

Challenging of change: Prison Officers' training in the Finland and how to create safe, decent and rehabilitative prison environment with the staff

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Finland is particularly interesting because of its transformation from having one of the highest rates of imprisonment in Western Europe to having one of the very lowest. In the 1950s the Finnish rate of imprisonment was 187 per 100,000, four times higher than its Scandinavian neighbors. By 2000 the rate was 55 per 100,000, 68 per 100,000 in 2008, and 55 per 100 000 in 2015.



Each spring, hundreds of people come to the Kerava open prison **for a** picnic, pat the animals and buy plants cultivated by inmates.



Goals, values and principles

- The central value of the Criminal Sanctions Agency is the respect for human dignity and justness. We believe in the potential for individual change and growth.
- Commitment to the values in practice
- Basic rights and liberties as well as human rights are protected
- Treatment is humane, appropriate and equal
- All activities are lawful and comply with justice and fairness
- Enforcement is carried out so that it supports the sentenced persons' individual growth and development as well as their intention to lead a life without crime

Strategy of the Criminal Sanctions Agency for 2011-2020

Vision

The Criminal Sanctions Agency carries out influential, reliable and significant work for the safety of society.

Main goals

"Path to a life without crime with the help of an active network co-operation"

The content of sentence enforcement and the co-operation with other authorities and third sector operators as well as the close people of the sentenced offender increase the sentenced offender's abilities to reintegrate into society.

"Safely towards more open and influential enforcement"

Flexible and secure structures and sanction processes enable and support more open and influential enforcement.

"Meaningful work, motivated and healthy personnel"

The Criminal Sanctions Agency is a reliable and respected organisation where skilled and motivated personnel carry out meaningful work.

Basic duty

The Criminal Sanctions Agency is responsible for the implementation of remand imprisonment as well as the enforcement of community sanctions and prison sentences.

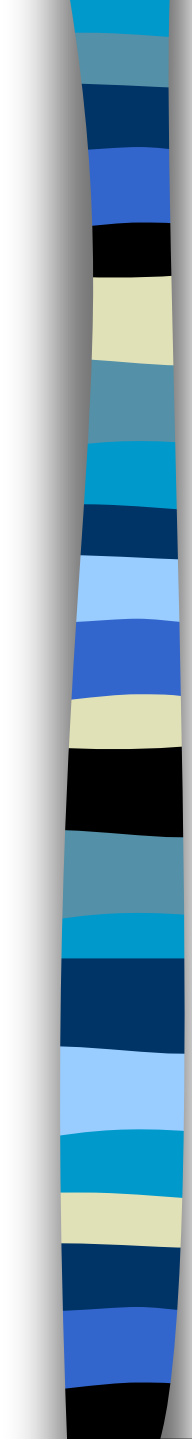
Values

Respect for human dignity

Justness

Belief in an individual's potential to change and grow

Safety



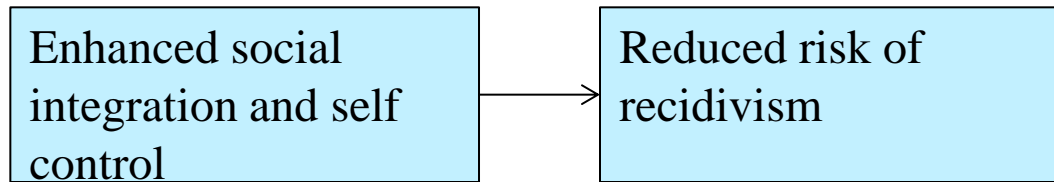
We try to motivate our employees by giving them a purpose. When you accomplish that, they understand the vision better and are able to execute more strongly. In addition, by understanding their role in correction and the purpose of the prison, an employee is better able to understand how they fit into the big picture. This is promoted by yearly individual and team discussions between the supervisors and their subordinates.

Aligned incentives are the only true way to ensure everyone on a team is working toward a common goal. Framing the strategy in multiple ways ensures each stakeholder has a clear, personal understanding of how working together benefits himself and the team. This technique allows you to motivate the team to accomplish the vision.

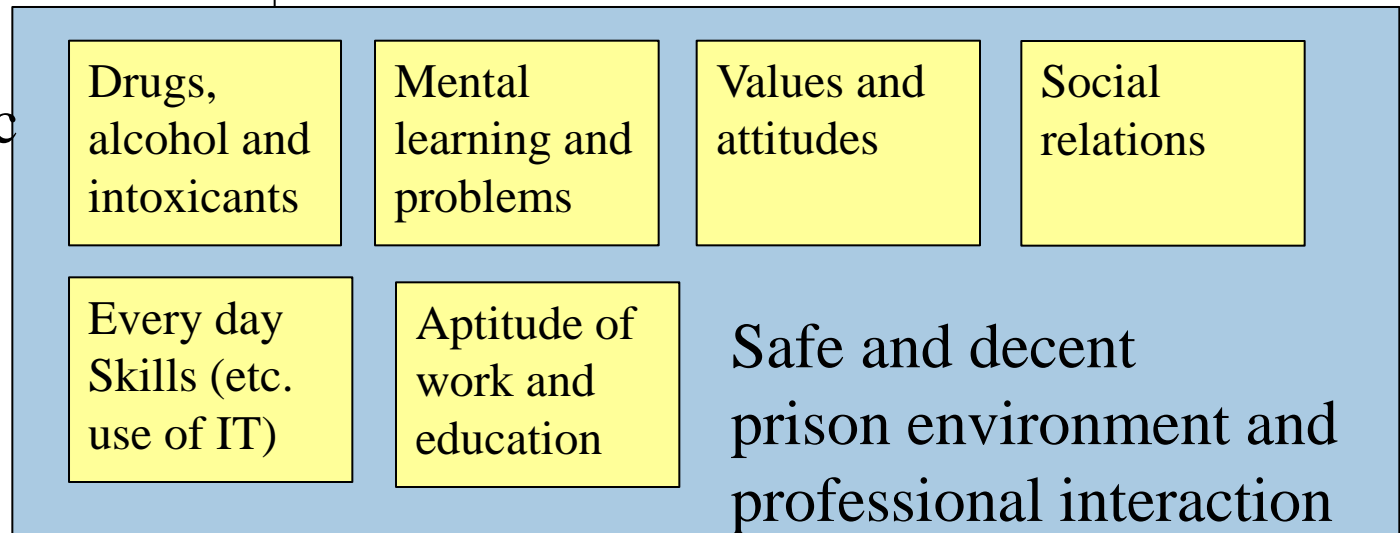
Framework of services

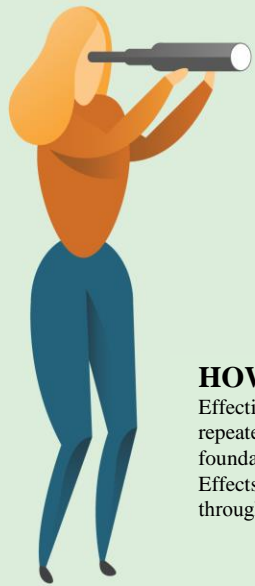
The services are based general framework of Inhibitors which have effectiveness on recidivism and on the other increase social integration of inmates.

Immediate benefits



Criminogenic factors





GOAL

To improve the prisoners' ability to live without crime → To decrease the risk of repeated offending

HOW?

Effecting the probability of repeated offending is the foundation of everything. Effects are produced through...



FOR WHOM?

The concepts' beneficiaries include the society, the personnel of the prison as well as the prisoners.



FOR THE PRISONERS
Improved chances of participation in the society and of living without crime during and after the sentence.



The concept is also informed by the four core values of Criminal Sanctions Agency:

Respect for humanity

Justice

Belief in the ability of a person to change and grow

Security

WHY?

The prison concept is based on Finnish Imprisonment act, which states that the goal of the enforcement of imprisonment is to increase the readiness of the prisoner to live a life without crime, by promoting the prisoner's ability to manage his or her life and by promoting his or her adjustment to society as well as to prevent the commission of offences during the term of sentence.



FOR THE PERSONNEL
Sense of meaningfulness in work and opportunities for professional growth



FOR THE SOCIETY
Safety and resource-effectivity that is measurable

Safety and Decency

Offenders feel safe

Are hopeful

Are treated fairly

**Authority is used
confidently,
consistently, not
punitively**

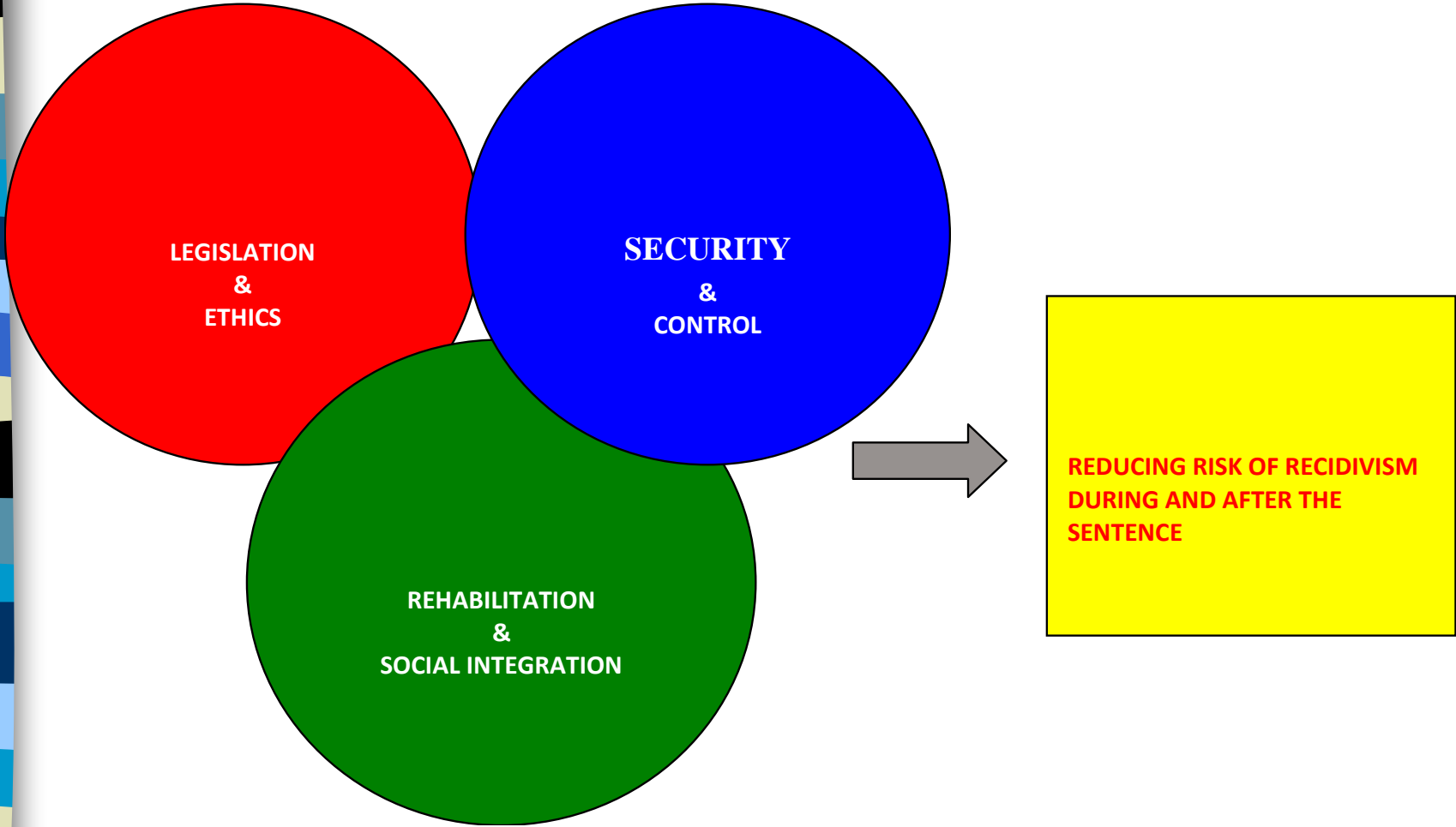
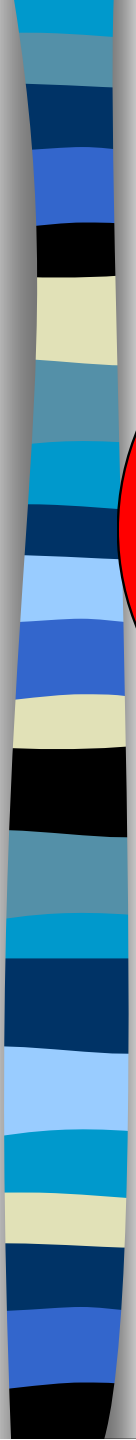
**There is a shared
purpose - to change
prisoners lives**

Strong leadership

**Largely determined
by the attitudes and
skills of frontline
staff**

**Interpersonal
courtesy, lack of
aggression, avoiding
insult and degrading
behaviour**

Getting things done



RSKK

Prison Personnel Training - Some aspects of the development

THE TRAINING INSTITUTE FOR PRISON AND PROBATION SERVICES :

- Was established in 1976
- Before that, training took place mainly in prisons and was organised by the Prison Department in the Ministry of Justice



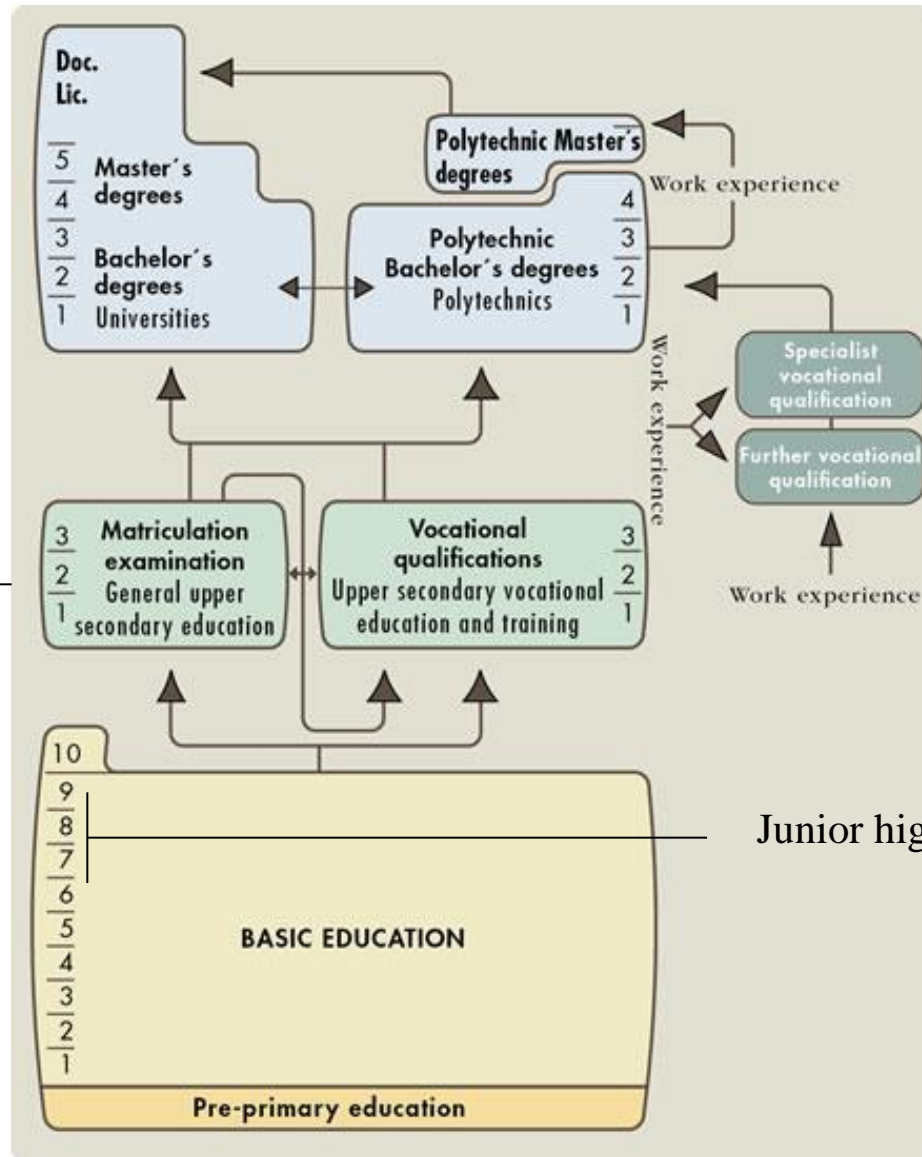
Helsinki Prison



The Training Institute for Prison and Probation Services

The Training Institute for Prison and Probation Services (RSKK) was founded in 1976 under the Ministry of Justice to provide vocational education for the prison and probation services staff in Finland. Today the Training Institute is located in Tikkurila, Vantaa, and it offers basic prison and probation services training as well as continued and further education for the prison and probation services staff in all of Finland. Furthermore, the Training Institute cooperates with Laurea University of Applied Sciences in organising the bachelor's degree programme in prison and probation services.

High school



Junior high school

FINNISH EDUCATION SYSTEM



Prison officers basic training program 2013–

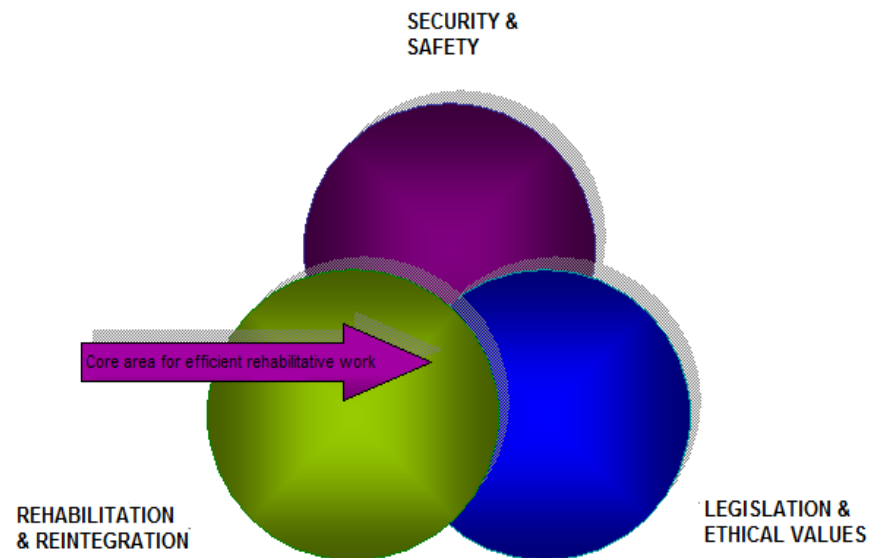
- The Basic Degree in Prison Service consists of 90 ECTS.
- The degree programme is divided into 4 contact study periods having, three of which are given at the Training Institute for Prison and Probation Services (RSKK) and the last one including short elective courses organized both at RSKK and in training prisons.

Prison officer's training Program

- Since 2014 90 credits
 - 16 months

■ Studies

- Basic studies
 - Support for learning and professional growth
 - Written/ spoken communication
 - English
- **Vocational studies**
 - **Legislation and ethical values**
 - **Security and safety**
 - **Guidance and rehabilitation**
- On the job learning
 - Integrated to the vocational studies
- Diploma work





The Requirements for Entry:

- Minimum age of 18 years
- Highschool or vocational degree (some have both)
 - some have even the Bachelor's degree
- Suitability (psychological and physical)
- Written test, interviews, physical test



Prison officer as a profession

- Prison officers have **specialized education and training validated by their professional regulator**
- Prison officers have **a code of conduct and established practice standards** we are bound to adhere to, a violation of which can result in their registration being revoked or sanctions applied.
- Prison officers have their own body of ongoing **research** that shapes and governs their practice.
- Prison officers are developing a **conceptual discourse** on what there profession is/ should be: reflective, analytical, grounded in everyday reality, drawing on other disciplines.
- Prison officers work **autonomously** within their scope of practice.
- Prison officers formulate and carry out their own plan of care for clients (when applicable);
- Prison officers **apply judgment, use of critical thinking skills**, and make nursing diagnoses
- Prison officers use their **specialised knowledge, experience, and skill** set to initiate life-saving measures, improve and promote the health and well-being of patients, ease pain, suffering, and loss.



Staff professionalism

“...every instance of brutality in prisons, every casual racist joke and demeaning remark, every ignored petition, every unwarranted bureaucratic delay, every inedible meal, every arbitrary decision to segregate or transfer without giving clear and unfounded reasons, every petty miscarriage of justice, every futile and inactive period of time – is delegitimizing”

(Sparks and Bottoms, 1995: 60)



Rehabilitation Oriented

True Carer/Limited
Carer/Humanitarian/Rehabilitative/Pre-
rehabilitative



Discipline Oriented

Old School/Disciplinarian



Conflicted

Conflicted/Frustrated



Disengaged

Damaged withdrawn/Alienated mortgage
payer/Disengaged



The use of authority

- What is distinctive about prison officer work is that it is based on, or requires, a sophisticated, dynamic and often subtle use of power, through enduring and challenging relationships which has effects on the recipients. This is highly skilled work. Competence in this area – in the use of authority – contributes most to prisoner perceptions of the quality of life in, or moral performance of, a prison (Liebling 2011: 488).

Competency-based learning outcomes oriented

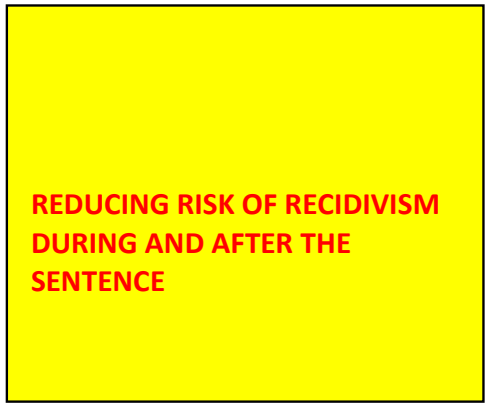
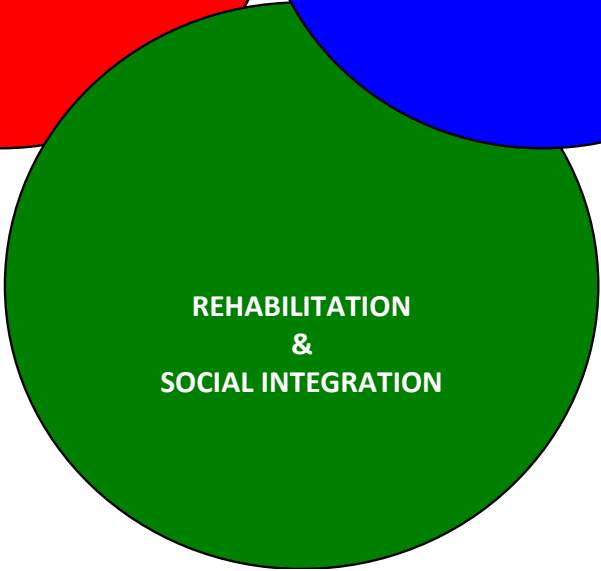
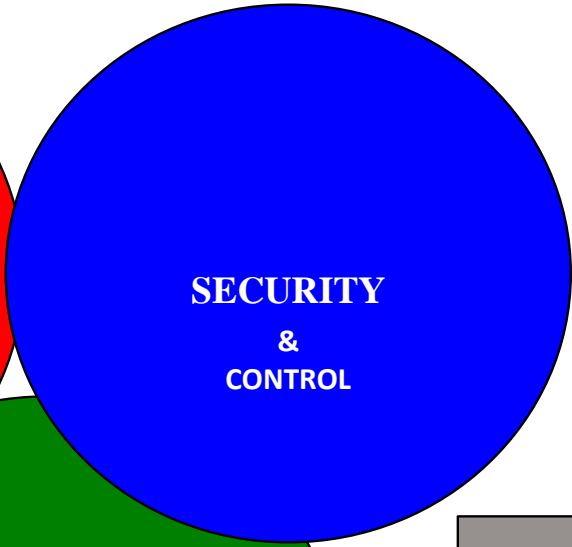
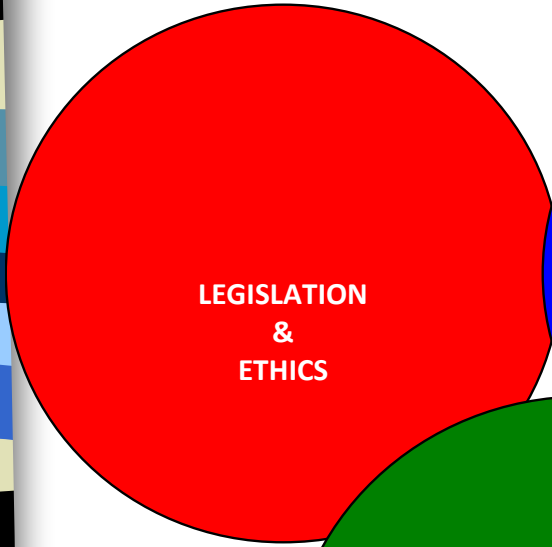
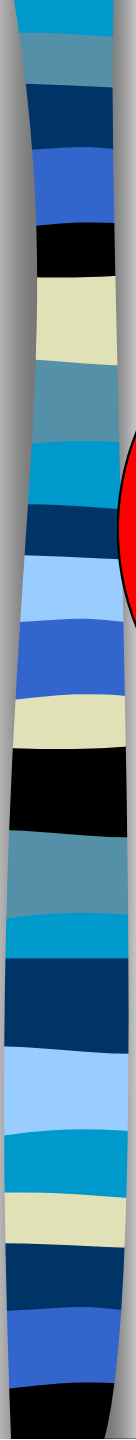


Profession

Competencies

Education

Learning
outcomes



RSKK



Dynamic security – Measures

Knowledge of prisoners/probation customers part of the security

- Security concerns everyone
- Personnel presence, interaction
- Professional risk assessment to maintain a sufficient level of security and the credibility of imprisonment
- Personnel competence and professionalism as well as systematic operation
- Better information and analysis
- Same assessment methods
- Supporting staff



Prevention of crime during imprisonment

- Security information to maintain safety
- Gathering Information, handling and analysis
- Registry access
- Organized crime
- Cooperation with authorities

Rehabilitation

Promote desistance and reduce risk:

- See engaging offenders in change as an important objective
- Convey hope and optimism that change is possible
- Demonstrate and teach thinking and behavioural skills
- Build strong relationships that demonstrate genuine care
- Enable offenders to set and work towards goals for changing their lives
- Ensure staff actively listen
- Provide effective interventions to address criminal thinking, attitudes and behaviour, address drug and alcohol issues
- Provide a variety of resettlement and training services that improve prospects for housing, employment, income and social relationships with people not involved in crime

Mitigate aspects that might lead to increased offending:

- Disruption to relationships
- Impact on identity
- Labeling
- Antisocial culture (bragging about crimes, sharing criminal skills)

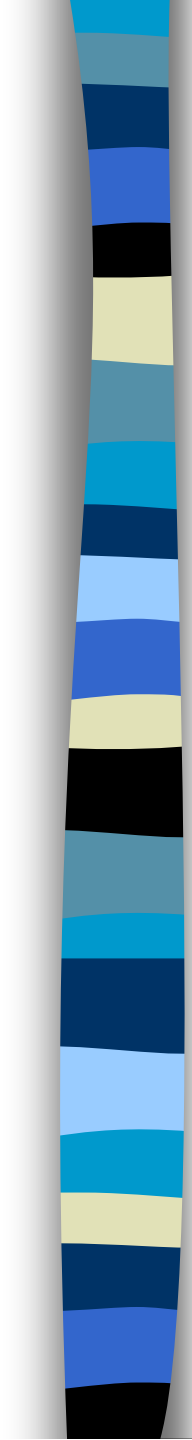
The features of a rehabilitative prison





Professional interaction

- Interaction skills as part of the professionalism and confidential dialogue between the prisoner / client
- You can control your own behavior when you have good interaction skills
- The integration of society to support the rehabilitation and everyday life skills to strengthen a working together with the staff.
- Safety information to maintain safety
- Gathering information and analysis and handling
- Registry access
- Organized crime
- Cooperation with authorities

- 
- Ensuring the everyday interactions between staff and prisoners. Ensure implementation of the prisoners individual sentence plan.
 - Increasing the physical and mental ability of employees to work and supporting professional work.
 - Increase and encourage the personnel to work and job rotation, which must be systematic and regular as well as within the units and between them.
 - Improper behavior is being deal with and the noticed problems are discussed.

Core competences in Criminal Sanctions field

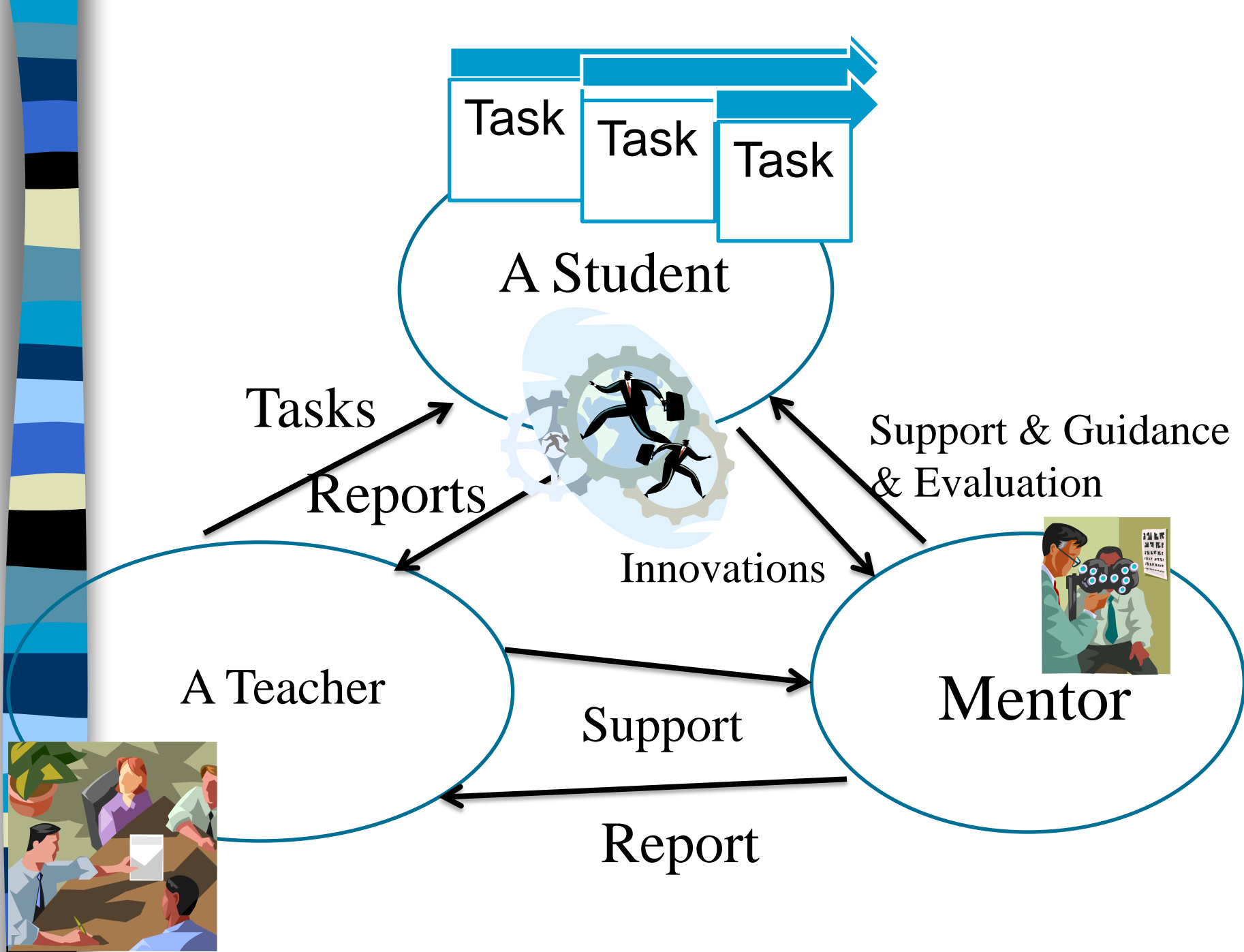
- Basic education is based to the principals of the criminal sanctions core competences =>
- Training situations and tasks correspond as much as possible to the real life situations and problems in prisons
- The training focus is on knowledge, skills, liability and teamwork





The Curriculum includes:

- Prison service and basic duties of officers
 - Security
 - Counselling
 - Care and Support
- Psychology and professional ethics
- Social sciences, criminology, minority cultures
- Criminal law, administrative law, human rights issues
- Finnish language and prison literature
- English language (Swedish and Russian language are voluntary)
- Self defence and use of force





What is mentoring?

Mentoring is a process for the informal transmission of knowledge, [social capital](#), and the psychosocial support perceived by the novice (a candidate) as relevant to work, career, or professional development;

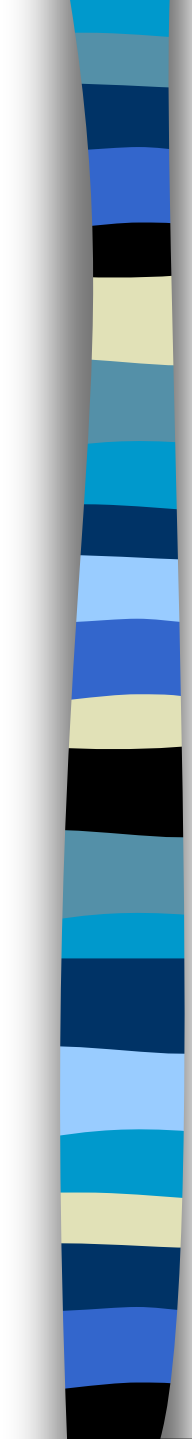
mentoring entails informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less experience (a candidate)

Implementation of Internships

The Bachelor degree of Safety includes 80 credits internships - studies integrated in practical work. Work placements are central learning environments when becoming familiar with the practices of the field.

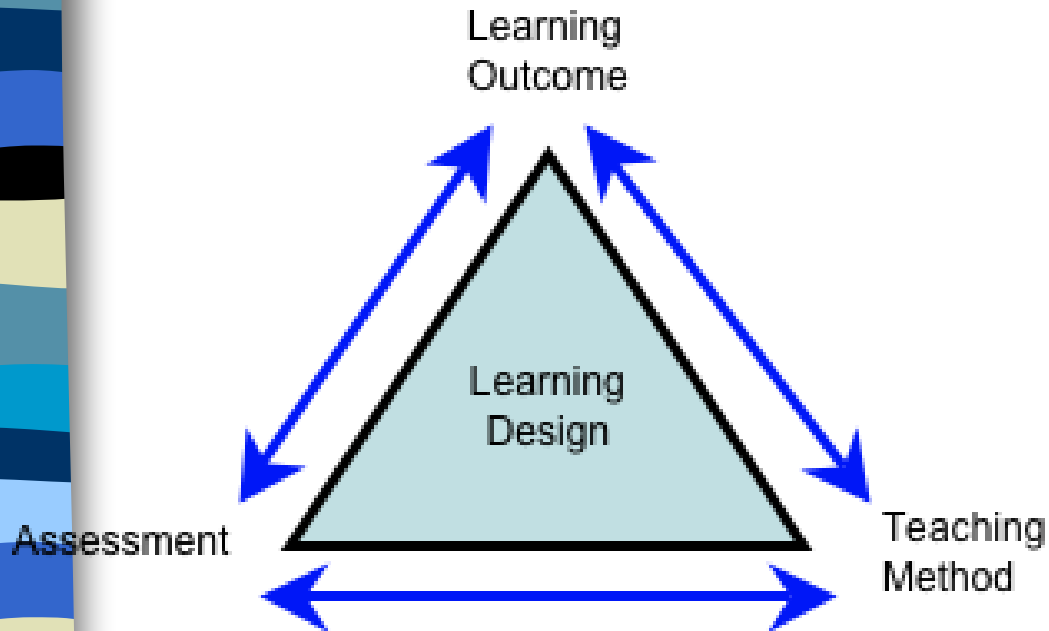
The aim is that students can participate in different work communities professionally and responsibly, and develop their competence in multidisciplinary cooperation. The students learn to evaluate their own work and put it in relation to the work community.

They understand the multiplicity of the ethical conflicts involved in the field and learn to make ethical decisions that respect the needs of the customer. They also learn to adopt a research-oriented work approach.

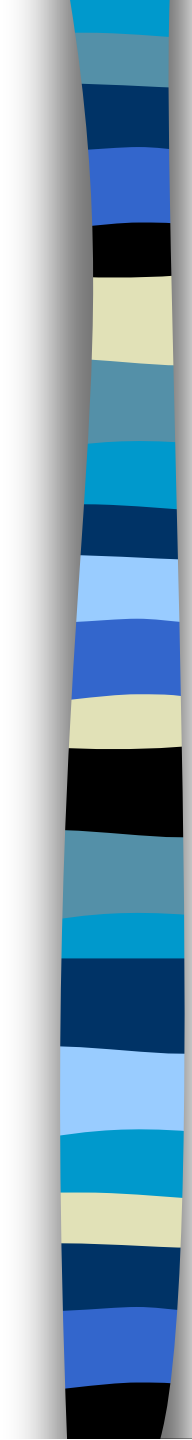


A mentor (field supervisor) is expected to evaluate student's progress regularly and informally throughout the internship periods and to report his/her assessment of the student progress to the faculty. A more formal evaluation process will be carried out at the end of internship. At the time a mentor will submit a written evaluation of a student.

This evaluation should reflect: 1) a student's progress toward the learning outcomes stated in his/her internship plan, 2) a student's ability to function as contributing member of the host organization, and 3) a student's personal and professional development and growth during the internship.



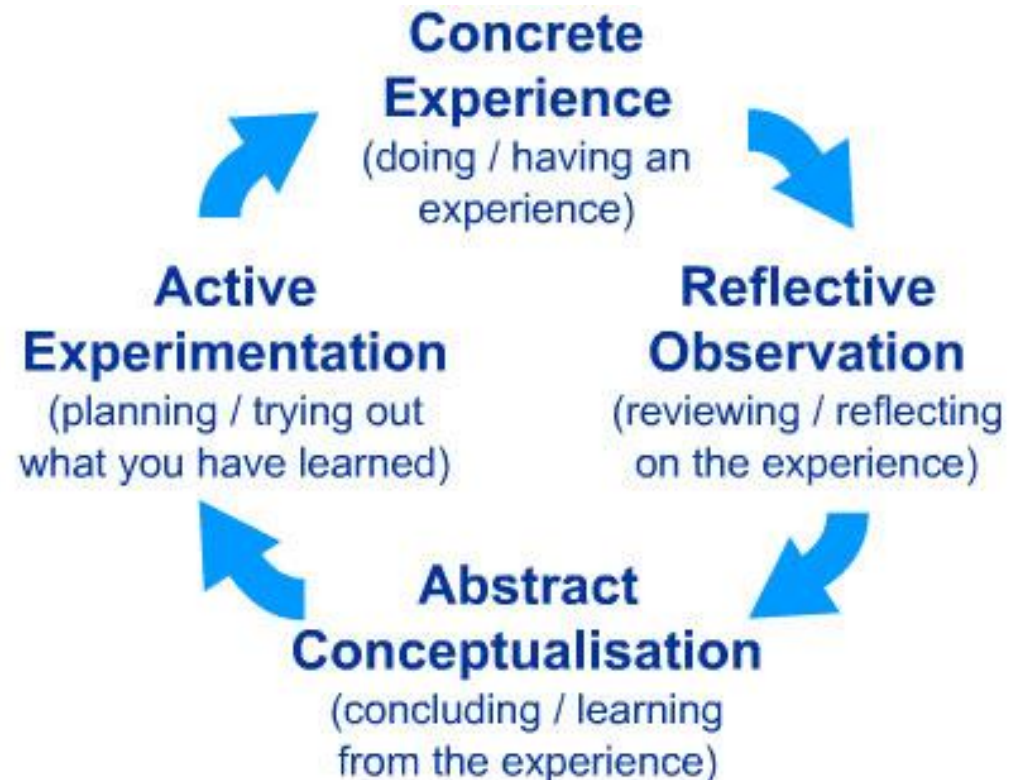
- What assessment methods assess general learning outcomes?
- What teaching and learning methods support general learning outcomes

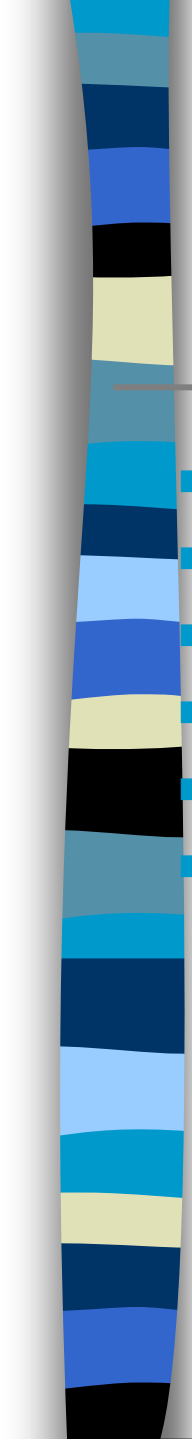


Learning outcomes
are the statements of
what a learner knows, understands
and is able to do
on completion of a learning process,
which are defined in terms of
knowledge, skills and competence.

How do you integrate theoretical studies and internship?

- Emphasis on the authenticity of the assessment
- Follow the learning cycle





What evidence do you have for how safe, decent and rehabilitative your prison is?

- What data is available?
- What does it tell you about safety, decency and culture?
- How good is that data?
- How good are you to analyse and interpret that data?
- What independent assessments do you have?
- What do prisoners and their families say about your prison?



Towards BA-degree education in 2018

Two-phase education of penal studies would offer great possibilities for the students to integrate more practical oriented themes of studies, internships and theory to apply both prison and probation services in the future. The goal is to set up this study reform in as soon as in 2018.

The goals of the reforming and integrating two study programs are as the follows:

- To increase the attractiveness of the study program and corrections
- To increase flexibility and alternative study modules into study program
- To enhance the career options and staff exchange between prison and probation units (“to break the glass wall” between the two functions of corrections)
- To boost the cultural change in prisons towards multi-professionalism