	<b>19.7%</b>	<b>36.2%</b>	17.2%	3.9%
Demonstration on location				
Never Used	Almost Never Used	Occasionally/ Sometimes Used	Used Almost Every Time	Used Every Time
<b>23.2%</b>	<b>23.4%</b>	<b>36.0%</b>	14.4%	3.0%

## Initial Training Methods

### Film and video

Never Used	Almost Never Used	Occasionally/ Sometimes Used	Used Almost Every Time	Used Every Time
16.3%	<b>25.9%</b>	<b>42.0%</b>	12.8%	3.0%

### Simulations

Never Used	Almost Never Used	Occasionally/ Sometimes Used	Used Almost Every Time	Used Every Time
38.5%	20.9%	29.6%	7.8%	3.2%

### Distance learning

Never Used	Almost Never Used	Occasionally/ Sometimes Used	Used Almost Every Time	Used Every Time
<b>75.0%</b>	9.6%	10.1%	4.4%	0.9%

### Virtual reality

Never Used	Almost Never Used	Occasionally/ Sometimes Used	Used Almost Every Time	Used Every Time
<b>79.6%</b>	9.2%	8.5%	1.4%	1.4%

**Table 33 – Continuous Training Methods**

Continuous Training Methods				
Classroom-based sessions				
Never Used	Almost Never Used	Occasionally/ Sometimes Used	Used Almost Every Time	Used Every Time
15.8%	17.7%	<b>22.9%</b>	<b>30.5%</b>	<b>13.1%</b>
Group discussions				
Never Used	Almost Never Used	Occasionally/ Sometimes Used	Used Almost Every Time	Used Every Time
17.7%	16.5%	<b>31.2%</b>	<b>26.4%</b>	8.3%
Case studies				
Never Used	Almost Never Used	Occasionally/ Sometimes Used	Used Almost Every Time	Used Every Time
<b>27.5%</b>	<b>24.8%</b>	<b>27.1%</b>	17.0%	3.7%
Role-playing				
Never Used	Almost Never Used	Occasionally/ Sometimes Used	Used Almost Every Time	Used Every Time
<b>32.1%</b>	<b>16.3%</b>	<b>31.4%</b>	16.7%	3.4%
Demonstration on location				
Never Used	Almost Never Used	Occasionally/ Sometimes Used	Used Almost Every Time	Used Every Time
<b>27.5%</b>	<b>22.9%</b>	<b>32.1%</b>	14.7%	2.8%

## Continuous Training Methods

### Film and video

Never Used	Almost Never Used	Occasionally/ Sometimes Used	Used Almost Every Time	Used Every Time
<b>32.8%</b>	<b>17.2%</b>	<b>33.3%</b>	13.1%	3.7%

### Simulations

Never Used	Almost Never Used	Occasionally/ Sometimes Used	Used Almost Every Time	Used Every Time
<b>44.3%</b>	<b>19.0%</b>	<b>27.3%</b>	6.7%	2.8%

### Distance learning

Never Used	Almost Never Used	Occasionally/ Sometimes Used	Used Almost Every Time	Used Every Time
<b>63.5%</b>	17.0%	13.8%	4.1%	1.6%

### Virtual reality

Never Used	Almost Never Used	Occasionally/ Sometimes Used	Used Almost Every Time	Used Every Time
<b>75.2%</b>	12.2%	7.8%	3.2%	1.6%

**Table 34 – Continuous Training Topics**

Continuous Training Topics	Priority
Safety and Use of Force	40%
Staff Support and Development (information on the supports available to staff, to carry out their role effectively, e.g., stress management)	40%
Dynamic security and officer-inmate relationship (everyday communication and interaction with prisoners based on professional ethics)	35%
Mission of the Prison Service	32%
Policies, Procedures, Rules and Regulations (Legal frameworks which impact the daily prison routines)	30%
Professional Ethics	28%
Inmates' Mental Health	25%
Substance Misuse	25%
Static and Procedural Security (procedural security: importance of security procedures. static security: barriers, locks, equipment used to restrain prisoners)	24%
Suicide and Self-harm	24%
Practice in a legal context (Constitutional Law, Criminal Law, Penal Law)	22%
Psychological, Social-Work and Criminological Approaches (knowing the fundamentals of and the role of related social sciences)	21%
Risk Assessment (e.g., risk of re-offending and risk of harm)	16%
Report Writing (e.g., incident reporting, performance reporting)	15%
Working with Juvenile and Young Adults (different needs of juveniles and young adults)	10%
Human Rights in Context (International and regional Human Rights instruments and standards)	9%
Inmates' Intellectual Disabilities	8%
Sentence Planning and Implementation (techniques and models which help achieve social reintegration)	8%

Use of Information Technologies (e.g., internet access for prisoners, e-health and e-learning for prisoners, biometrics, video-conferencing)	8%
Use of social media by prison officers (sensible personal use of social media networks)	8%
Anti-Discriminatory Practice (regarding, for example, race, colour, ethnic origin, nationality, sexual orientation, religion, physical or mental condition)	7%
Confidentiality and Data Protection (safe management, storage and retention of data)	3%
Gender Responsiveness (awareness regarding women and gender-based violence)	1%

**Table 35 – PO Skills – Level of Importance**

PO Skills				
<b>18. Ability to maintain professionalism and fairness at all times.</b>				
Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
0,0%	0,2%	6,0%	41,5%	52,3%
<b>15. Respond quickly when facing dangerous or unpredictable situations.</b>				
Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
0,7%	2,1%	6,9%	39,4%	50,9%
<b>3. Information sharing and collaboration with co-workers and within the organisation's hierarchy.</b>				
Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
0,7%	2,1%	6,9%	39,4%	50,9%

PO Skills

10. Confidence and assertiveness (in the approach with prisoners).

Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
0,7%	1,4%	10,1%	37,8%	50,0%

16. Ability to cope with difficult emotional situations.

Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
0,0%	0,0%	7,3%	42,7%	50,0%

7. Ability to detect prisoners' behavioural changes.

Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
0,2%	0,7%	8,3%	47,2%	43,6%

22. Emotional control / anger management in hostile situations.

Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
0,2%	1,1%	9,4%	47,0%	42,2%

4. Effectively communicate with prisoners and others to maintain order in prison.

Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
0,0%	1,4%	9,2%	52,5%	36,9%

PO Skills

8. Encourage prisoners' positive behaviour.

Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
0,0%	2,1%	14,4%	48,6%	34,9%

2. Cooperation with relevant services (e.g., social worker, psychologist, administration).

Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
0,5%	3,7%	13,5%	50,0%	32,3%

17. Understand how behaviour, communication and interpersonal skills affect an individual's expectation.

Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
0,0%	0,5%	16,1%	52,1%	31,4%

11. A non-judgmental attitude.

Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
1,1%	2,5%	17,4%	47,9%	31,0%

5. Assist others in resolving differences to avoid conflict.

Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
0,0%	2,1%	15,4%	54,8%	27,8%

PO Skills

20. Be a pro-social model (i.e., model pro-social values and behaviours in your interactions with prisoners).

Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
0,9%	3,7%	19,3%	51,4%	24,8%

12. Insight into and improving social climate of the penal institution.

Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
0,5%	2,5%	18,6%	53,7%	24,8%

19. Be familiar with and understand the different groups (including religious, ethnic, cultural) you may come across in prison.

Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
0,7%	3,7%	26,8%	48,9%	20,0%

6. Be empathetic / sensitive towards the needs of others.

Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
1,8%	4,4%	27,8%	47,7%	18,3%

1. Understanding the personal situation of the prisoner.

Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
1,6%	4,6%	25,0%	50,5%	18,3%

## PO Skills

### 13. Understanding organisational reporting mechanisms.

Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
0,9%	4,4%	32,3%	45,9%	16,5%

### 9. Use of computers and software.

Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
6,7%	11,5%	34,9%	31,9%	15,1%

### 21. Linguistic Skills (e.g., know other languages to improve the communication with prisoners).

Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
3,2%	11,7%	33,7%	36,2%	15,1%

### 14. Strength to physically subdue prisoners.

Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
9,4%	17,4%	34,6%	27,5%	11,0%

**Table 36 – Emerging Knowledge – Level of importance**

Emerging Knowledge				
Radicalisation (prevention).				
Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
0,9%	3,7%	17,9%	46,6%	31,0%
Organised Crime				
Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
1,1%	4,4%	20,6%	44,5%	29,4%
Information and communication technologies				
Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
1,1%	8,3%	26,1%	43,3%	21,1%
De-radicalisation / Disengagement				
Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
2,1%	8,3%	28,0%	41,3%	20,4%
Security technologies				
Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
0,7%	4,6%	19,5%	40,6%	34,6%

## Emerging Knowledge

### Mental health

Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
0,5%	2,3%	9,2%	40,4%	47,7%

### Aging/Geriatrics

Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
13,5%	16,7%	38,3%	22,0%	9,4%



# Policy Recommendations for re-thinking prison officers' training

WP3 Output 4

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