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STAFF RECRUITMENT, TRAINING AND
DEVELOPMENT IN THE 21ST CENTURY

RECRUTEMENT, FORMATION ET
DEVELOPPEMENT DU PERSONNEL
AU 21^e SIECLE

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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



1. Could you briefly describe your procedures and structures for recruitment, training and development of staff based on the suggested topics for discussion at the workshops, including starting educational level for recruitment of your prison and of your probation staff (≈ one page)

Prison recruitment procedures and criteria for the prison police staff are defined in the Regulation of Working Relationships, Training, Career Advancement, and Disciplinary Measures, approved by the Order of the Minister of Justice No. 3125/1 dated 04.09.2009. In the prison police staff, there are three main roles: 1. Basic role employees; 2. Middle role employees and 3. High role employees. The procedures of recruitment are as follow:

1. Within 15 days of a vacancy, it is opened and made public the call for application, criteria required, program of competition, date for the submission of the documents, dates of the testing phases and the number of vacancies;
 2. Public notification through website, print media;
 3. Each candidate fills out a specific application form and with submit it with the relevant documentation to the Sector of Human Resources at GDP;
 4. Within 10 days after the submission the Human Resources Unit asses each application;
 5. Each qualified candidate is applied with a number of identification;
 6. Testing procedures which include, written test, physical test, psycho-social test, interview;
 7. Testing results are made known the same day on public way;
 8. The qualified candidates sign an individual contract and are subject to training.
- The recruitment of civil staff is based upon the criteria defined at the Labour Code and the Law on the Civil Servants.

Staff training in the Prison System has been developed by the Training Sector, a subordinate unit under the General Directorate of Prisons. During recent years, the sector has undertaken a profound reform aiming at improving the training service. Also, it is designed and implemented a training program, based on the best experiences of EU countries. The program is conceived in 240 hours, with a time span of 45 days and 3 months practice. For the middle management level security service, has been scheduled a specific curricula with a two-week program. Indicator of success of this reform is the establishment of a training service in the system, which includes basic training, career development training and specific training, with an extension of time throughout the year.

Basic and career development training for security service staff, civil staff, middle and high level of management staff training have been developed during 2014. Also, trainings have been conducted for staff working with minors and vulnerable categories, to increase communication skills, prevent discrimination and implementing protocols adopted for the treatment of these category. During training sessions, part of the discussion have become recommendations of the Ombudsman, the CPT and inspections of the Directorate General of Prisons, and any problem that is encountered in daily work. All modules and presentations are based on standards and the philosophy of humane treatment and respect for the dignity of persons deprived of liberty. A curriculum on specific modules has been developed for each category of employees involved in training sessions.

Training modules have been updated with developments and recommendations of international institutions to respect human rights, humane treatment and reintegration of persons in conflict with the law.

Co-operation with partners inside and outside the system for specific training and support staff for the treatment of vulnerable groups has been on-going. Training modules are enriched with problems encountered in practice and practical examples of international standards. So, part of the modules have been Rec 2006 (2) of the European Prison Rules, Rec. 2008 (11), "On minors", conventions, rules and guidelines relating to the treatment of persons in conflict with the law.

2. What recent good practices or challenges related to staff recruitment, training and development you would wish to share with your colleagues? (≈ one page)

Most challenges are related to the staff motivation, especially for the police staff. Actually, we are working on creating a stable system of motivation for the staff, including the improvement of recruitment procedures and career. Assessing individual performance of staff and institutions, establishing important bases for the organization and functioning of institution at the central and local level are some of the other issues that we are dealing too.

Also, the image of the prison system in some cases plays an important role in filling out vacancies and approaching professionals.

3. Would you wish to bring hand-outs, videos or other information materials to be put up or distributed at the Conference venue (at the "market place")?

No



AUSTRIA

Replies received from the Austrian Prison Service

1. Could you briefly describe your procedures and structures for recruitment, training and development of staff based on the suggested topics for discussion at the workshops, including starting educational level for recruitment of your prison and of your probation staff

Prison officers

E2b: Aspirants (starting educational level for beginners as prison officers), exclusively web-based application at one of 4 application centres

Procedure: Aspirants have to pass an exam consisting of

- Medical fitness and Multiple Choice Test (reading, writing, arithmetic, general knowledge)
- Test on mental fitness under physical strain
- Psychological tests
- Interview

Basic Training: 1 year, alternating phases of theory and practice

E2a: Candidates for middle management (for prison officers in service)

Procedure: Candidates have to pass an exam consisting of

- Multiple Choice Test on different kinds of law
- Test on mental fitness under physical strain
- Interview

Basic Training: 5 months of theory

E1: Candidates for upper management (head of a prison or manager of a department in prison – for prison officers in service)

Procedure: Candidates have to pass a hard Multiple Choice Test on different kinds of law and an extensive assessment centre

Basic Training: 22 months, alternating phases of theory and Practice

Civil servants (v1, v3, v4)

Special courses for civilian beginners, basic trainings for civilian beginners in the administration area and for academics.

Probation staff – is not part of the Austrian Prison Service

2. What recent good practices or challenges related to staff recruitment, training and development you would wish to share with your colleagues?

JANUS – differentiated selection procedure for aspirants who apply as prison officers E2b (see above)

Mentor system for beginners. They can be accompanied by experienced prison officers in service for up to 3 years

European Communication Certificate – social skills course finishing with a certificate valid in all European states

Social Media “driving licence” for the whole prison staff – how to handle social media correctly

Hospitations – going to teacher`s lessons, watching special aspects of their teaching, giving feedback – learning from each other

National qualification framework shall support the transparent description of qualifications and the comparison of qualifications – we are working on it

Organizational development for teams, projects, change processes in prisons

1. Would you wish to bring hand-outs, videos or other information materials to be put up or distributed at the Conference venue (at the “market place“)?

We want to bring a short power point presentation about the Austrian Prison Service Academy

Replies received from NEUSTART, Association for Probation, Mediation and Social Work

1. Could you briefly describe your procedures and structures for recruitment, training and development of staff based on the suggested topics for discussion at the workshops, including starting educational level for recruitment of your prison and of your probation staff (≈ one page).

The skills and qualifications required from professional social workers in charge of counselling and support in the individual service areas are evidenced by a diploma from a senior technical college (Fachhochschule) for social work. For all other positions, qualifications required depend on the central tasks and may be from a wide range of educational institutions.

NEUSTART has developed a standardised recruiting procedure using harmonised tools (e.g. questionnaire), which regards skills as well as attitudes.

The whole personnel development system tries to be consistent and match with the specific aims and needs of the organisation. This begins with strategic recruiting and reaches via harmonised HR development measures to programs for older employees. Newly hired employees are carefully introduced to their jobs. On a nationwide level new employees are obliged to participate in a basic training of a minimum of three weeks. Additionally, job mentors in the same location give practical guidance for one to two years, the new job experiences are reflected with external coaches. The central service "Personnel and Personnel Development" prepares the introductory seminars and draws up an extensive annual continuing-education programme. This programme is put together by strategic and methodical aspects, the needs for training and education identified as well by supervisors and employees and new developments.

The average number of days social workers spend at continuing-education events is five working days per year. Development needs of employees are agreed upon in the annual appraisal interviews seniors have with their staff, results of these interviews are systematically analysed and where necessary integrated into the yearly catalogue of education and training offers. The catalogue of seminars contains methodological seminars for supervision of offenders with specific offences (sexual offences, violence, theft, fraud, etc.).

Digital Learning and Training Innovation: In the past, digital learning was used for general training of staff in using MS Office and related programs. Face-to-face-seminars are still common and popular for personal encounter and communication.

The newest training innovation is the NEUSTART course for probationary services and aftercare. The curriculum contains seven modules (self-conception of modern probationary services and aftercare, risk assessment, motivational work in enforcement contexts, offence processing, etc.). Lecturers are experts from German, Swiss and Austrian universities. Since 2016 all newly hired employees attend the course.

In 2016 a new risk and resources assessment tool (RRI Ressourcen-Risiken-Inventar), which has been developed by NEUSTART experts, was implemented. The implementation and training is done by NEUSTART experts.

2. What recent good practices or challenges related to staff recruitment, training and development you would wish to share with your colleagues? (≈ one page)

Good practice:

The NEUSTART course for probationary services and aftercare (see above). To concentrate the professional knowledge for probationary services and aftercare in one training measure is a long-term and sustainable investment into the professional staff.

Challenges:

In general, there are no problems to recruit sufficient professional staff, only in some remote areas the searching progress has to be prolonged sometimes. Here professional networking additional to the conventional recruitment procedure seems supportive.

Another challenge is the new wage agreement where NEUSTART wages were adapted to Austrian average social worker wages. As a result, we may have to compete more with other employers and may increase our recruitment efforts.

The staff's average age is 46, 45 years (January 2017), therefore a number of measures are taken to maintain the employees' health and performance. We believe that professional leadership is essential to maintain the staff's health and performance, so leadership development which stresses on health and performance is the current focus.

3. Would you wish to bring hand-outs, videos or other information materials to be put up or distributed at the Conference venue (at the "market place")?

Since we will not participate in the conference, we refrain from distributing materials at the „market place“. When appropriate a reference to our website <http://www.neustart.at> may be displayed.



PENITENTIARY GUARDS

Recruitment

- Stage 1: Secondary education diploma OR successful exam of verification of competences (access card)
- Stage 2: Electronic test for verification of general competences related to the post (dealing with correspondences, conflict resolution, team work, professional orientation, trustworthiness, capacity to develop, capacity to analyse, to observe to communicate in a written form)
- Stage 3: Interview before a jury in order to verify motivations, perceptions regarding the tasks and the functions, knowledge of the context, managing stress, team work, oral communication capacities
- Stage 4: medical examination to verify physical aptitude to enter the service

Notes:

- The recruitment process is managed by the federal recruitment « SELOR » and not by the prison administration
- Experts from the prison administration are members of the jury SELOR during the interviews (Stage 3)
- In principle, the physical aptitude from a medical point of view is managed by another federal agency: « EMPREVA ». There are no specific physical requirements regarding the capacity to exercise a specific function, no precise eliminating criteria, no exercises or physical tests to pass.

Training

General principles:

- Entry into service starts on the first working day of each month. Each group is composed usually of 10-15 agents. Entry into service is done at the training centre. Each group has their appointed tutor who is a trainer.
- The theoretical training consists of 50 days in the course of one calendar year (15 days at the beginning, afterwards about three days per month).
- Basic training curricula: 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.
- Theory and practice are alternated.

- In the field, the trainees have mentors and there is collaboration between the training centre and the prison to which the trainee is assigned.
- Continuous evaluation and formal report every three months in view of the subsequent nomination, following a general procedure in force for all federal government agents (it is not specific to the prison administration). The first interview is carried out at the training centre and after the first three months the four subsequent interviews are done at the prison to which the agent is assigned.
- The trainee has a notebook which is always on him/her during the traineeship. It contains all observations and tests/verification results of the tasks to be learned.
- There are theoretical and practical exams in the different disciplines studied. These exams are only indicative as the decision is taken at the definitive nomination. A failure to pass an exam does not automatically lead to non-nomination. A definitive failure (non-continuation of the employment contract at the end of the training) can be requested by the prison administration and is decided by a federal commission, not belonging to the prison administration, which is competent to take decisions regarding all federal agencies.

TRAINING OF JUSTICE ASSISTANTS (PROBATION AGENTS) IN THE FEDERATION OF WALLONIA-BRUSSELS, BELGIUM

The profession of justice assistant is accessible for persons who have studied at least three years in a higher educational institution to become social assistants [Licence (BAC+3)].

At the start of their service the justice assistants undergo an observation traineeship at the House of justice where they will work. They learn by doing the work context, as well as the overall tasks and competence of the General Administration of the Houses of Justice (GAHJ). At the end of their traineeship, they draft a report based on a structured list of questions.

Afterwards, they take part in a basic training course. This includes the basics of the necessary knowledge required by GAHJ in the fulfilment of their functions, namely contextual, interactional and constructivist vision of different behaviours. In this way are developed the elements of a systemic approach, of the pragmatic side of communication, as well as the basic principles of the method and the ethical rules and professional confidentiality which define the role of assistants of justice and of designated social work in a state governed by the rule of law.

After they finish their basic training, the justice assistants can choose among different training courses on specific topics related to their profession. For example, in the penal field the justice assistants are trained how to use effective technics of carrying out interviews in order to motivate the defendant; on how to react in the presence of a defendant with behaviour problems or how to deal with situations of domestic violence. In the civil law field the justice assistants are trained, for example, how to use technics for interviewing children. If they deal with victims, the training on how to manage grievances and emotions allows the justice assistants to develop adequate empathy suited to the circumstances of the victim, while at the same time preserving themselves from the emotional impact of the situation.

Every training has a theoretical part constructed around the required knowledge and a practical part during which the participants implement the interviewing technics learned. In general, in the training related to these technics are used video materials and the exercises are recorded which is a very powerful training method.

Whenever necessary, the training curricula on the new legal framework, the specific methods and the internal directives are regularly updated.

Apart from training, the justice assistants can take part in the process of group supervision. In this context, the participants bring up specific situations about which they have questions or face difficulties. The methodology used aims at solving these difficulties and of finding replies to the questions and also allows participants to do a « meta » training which increases their competences and their autonomy. They also benefit from individual supervision, upon request.

Those in managerial positions apart from management training, they also have individual and group coaching. In addition, after the end of each training of justice assistants aimed at developing a specific expertise, those in managerial positions receive themselves training adapted to their management function.

In situations of emergency and crisis, the justice assistants and the managers can be supported by interventions coming from external experts.

All these projects are programmed, implemented and evaluated by the Training Directorate. They are the outcome of an evaluation process of the permanent needs and are integrated in the multiannual training plan which is approved by the headquarters regarding its contents and the budget necessary for its implementation.

TRAINING IN THE FRAMEWORK OF THE SERVICE « HOUSES OF JUSTICE » (THE BELGIAN FLEMISH COMMUNITY)

The training is a central and essential element of the development of staff competences. The professional and personal development of each member of staff is in the interest of the service « Houses of Justice » and of the Department « Wellbeing, Public Health and Family » of the Belgian Flemish Community.

Through our training policy we offer the possibility to our staff members to acquire knowledge, to develop expertise and to put in practice their competences related to the main areas of our tasks regarding:

- Advice and accompanying;
- Supervision and draft reports;
- Collecting information and building a network;
- Identifying and creating a sense of belonging.

Training is carried out at different stages and times:

- At entry for the new members of staff : they receive a welcome booklet containing general information on the Department « Wellbeing, Public Health and Family » and they can participate in general information courses (information related to staff);
- The justice assistants are afterwards trained at the local Houses of Justice. The main accent of the training done by their colleagues is put on reception and induction courses related to the practical aspects of their work (internal training) and support provided by a tutor (coach);
- A 3-days course provided by experienced colleagues touch upon topics like work related to court orders or the position of justice assistants, their role, discussions related to dealing with conflicts, drafting of reports and professional ethics;
- An annual training plan is built related to specific needs, which is based on a preliminary evaluation of the needs and on field analysis. On the one hand the internal trainers/experts supervise, intervene, coach individually or collectively or provide targeted training sessions, and on the other hand there are also trainings provided by external partners;

- The participation in training courses and the creation of networks are essential both for acquiring knowledge and for constructing and maintaining of professional relations;
- By using the system of training leaves staff members have also the possibility to follow general on-the-job training courses targeted at specific expertise.

In this manner the service « Houses of Justice » has become a focal point for providing knowledge and expertise which enable staff to deal with offenders and victims, to reduce recidivism in a legal context and to accompany persons confronted by a conflict or by a judicial procedure.



BULGARIA

The selection of staff in General Directorate “Execution of Sentences” (GDES) is completed according to the rules for appointment on state service in General Directorate “Execution of Sentences” and General Directorate “Security” under the Ministry of Justice, approved with order JIC – 04 – 1534/26.09.2014 of the Minister of Justice.

According to the above quoted rules, the appointment is preceded by a competition, announced with an order from the Minister of Justice or an authorized by him person. In the rules, it is indicated:

1. the specific requirements for appointment on a state service;
2. the conditions and the order for conducting the competition, namely:
 - announcement of the competition;
 - nomination of a competition commission and its activity;
 - submission of documents and admission to the competition;
 - phases of the competition according to the vacant position;
 - allocation of the candidates.
3. Appointment on state service after a competition;
4. Appointment on state service without a competition – for government officials in the Ministry of Interior and government officials from the security services.

There is a specialized methodology applied for each of the phases of the competition. When taking decisions, the commission is needs to be in conformity with the methodology. Each of the phases has an eliminatory character. For any next phase a % of the candidates is graded according to the number of positions.

After an appointment of a government official, newly appointed staff on the grounds of art. 19, point 2 from the Law on Execution of Sentences and Detention and in connection to art. 170 by the Law of Ministry of Interior, they are professionally trained at the Educational Centre – Pleven at the GDES.

The way of conducting the training is regulated by art 17 б „а” – „д” of the Regulation for Application of the Law on Execution of Sentences and Detention and the Rules for internal order, structure and functioning of the Education Centre of GDES – Pleven.

There are two phases of training: theoretical preparation – 8 /eight/ weeks at the educational centre and 45 days practice at the territorial unit.

During the first phase, staff acquire theoretical knowledge and skills connected with their direct duties: /legal preparation; security activities; security techniques; pedagogy; psychology, social activities; fighting technique; fire and physical preparation/.

The aim of the second stage of the training is the knowledge and skills from the first stage to be applied in practice under the supervision and with the assistance of mentors.

The training ends with practical and theoretical exam before a commission, nominated with an order of the Director General of GDES.



CROATIA

WORKSHOP I: PRISON RECRUITMENT

Prison recruitment is out of jurisdiction of the Prison System Directorate and is organized under different directorate within Ministry of Justice.

WORKSHOP II: SEAMLESS TRANSFER BETWEEN PRISON/PROBATION STAFF

WORKSHOP III: CONFLICT RESOLUTION

Several training courses contain conflict resolution component:

- Communication and aggression control (16 - 32 lessons)
- Resolving conflicts with prisoners in peaceful manner (8 lessons)
- Professional communication in conducting official duties (16 lessons)

All three courses contain theoretical part (presentations) combined with interactive workshops (discussions, modelling, role-play, etc.)

WORKSHOP IV: STAFF ASSESSMENT TOOLS

WORKSHOP V: PRISON TRAINING

Basic course for judiciary police trainees is obligatory. During one calendar year on average we have one to two courses each with approximately 30 trainees. Basic course lasts from 3,5 to 6 months and it contains theoretical part (lectures, workshops) and practical part in prison with mentors.

Additional education is organized for all prison staff through different programs (around 40 programs since establishment of Training centre in 1999). Yearly around 350 - 700 members of prison staff is involved in different training courses organized by Training centre or in cooperation with Training centre.

WORKSHOP VI: DIGITAL LEARNING AND TRAINING INNOVATIONS

WORKSHOP VII: RISK ASSESSMENT/SCREENING

WORKSHOP VIII: QUALITY STANDARDS IN EXIT EXAMS

Basic training is followed by written, oral and/or practical exam after each section. Additional programs are usually not followed by exams.

WORKSHOP IX: TEAM AND LEADERSHIP DEVELOPMENT

Specific program was created by the Training centre to enhance team work in correctional institutions. The title of this course is „Team work of the prison officials“and it lasts for 24 lessons (3 days).

Within on-going IPA 2012 Twinning project „Support to the Prison System of the Republic of Croatia“, two-day module „Management skills“ was developed and 70 senior officials completed this course

until now. This module is about to cover another 70 senior officials and then it is planned to upgrade this module to second level when it will last for around 5 days.

WORKSHOP X: HUMAN RESOURCES DEVELOPMENT

WORKSHOP XI: IMPLEMENTATION OF TRAINING AND KNOWLEDGE IN PRACTICE

Specific programs of education and trainings, especially those aimed at implementation of special treatment programs (rehabilitation programs) for prisoners, are applied in practice with permanent supervision.

Parts of the Basic training are applied with mentor's supervision and while the course still is on-going, trainee applies in practice theoretical knowledge he/she gained through the course.

Programs are only partially evaluated in terms of their application and efficiency in practical work.

WORKSHOP XII: EVALUATION AND RESEARCH

Programs are covered by evaluation questionnaires which are applied immediately after the program is implemented. On the 5th point, scale participants assess quality of lecturers, content of the lecture and usefulness of the program for their practical work.

Only special treatment programs (rehabilitation programs) are evaluated on a more scientific level. Such evaluation is focused on actual impact of these programs on changes that occurred with targeted population (prisoners). Comparative analysis of indicators before and after the program is developed, based on questionnaires applied on prisoners before the program, after finishing the program and 6 months after the program. For example, application of program aimed at reduction of aggressiveness showed positive changes on several aspects connected to prisoners' aggressive behaviour (motivation for change, attitudes towards treatment, self-criticism in relation to criminal offence, attitudes towards aggressive behaviour, social skills, anger control, cognitive distortions and locus of control). Similar to this, comparison of level of taking responsibility for controlling own sexual behaviour and preventing reoffending at the beginning and at the end of the program for sex offenders showed significant increase of responsibility and of insight in own capacities to prevent reoffending after finishing the program. Besides two already mentioned programs, Social Skills Training and program for drug addicted prisoners were also evaluated, in cooperation with Faculty of Education and Rehabilitation Sciences.

Although first analysis and internal evaluations of implementation of special treatment programs show certain positive effect which awakes reasonable optimism in terms of possible reduction of recidivism, there is still serious lack of research to prove this positive presumption. Some of the reasons are;

- programs are not implemented long enough to see if they have effect to prisoners' re-entry,
- because of legal obligation to provide adequate treatment to every prisoner, it's impossible to create control groups to compare results,
- inadequate financial capacity of the Prison Administration represents obstacle for hiring independent researcher to measure true effectiveness of the model.

1. Could you briefly describe your procedures and structures for recruitment, training and development of staff based on the suggested topics for discussion at the workshops, including starting educational level for recruitment of your prison and of your probation staff.

Prison Training (Topic of Workshop V)

The Prison Service Academy

The Prison Service of the Czech Republic has one staff training centre located in Stráž pod Ralskem, which is about 100 km from Prague. The Prison Service Academy provides initial courses for new staff, it offers specialized courses for prison practitioners, and is also involved in scientific and research activities in the field of penology. The Academy is managed by a director and two deputy directors. The total number of the Academy staff is 49, out of them 18 teachers.

Initial Courses

Initial courses can be divided into different types according to the recruits' future assignments. Czech prison staff members are subdivided, according to the law, into two parts. The first one (about two thirds of employees) consists of uniformed staff members and the other part (about one third of employees) are civilians. All prison guards, security and perimeter staff members, and judicial guard members are uniformed. Treatment professionals, such as pedagogues, psychologists, social workers or educators, medical staff and all administrative and support staff are civilians.

New uniformed staff attend the Initial Course Type A. The Initial Course Type B addresses the needs of new civilian staff in direct contact with inmates, so called treatment specialists.

Quality standards in existing exams (Topic of Workshop VIII)

Final Exam

After 12-week Initial courses Type A, there is a final exam. The examination committee consists of Academy teachers and representatives of prison management. There are 30 questions, each consists of 7 theoretical and practical sub-questions (e.g. psychology, penology, law, manipulation with a gun, cell search, first aid on the basis of a model situation etc.).

After 6-week Initial courses Type B, all new civilians take a final exam. The examination committee consists of Academy teachers and Academy managers. There are 25 questions with 5 theoretical sub-questions each.

Initial training of support staff is finished with a written test only.

Probationary Employment Period and Professional Exam

The length of probation of new civilian staff lasts three months and they do not have to pass any other exam to prove their professional performance. This differs from the uniformed staff that have to work for the Prison Service for three years and only after completing a short revision course and passing professional exam they receive indeterminate employment contracts.

Human resources development (Topic of Workshop X)

Specialized Courses and In-Service Training Courses

To address prison staff's professional enhancement, the Prison Service Academy opens a number of specialised courses for different types of professional staff every year. The contents and duration of the courses vary according to the needs of the specific staff.

Statistics – 2016

430 new security staff members, prison guards and judicial guards attended 13-week-long Initial Course Type A for uniformed staff. The Initial Course Type B lasts 6 weeks, and 270 new treatment specialists completed their initial training.

More than 75 uniformed staff members were given professional certificates.

Over 1 500 practitioners completed various kinds of specialized and in-service training courses.

Conflict resolution (Topic of Workshop III)

The Academy does not run specialized courses on conflict resolution.

However, there are two courses that contain model situations focused on conflict resolution:

- 3-day specialised course for uniformed staff working at prison gates;
- 5-day specialised course for judicial guards.

Digital learning and staff innovations (Topic of Workshop VI)

Departments of the General Directorate in cooperation with the Academy organize seminars focused on specialized programmes designed for specific prison staff groups (e.g. on constructions, on medical care, on human resources or different internal systems). These seminars are 1 – 3 day(s) long.

Team and leadership development (Topic of Workshop IX)

In 2016, General Directorate ran a seminar for prison managers. The Academy does not plan to design courses on team and leadership development.

Implementation of training and knowledge in practice (Topic of Workshop XI)

All specialized courses are designed upon requests of departments of the General Directorate and are related to new challenges of the Prison Service. Each course has a theoretical and a practical part with the view of the Prison Service's needs. At meetings of prison directors, the Academy director receives feedback on the current courses and their effectiveness and suggestions, ideas and tips for their improvement.

Evaluation and research (Topic of Workshop XII)

In compliance with the Conception of the Prison Service to 2025, the Academy director is planning to address this topic in the future.

2. What recent good practices or challenges related to staff recruitment, training and development you would wish to share with your colleagues?

ENGLISH FOR PENITENTIARY PRACTICE

The Prison Service Academy has reflected on debates raised at different national and international meetings on the issue of the ways of sharing good practices among European prison systems. Cross border exchange of information opens up the international correctional arena for enhancing

professionalism and competence. Recommendations that language training should be a priority have been made by internationally recognized prison experts.

The Academy has developed a training manual in English for prison staff. In the academic year of 2015-2016, the first module of a professional English course for mixed groups of prison professionals was implemented. The module focuses on communication with foreign prison professionals. It should be stated that some Czech prisons organise over 10 meetings with foreign partners a year.

The target group:

The participants of the course were prison staff members who, except for their daily duties, assist with preparation and organisation of study visits, excursions and other international events, held in their respective prisons. The course participants' entrance language level ranged from elementary to intermediate. Half of them were false beginners. The goal was to teach selected prison staff skills they can instantly use in their penitentiary practice.

The Main objectives of the module:

- To learn about international cooperation in the penitentiary field
- To provide basic information about the prison system
- To give a presentation about the prison
- To introduce selected parts of the prison
- To learn to prepare and organise a study visit for foreign partners
- To get motivated to active participation in the international penitentiary field

The topics covered:

- Basic facts about European prison systems and international cooperation in the penitentiary field
- A visit of a foreign delegation in a prison and its planning
- A prison tour
- A presentation of a prison
- International events

Length of course:

The course was spread throughout 10 three-day meetings. Each meeting comprised 30 (45 minutes long) lessons.

Manual:

A manual has been developed but it forms just a frame of the module. The module is adaptable to different groups according to their specific needs and might be quite easily tailored and updated to tackle the European penitentiary issues and facts and to reflect on international penitentiary language development.

Examination:

In June 2016, 13 participants underwent practical oral exams during 3 full working days. The working language during the whole examination week was English as the examination committee was international.

Professional English communication skills were assessed in the following areas:

Presentation of the organisational unit the person works in;

Giving relevant information about selected parts of the prison;

Presentation of basic facts about the Prison Service of the Czech Republic to foreigners;

Skills to professionally prepare a working visit for foreign professionals in the prison (including email communication, preparation of relevant materials etc.) and skills to organise a working visit for foreign professionals.

3. Would you wish to bring hand-outs, videos or other information materials to be put up or distributed at the Conference venue (at the "market place")?

The language training course may be introduced by a short presentation including a video and other selected teaching material. Also a picture presentation of the Czech Prison Service Academy is available (video loop).

Reply from the Czech Probation Service

1. Could you briefly describe your procedures and structures for recruitment, training and development of staff based on the suggested topics for discussion at the workshops, including starting educational level for recruitment of your prison and of your probation staff (one page)?

The training of staff of the Probation and Mediation Service (PMS) is not provided by any outside educational institution but by PMS itself. PMS has a special educational system in place based on the Study Program for Qualification, Specialization and Further Education of employees of the Probation and Mediation Service, approved by the Minister of Justice every 2-3 years. Act No. 257/2000 Coll., on the Probation and Mediation Service, stipulates the obligation of completing a qualification course (for probation officers) and a specialized training course (for probation assistants).

The educational system consists of four different levels.

The first level sets the qualification prerequisites for probation staff: age over 21, integrity and legal capacity. A probation officer must have a Master's degree in social sciences, while a probation assistant must possess a secondary school diploma in social sciences.

The new staff goes through a three month trial period when they receive basic training in client work, rules and regulations of the Probation and Mediation Service and they get acquainted with the principles and inner workings of the Service Centre they work for. New probation officers and assistants are under the supervision of the Head of their respective Centre who acts as a mentor and evaluates them at the end of the trial period.

The second level consists of a qualification course for probation officers and a specialized training course for probation assistants. Both of the courses are mandatory according to Act No. 257/2000 Coll., on the Probation and Mediation Service. The qualification course for probation officers comprises of 288 hours of training split into nine different sessions throughout the entire year, the specialized training course for probation assistants of 192 hours in six sessions of training. The courses begin with a daylong adaptation course, which focuses on the organizational structure of PMS, core methodological standards, and a preview of the following courses. Both of the courses then concentrate on theoretical knowledge and practical skills in probation and mediation work. They also provide the necessary knowledge of the practical application of law (criminal, civil, and constitutional) and training in communication skills. The courses put special emphasis on working with victims of crime, drug addicts, and over-indebtedness.

During the courses, the staff has to go through eight days of internship at both governmental and non-governmental organizations including criminal courts, police, prison service, and providers of psychological, social and other services. A regional tutor is at their disposal, with whom they can

consult specific problems they encounter during their work. Probation officers need to consult at least 4 times during their first year in office, probation assistants twice.

Internal lecturers from within the Service and external lecturers (judges, public prosecutors, university professors and others) teach the courses. At the end of the courses, the participants need to take an exam before a five-member committee (probation officers) or a three-member committee (probation assistants). The exam is quite demanding, the participants need to prove their theoretical knowledge and practical skills including casuistry. Probation officers also need to submit a video of their interaction with a client. The exam can only be repeated once in case the trainee fails (no sooner than six months after the failed exam). The Minister of Justice appoints the examiners.

The third level is voluntary and consists of the Follow-up Training System (FTS), which allows the probation officers and assistants to bolster their expertise in a certain specialization. For each specialization, various specific goals are set, such as mastering a particular skill or deepening knowledge in a specific area. The different specializations the trainees can choose from include risk assessment and management, parole, community service, over-indebtedness, and others. Special emphasis is put on practical skills and case management. At the end of the FTS, the trainee must demonstrate the acquired knowledge with casuistry, videos, and reports written for law enforcement and other cooperating agencies. The trainees must complete at least 300 hours of FTS training.

The fourth level is mandatory lifelong learning, which covers the latest amendments to the criminal code and innovative methods of probation and mediation activities or recent trends in criminal policy or other related areas. This level also includes mandatory supervisions reflecting upon the casework and training for managers.

2. What recent good practices or challenges related to staff recruitment, training and development you would wish to share with your colleagues?

To accomplish its goals and objectives, the Service needs qualified staff. Therefore, education is one of our core values. As a relatively new organization, the Service needed to develop the educational system from scratch. Once the first two levels of the system were in place, there was a perceived lack of follow-up training that would provide further specialization of probation officers and assistants. The Service tried to develop such follow-up program but soon it was clear that the program would have to offer a large variety of topics and both internal and external lecturers. Consequently, The System of Further, Specific Training of the PMS Czech Republic Staff Project was developed in partnership with Kriminalomsorgens sentrale forvaltning – The Norwegian Correctional Services (2009-2010). During the project, an Educational and Methodological Manual for lecturers was written and 29 lecturers received training. From that point on, they were able to provide training to other PMS experts.

In 2010-2011, educational needs of PMS staff were evaluated in detail and the Follow-up Training System was added to the Study Program for Qualification, Specialization and Further Education of employees of the Probation and Mediation Service. Curriculum and regulations development took two years and required the maximum involvement of PMS expert sources, internal and external lecturers and an external coach. The project was followed by yet another one, the System of Education of Employees of the Probation and Mediation Service, which has been implemented with Norwegian Directorate for Correctional Services since 2014. In total, 38 pilot FET training modules were implemented and internal supervision of internal lecturers conducted. More than 50 internal and 30 external lecturers were involved. The project verified the entire curriculum and the success of individual training modules is currently being evaluated and brought into practice.

Currently, five specializations of FET have been built and tested: Probation, Parole, Community Service, Youth, and Conflict resolution (mediation). The system includes modules focused on the basic tools (Professional Interview, Risk Assessment and Management), modules useful to all specializations (e.g. Casework with Victims of Crime, Issues of Over-Indebtedness in Probation), and modules designed for specific specializations (6-8 modules depending on specialization). Each specialization

module includes a case management module - 6 meetings in total focused on the practical application of knowledge and skills. On top of these required modules, the participants can choose from optional ones, like assisting victims during the creation of victim statements or motivational interviewing. Great emphasis is on practical skills. FET defines specific competencies and demonstrates these practically using videos, case studies, and reports for law enforcement agencies.

Any employee of the Probation and Mediation Service who completed the mandatory education can apply for FET. Priority is given to those who want to take the entire course including final exams. Great emphasis is on practical skills.

Lessons learned

Crucial steps are:

- educational needs mapping,
- clear idea about the competencies and skills the trainees should have after completing the program,
- a way to test those competencies and skills including practical demonstrations of their use in client work,
- enough time and trained specialists to actually craft the design of the courses,
- ideally having two lecturers teaching the course – an external and an internal lecturer so that the trainees would learn all the important specifics of their particular job and still be able to see the bigger picture when it comes to their work with clients.

Co-operation with experts and ideally with a more experienced foreign partner is necessary, not only in terms of ideas and experience sharing but also to gain certain perspective, which internal experts usually do not possess because of their personal commitment to the organization and the educational system itself. External and foreign partners bring a lot to the table when you are trying to innovate or design your educational system.

3. Would you wish to bring hand-outs, videos or other information materials to be put on or distributed at the Conference venue (at the „market place“)?

Flyers:

- FET – project
- FET - system
- FET – Parole Specialization
- FET – Probation Specialization
- FET – Community Service Specialization
- FET – Youth Specialization
- FET – Conflict Resolution Specialization

1. How is the duration of education (apprenticeship) for correctional officers?

The education as Correctional Officers lasts three years in total and amounts to 180 (3 x 60) ECTS points. 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.

2. Which qualifications are required for admission to this education?

The admission requirements to the education as Correctional Officers are as follows: 1) Age 21 or above, 2) No criminal record, 3) Citizenship in the EU countries, Norway, Island or Liechtenstein, 4) Good psychical condition, 5) Vocational training or other comparable education, or Danish level C, Social Studies level C, English level C, plus a an elective at level C and at least 3 years of working experience or basic Commercial Course and at least 3 years of working experience or a General Certificate of Secondary Education or a Certificate of Competences from the Danish VUC (Adult Education Centre).

If the candidate fulfils the requirements an application must be sent and a thorough screening of applicants is carried out. The suitable candidates are invited to participate in a number of tests when the Danish Prison and Probations Service are short of personnel. First, the applicants need to pass the Psychical Test followed by a Personality Test and a Care Test. If these tests are passed, a personal interview is held. The interview provides the recruiters with information regarding the applicants' personal and professional skills.

3. What is the content of the education? (subjects, topics etc.)

Each of the three periods at the Training Centre consist of 5 different themes: 1) *"Ethics and Professionalism"*, 12 % of the entire education, 2) *"Clients and the institutions within The Danish Prison and Probation Service"*, 13 % of the entire education, 3) *"Change, support and motivation"*, 12 % of the entire education, 4) *"Legislation, rules and procedures"*, 7 % of the entire education, 5) *"Conflict resolution, control and safety"*, 31 % of the entire education. The remaining 25 % consist of student interviews, individual assignments, guidance, exams etc.

4. Which type is the final examination? (oral, written etc.)

The final exam consists of a written group assignment which each student must defend orally and individually in front of a teacher and an examiner.

1. Could you briefly describe your procedures and structures for recruitment, training and development of staff based on the suggested topics for discussion at the workshops, including starting educational level for recruitment of your prison and of your probation staff (≈ one page)

A person who wishes to commence service or work in a prison or commence studies in the area of specialization of a prison officer shall submit a form concerning personal data to the Department of Prisons of the Ministry of Justice or a prison. The form concerning personal data requests data which allow assessing the person's suitability for the position. Persons who have been convicted of intentionally committed criminal offences, regardless of deletion of data concerning punishment, have served imprisonment sentences, regardless of deletion of data concerning punishment or who is a suspect or an accused in a criminal proceeding shall not be employed in prison service.

Recruitment of prison officers

A prison officer shall comply with the education, work experience and physical condition requirements established for performance of the duties of a prison officer and the requirements established for the person's knowledge, skills and personal characteristics. A citizen of the Republic of Estonia who has at least secondary education, full active legal capacity and who is proficient in Estonian to the extent established by law or on the basis of an Act may be appointed to a position of a prison officer. The required Estonian language proficiency level is C1, proficiency of Russian language is preferred.

Upon appointment of a prison officer to office, the obligation of completing the preparatory service for prison officers corresponding to the official rank may be imposed on the officer. Preparatory service for prison officers consists of practical and theoretical professional training.

Training system of prison officers

The College of Justice of the Estonian Academy of Security Sciences is the institution of education training prison officials with a professional education for the Estonian prison service.

Vocational education on the basis of secondary education – training guards and senior guards, whose main task is to supervise the inmates and conduct security and law enforcement protection in the prisons. Learning occurs over a period of one year on that level, and the main focus is on the acquisition of professional skills. The internship and the implementation of teaching methods supporting practical skills are of a high proportion. The studies are free-of-charge. Prison officials, who have been referred to College to pass the preparatory service by prison, shall retain their salary for the period of studies.

Professional higher education - educating future middle and senior level prison officials. In particular, the educational model and the curriculum are oriented towards the training of inspector- contact persons, who play the leading role in management of the re-socialization process of imprisoned persons. Professional higher education is acquired in the College in three years and the period of study is completed with passing a comprehensive final examination. The study is of a practical nature, and internships have an important role in the curriculum in acquisition of specific professional skills. The internship is carried out in prison and this comprises almost a third of the total study time.

Continuing education – organization of various courses for prison officials in while in service for maintaining and improving their professional skills. Organization of continuing education is based on implementation of the training plan agreed upon with the Ministry of Justice for the calendar year. The College finds the lecturers, the premises, organizes the training and the collection and analysis of feedback from the participants. The Ministry of Justice as the contracting authority defines the areas

and volumes of training annually and coordinates the training programs. The Ministry of Justice also finances the entire continuing education.

Recruitment and training of probation officers

Any person of appropriate moral character for probation supervision (Moral Integrity - Code of Ethics for prison service, Ethical norms to civil servants, Personal qualities - Stress tolerant, confident, punctual, analytical, cooperative), who has completed a relevant applied or academic higher education (psychology, social pedagogics, social work, corrections, special pedagogics, teacher, law) may be appointed a probation officer. The required Estonian language proficiency level for probation officers is C1, proficiency of Russian language is preferred.

Junior Probation Officer helps to implement the control function of probation and has to have at least secondary education, technical skills and moral integrity.

Senior Probation Officer has to have 2 years of previous work experience as probation officer and should have a specialization in the field with necessary training (for example sex offenders, high risk offenders, electronic monitoring etc.).

Regular and adequate training:

- a) Client work skills (motivational interviewing, networking)
- b) Supervision of community work
- c) Risk assessment and sentence plan
- d) Conducting rehabilitation programs
- e) Legal knowledge
- f) Technical skills (alcohol breathalyser, electronic monitoring device)

2. What recent good practices or challenges related to staff recruitment, training and development you would wish to share with your colleagues? (≈ one page)

To make the recruitment process for candidates less stressful, prisons organize recruitment interviews in group (2-3 candidates). They can pass together the trial day, physical test and if it's possible, they can work in the same unit in prison.

Prisons hire guards without special education and then refer them to College of Justice to pass the preparatory service. Their salary will be retained for the period of studies (9 months).

There is a possibility to attend lectures, taking place in College of Justice, by video without leaving the prison. We call it "learning from the wall".

When the new guard or senior guard starts to work, he/she will be supervised during 1 month by tutor, who usually is the colleague from the same unit with special training.

Training materials (for example textbooks) for training prison officers have composed by experienced officials of Estonian Prison Service. We compose a manual for prison unit managers and members of the target group have been involved in the composing process.

To share the information about Prison Service and different possibilities of working in prison we cooperate with high schools. We organize seminars for teachers and school management, as well as prison visiting tours and self-defence trainings for students.

3. Would you wish to bring hand-outs, videos or other information materials to be put up or distributed at the Conference venue (at the "market place")?

Not decided.

Introduction

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.

Prison services work is a challenging human relations work that combines support and rehabilitation with supervision and crime prevention. Prison services employees work in institutions that are secluded from their environment and in which the clients are placed against their will. In addition, the prison services institutions have developed into different work environments. They vary greatly in size, activities and openness, from small open institutions to large closed units. The goal of the training is to mould the supervisory and rehabilitative duties into a systematic prison services process aiming at reducing re-offending. Why prison officer's post is 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 their 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.

The prison is manned by different teams of employees depending of the time of day. The presence of trained, responsible daily contact workers is essential for the predictability of the actions of the teams, the security of the prison, and the legal safety of the individuals in custody.

Ensuring the safety of the people involved in the activities requires the ability to anticipate and analyse personal security risks, brought by professional competence and experience. In situations where physical control and restraint procedures (segregation of a prisoner, inspections) need to be employed, the limits of authorised coercive means governed by public law are approached. In addition, the prison service authorities must know the jurisdiction of other officials and understand the regulatory basis of the use of authority. Internalising the respect for human dignity and regulatory procedures as elements guiding one's actions also in exceptional situations is achieved through competence which builds on both training and work experience.

Appropriate training must be provided for the personnel in charge of the enforcement of sentences for the enforcement to be effective and for the staff to be able to perform their duties correctly.

The successful completion of the kind of work described above presupposes that the training gives the employee the abilities to handle, understand and adopt the processes of prison and probation services as well as the judicial, administrative and social questions belonging to the field. These skills ensure that after a short induction into the prison, the employees have the sufficient competences needed in the work, independent of the particular circumstances of the institution. The training offered to the employees shall provide competences in the safe enforcement of sentences as well as basic knowledge on and useful methods of reducing recidivism. The training shall also provide the necessary competences in co-operation between the authorities and the various personnel groups and sufficient knowledge of the duties of the authorities and the rights and duties of the prisoners.

The most critical goal and challenge of the basic vocational training in prison services is to combine the work orientations of the supervision of the enforcement of sentences and the activities aimed at reducing re-offending. In this respect, the work of prison officers differs from the rest of the security professions and creates a specific demand for vocational skills: the work of prison officers is not only supervision and maintaining security, neither is it only rehabilitation and counselling, but both. In the work of prison officers, these basic elements of prison services work are inseparably linked to constitute the daily contact work with the prisoners. In a narrower sense, daily contact work refers to the day-to-day routines involving the supervision, rehabilitation, guidance and support of the prisoners. Daily contact work can also mean the whole of the work that takes place during the prison term that activates, prepares or rehabilitates an individual to lead a crime-free life after release.

The content of prison services in Finland is regulated by legislation, with its fundamental rights, as well as the international agreements on e.g. human rights ratified by Finland. The proposition for the structural reform of prison services and the new Prison Act will make sentence planning a central element in the enforcement of sentences. The proportion of rehabilitative work will also grow, so that the essential goal of the reform, the prevention of re-offending, can be reached.

The goal of the Prison and Probation Services is

- for their part contribute to the safety of the Finnish society by maintaining a legal and safe system of the enforcement of sentences and
- to assist in reducing reoffending and breaking the cycle of alienation that leads to criminal behaviour.

The goal of prison services training is to provide the kind of competence that guarantees the safety of the sentenced person, the staff and the society. The training also provides means of improving the sentenced person's abilities to adopt a non-criminal, substance-free life style. More generally, the training gives tools for supporting the sentenced person's well-being and integration into society.

The new Prison Act of 2006 presupposes that the prisoners are treated as individuals and that their prison term aims at certain goals. This in turn requires developing the competences and skills of the custodial staff. The prison officers, who work in immediate relation to the prisoners, need to adopt new work methods and be better prepared to co-operate with institutions and organisations outside the prison, too. The goal is for the staff working closest to the prisoner to have more uniformity and to reduce the categorisation of work duties.

Alongside with supervisory and inspection duties, rehabilitation is increasingly emphasised. The power relationship of the prison officer and the prisoner remains the same, however. The power connected with prison services work is both technical and social in nature. The latter form of power is highlighted in expert co-operation for which the expert has the competence. In the prison services institution, expert power emphatically manifests itself in the interaction between the supervised (the prisoner) and the supervisor. A constant and necessary element of power is the right to guide and restrict another individual's actions, within one's authority. This element can produce positive results. The other aspect of power is technical. The interaction of the custodial staff and the prisoners still largely consists of practical work: opening and closing doors, guiding workshops, supervising

outdoors recreation etc. These situations make the custodial staff users of concrete technical power that is shaped by written rules and daily practices. (Peräkylä, A. 1997, 9).

In its wider sense, daily contact work covers also the activities that aim at the abovementioned goals already before the actual enforcement of the sentence or after it, during supervised probation. Therefore, prison officer training should provide the competences needed in co-operating closely with the entire prison and probation services field and its reference groups, not only the prison service authorities. The future prison services professionals are expected to be able to work on different arenas and in different work communities. They must be able to network and grasp wholes. They work in multidisciplinary teams while the work processes themselves become more and more self-directing. It may not be possible to fulfil all the demands set by work life by a single training course at the beginning of the career, but rather, they are achieved by alternating learning and work during the professional career.

1. Organizing the Prison Officer Training

Diversified training is, of necessity, largely conceptual: theories and models are essential for understanding social and organisational structures. A background in vocational prison services training provides the individual with the skills to handle, understand and adopt the processes of prison and probation services as well as the judicial, administrative and social questions relating to the field (special qualifications). The functionality of the applications and the theory itself is then weighed in practical work life, which should be linked even more closely with the later stages of the training. The work experience acquired during the training is an essential part of the prison officer's vocational skills. The growing information content of the work, however, increases the expectations toward a conceptual work method and the development of the work. This is indeed one of the corner stones of the basic vocational training in prison services.

Recruitment

The Council of Europe's recommendation on staff concerned with the implementation of sanctions and measures has set the goals for the training of prison staff (CE Recommendation No. R (97) 12). The recommendation includes the principles of the recruitment, selection, training, conditions of employment and mobility of the staff as well as the ethical requirements for the treatment of offenders. The recommendation states that all training of staff should take strict account of the tasks undertaken by the service for the implementation of sanctions and measures in so far as its aims, content and methods are concerned. The organisation in charge of the implementation of sanctions must make sure that the staff receive an adequate training, including a knowledge of relevant documents. Unless the necessary professional training has been undertaken prior to recruitment, the service responsible for the implementation of sanctions and measures should also provide such training or ensure that it is provided.¹

The requirements for entry to prison officers' basic training in Finland are as follows:

- minimum age of 18 years
- General or vocational upper secondary education
- suitability (psychological and physical)

The admission process takes as whole one month including psychological testing in groups and individually, set of physical tests, and suitability interviews. The interviews are organized locally together with representatives of employers (prisons) and the staff of the training institute.

The vocational education and training programme of prison and probation services aims at providing the employees with such qualifications that they are able to function in the complex field of the penal

¹Council of Europe. Recommendation on staff concerned with the implementation of sanctions and measures No. R (97) 12.

justice system. Thus, the goal of the basic vocational prison services training is also to give an overview of what the profession entails, as well as clarify the value basis that it builds on. At the core lies the need to guide the employee's forming work orientation and attitudes toward the goals set by the Prison and Probation Services of Finland. It is therefore important that the new employees receive an understanding of all the components that form the enforcement of sentences process, so that they are able to see the prison officer's work as part of that process and system.

The report of the Administrative Commission of the Prison Service in 1974 emphasises the significance of effective, high-quality staff training in the work of prison officers, "where the personnel works with individuals who are in custody against their will and where the work is largely based on laws and other official regulations". At the same time, the report started again the discussion on opening prison services training to be organised within the general education system. The Commission finally submitted a proposal on reorganising the training in order to replace the annual loss of personnel² and secure the availability of continuing and further education, because it was not possible to arrange formal competence training (for prison officers) outside the Prison Service.

This January, after some 18 months of reflection in 2011, the planning committee confirmed the new curriculum for prison officer's training in Finland. The reform was meant to be carried out in the beginning 2013, but was postponed because of new law to this year. The goal of the Prison Officer Examination is to produce professional competence that supports the enforcement of sentences in a goal-oriented and safe way, respecting the prisoner's dignity and human rights and aiming at influencing both the individual and the society. The training programme consists of 90 ECTS credits (16 months). The studies are divided into study periods at the Training Institute for Prison and Probation and practical placement in training prisons.

The content of the qualification programme (Basic Examination in Prison Services) consists of a competence-based curriculum reflecting the core competence areas of prison services:

- i. professional competence areas, themes (vocational studies),
- ii. general studies (= work life i.e. computer skills) competences; and
- iii. final project.

The Prison Officer Examination consists of alternating study units which include face-to-face instruction, an orientation period and practical placements. The internships are divided into three periods: Orientation, Practical placement I and Practical placement II. The first internship period is four-week long orientation in a training prison. Both of the last two require independent studies integrated to practical work. In the practical placement, the students gradually learn to take more responsibility for their work and are given more demanding work assignments. During the first practical placement period, the students also collect information and material for their final project.

The central goals of the training reform for prison services were increasing the mobility of personnel and ensuring shared expertise for those employees who had received their vocational education outside the prison services field. On the one hand, the aim was to question the special status of prison services training and bring up the fact that the training was "dragging behind" in the development of the general education system. On the other hand, the content of the teaching and the admittance system dispersed among the prisons were criticized. What was seen as especially problematic was the poor connection of theoretical teaching and practical training.

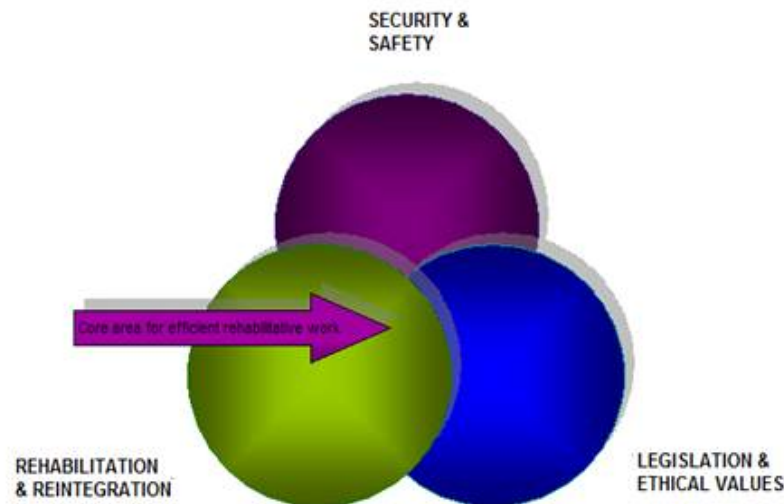
After graduating from basic studies the students are able to apply to continuing studies at BA-degree which Laurea University of Applied Sciences and The Institute of Prison and Probation Services offer together for Correctional Services. Laurea is the only institution in Finland to offer a Bachelor's degree in Correctional Services. This collaboration is based in the law of The Institute of Prison and Probation Services and confirmed 2006 and renewed in 2012.

² The annual need for people in training was then estimated at about 90.

2. The Competence-based Curriculum

The Prison officer Examination training combines judicial, behavioural and social studies with the practical challenges of prison services work (see figure 2). Three core competencies are essential in the changing work environment, and these elements run through the whole of the training programme. The elements are:

- security & safety
- rehabilitation & social integration
- law & ethics.



Security & safety

For the imprisonment to be a goal-oriented, methodical process, the prison itself has to be a stable and secure environment for serving the sentence at all hours of the day. Finnish prison services aim at reducing re-offending. This means that the enforcement of sentences has to be safe: the risk of incidents between the prisoners and between the prisoners and the custodial staff have to be minimized.

Prison security is built of structural solutions, technical systems and of knowing how people behave in different situations. The last has the greatest value for the stability of the institution. Increasing and maintaining security inside the prisons is best achieved by integrating security-oriented thinking and solutions with the day-to-day process of the enforcement of sentences. Being able to carry out duties relating to the daily contact work in prisons (supervision and counselling) requires a good command of the legislation governing prison services and the implementing provisions of institutions (Translator's Note: The Finnish concept of *lähityö* is here translated as daily contact work and refers to daily activities with prisoners or groups of prisoners, involving supervision and control as well as rehabilitation, counselling, care and support). Prisons are institutions that work on a 24-hour basis, with the most activity taking place during the day, but supervision continuing round the clock.

Rehabilitation & social integration

The competences in preventing criminal behaviour should be a constant in the prison officer's work, mentally and in action. The law states that the goal of the enforcement of imprisonment is to influence the prisoners' risk of re-offending both during the term of sentence and after it. In the theme of Preventing Criminal Behaviour the focus is on the effectiveness of the methods aimed at reducing re-offending and it is approached through various methods based on scientific research. Prevention work should, however, be seen to include much more than only rehabilitation programmes.

Various concrete procedures maintaining institutional security help to prevent prisoners from committing new crimes, but they also guarantee the prisoners conditions where it is possible to concentrate on learning non-criminal life management skills. The successful allocation of prisoners, for instance, can reduce the risk of socialisation in criminal culture, which in turn prevents at least the increase of the risk of re-offending in the prison setting.

The guideline for the prison officer's work is the idea that a person can change and grow. The law requires that prison officers have to treat the prisoners with dignity, respecting their human rights. Therefore the officers need a variety of communication skills. Motivating the prisoners and other forms of daily contact work are the officers' most important tools in preventing re-offending. In addition to guiding and counselling the prisoners, the prison officer is a role model of a law-abiding citizen.

The effectiveness of the sentences presupposes the multidisciplinary co-operation of employees both inside the prison and between the assessment and allocation unit, the Probation Service and the other instances. Plenty of important information about the prisoner is accumulated during the prison term, and multidisciplinary co-operation guarantees that this information does not go to waste, but that it is transferred from one organisation and one organisational level to another.

Law & Ethics

Prison services are based on following certain legal and ethical principles. The international agreements on human rights and the Constitution of Finland provide the central principles concerning civil liberties and rights which the Prison Service complies with. The purpose of the legislation and the agreements is to ensure that people's human rights are not violated and their individual rights observed.

The work of the Prison Service employees is also regulated by several laws, decrees and regulations, which define their authority, rights and duties. The civil servant has to implement the mutual value basis of the State administration, observe the principles of good government and the obligations imposed by the legislation on civil servants as well as commit to the mission and short-term policies of the prison administration.

The competences of legality and ethicality characterise all prison services training in Finland. Internalising the principle of legality and knowing the ethical norms behind legislation form a central part of the prison officer's professional competence. The goal of prison services training is to support the balanced development of the student's professional identity. A strong ethical professional basis encourages critical and independent thought and gives the students courage in situations where they have to face people with different, often serious problems.

3. Vocational Themes

The following themes derive from the content of prison services work. These themes give the students five different angles for looking at the work of prison officers.

- Prison
- Prison security
- The inmate
- Crime and the society
- Preventing criminal behaviour

Competences in the prison as an institution. The theme includes knowledge about the organisation of prison services, its history and the sociological and social psychological phenomena of institutions. The employee has to be familiar with the basis of the enforcement of sentences and human rights in prison.

Competences in prison security are a central element in basic prison services work. The employees need a sufficiently wide perspective, covering know-how on communication and crises and conflict management. Sufficient use of force skills and other practical competences, such as substances control, are essential.

Competences in imprisonment, convicted and remand prisoners. Prison officers need competences in the development and action of humans and criminal behaviour. Basic knowledge about mental problems and substance misuse, as well as other social problems, is also important.

Competences in criminality. The students learn the basics of the scientific explanations for criminality. They gain relevant information of the systems and services of the Finnish society that are useful for the released prisoner's placement in society.

Competences in preventing criminal behaviour. In addition to the counselling that the prison officers provide in the course of their daily contact work with the prisoners, they need basic knowledge of sentence planning. The students learn about harmful substances, substance misuse prevention work and the various programmes that aim at influencing the prisoners in order to prevent criminal behaviour.

4. The Professional Competence of Prison and Probation Officers in Finland – a Challenge of Training in the Future

The Council of Europe Committee of Ministers has approved the declaration on staff concerned with the implementation of sanctions and measures (No. R [97] 12), of which the comments on Appendix I state the following:

When the organisation responsible for the implementation of sanctions and measures has competent staff in its service, it can be trusted that the organisation is able to perform its task well. Therefore, the organisation should ensure that each of its staff members has the adequate vocational skills to carry out their duties satisfactorily. The staff should therefore receive initial training and after it, all the continued training that is deemed necessary. Professional training is indeed a necessity for the staff concerned with the implementation of sanctions and measures, and therefore it should be ensured that the staff are responsible for obtaining a professional education and on the other hand, that the organisation in charge of the implementation is responsible for providing training for its staff. Training should be provided systematically from the moment the staff are employed in the service, and no staff member, regardless of grade or function, should be allowed to perform any duties before they have obtained the appropriate training for the position. (On the implementation of sanctions and measures 1999, 24)

The adequate professional competence of the prison officer means that the employee is able to carry out the duties involving a certain profession independently. Professional competence can also be understood as the autonomy of work so that a person is able to carry out the work independently, without external guidance and supervision. Competences included in a person's vocational skills are individual characteristics focusing on the command of the technical and organisational conditions of the work environment. This definition includes competences in development, because vocational skills as an employee's characteristics bring with them the possibility of changing and developing the work process, within the technical and organisational boundaries of the work. When one has a good command of the work process, it becomes possible to detect its faults and reform it. On the other hand, there is the danger of the employees becoming too set in their routines, which prevents them from seeing the need for development. Skill, then, requires sufficient knowledge and understanding of the aims of the work and the factors affecting the work process. When knowing and doing are combined, professional competence or vocational skills are born.

The goal of high-quality prison services training is achieved when it produces competent professionals, who have a good command of both supervisory and counselling duties as well as the central work methods used both prison in probation services, along with the basics of rehabilitation

programmes (the influential aspect) and who, in addition, are adequately able to adapt to the rapidly changing operational models and the surveillance systems that become more and more technized (the security aspect). Furthermore, the prison services professionals must be able to carry out their work in varying conditions and stressful situations, respecting the individual rights of the offenders, all the while maintaining the moderation and consideration required by the task at hand (the ethical aspect).

The existing initiative is to combine post-secondary prison officer training to polytechnic (BA-level) education. This so called *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

The benefits of combining the existing vocational prison officers’ training program to the existing correctional studies at bachelor level are evident.



I. There are three main aspects relating to the recruitment and training arrangements of the French prison administration:

- The central prison administration oversees the recruitment procedure, which is carried out by the regional directorates, further broken down into local training centres located in prisons, with no involvement from the National Prison Administration Academy (ENAP);
- ENAP is the sole authority responsible for all initial training programmes for all categories and all grades;
- Joint responsibility for in-service training, shared between ENAP and the inter-regional directorates.

Staff members are recruited through a competitive examination tailored to each specific grade.

For each recruitment procedure there is an internal examination for candidates who are already public service employees, subject to meeting the length of service requirement, and an external examination open to anyone who has the necessary qualifications.

Each examination is split into two stages:

- Written “eligibility” tests to verify the candidates’ knowledge and their ability to analyse and summarise. Candidates who pass this stage are then allowed to advance to the second stage.
- Oral admission tests that focus on personal attributes as well as knowledge. For internal examinations, candidates are assessed on the experience they have acquired.

To become a Prison Rehabilitation and Probation Director (DPIP) or a Prison Service Director (DSP), the external examination is open to anyone with a higher education degree comprising three

years of post-baccalauréat studies or an equivalent qualification. The internal examination is offered to public service officials and employees with at least four years of actual public service. Prison rehabilitation and probation advisors can also become DPIPs via an appraisal and promotion process, consisting of recognition of the professional experience gained.

To become a prison rehabilitation and probation advisor (CPIP) or a *lieutenant* (officer), the external examination is open to anyone with a higher education degree comprising two years of post-baccalauréat studies or an equivalent qualification. The internal examination is open to public service officials and employees with at least four years of actual public service.

All staff members are trained at ENAP in Agen, in accordance with the training orders published by the central prison administration which lays down the duration of each training course. ENAP draws up the specifically designed teaching methods. All courses alternate between lessons at ENAP and practical training in decentralised departments (prisons and rehabilitation and probation services). Each training course focuses on the skills expected in terms of knowledge, expertise and life skills.

With regard to in-service training, ENAP runs training courses for promotion and specialisation purposes, to assist staff taking up new duties.

The School also has a list of short in-service training courses for life-long skills development. Regional directorates contribute to this as much as they are able to.

At ENAP, the training modules are shared among five teaching departments:

- ✓ The probation and criminology department
- ✓ The security department
- ✓ The law and public service department
- ✓ The management department
- ✓ Prison registry department and IT applications

Three types of instructors share the work to design and run the modules:

- Permanent instructors at ENAP;
- Operational prison staff members invited, as required, to give a talk on their field of expertise;
- Outside public or private speakers invited when their expertise is needed.

At the end of the training courses, the trainees are assessed. Their appointment to a decentralised department (prison or rehabilitation and probation service) is decided on an individual basis in ranking order, except for DSPs and DPIPs who may negotiate appointments to the available vacancies among themselves before resorting to the rankings.

II. The fact that the National Prison Administration Academy is the sole authority is seen as an example of a good practice.

In addition to the logistical and financial aspect and the harmonisation of teaching methods, ENAP contributes to the creation of a professional identity to be shared by all prison staff. In 2016, this prison identity was built on two strong factors:

- Internally, the definition of ENAP's values which further reflect the public prison service's code of ethics. All prison staff start their careers at ENAP and there begin to acquire the fundamentals of a common culture. This statement of values underlines the duty undertaken by these staff working for the Ministry of Justice to set an example.

- Externally, on 14 July 2016, prison staff marched for the first time on the Champs-Élysées for the national holiday, represented by a delegation of trainees led by Ms Sophie Bleuet, Director of ENAP. By doing so, the prison administration showed that it has a key role as one of the public security forces, alongside the Police and Gendarmerie.

ENAP builds on its all-encompassing nature by combining different target groups in its training courses whenever possible. For example, some sessions are shared between directors of prison services and directors of prison rehabilitation and probation services, and between the latter and their subordinate prison rehabilitation and probation advisors.

When resources for in-service training are overstretched, ENAP strives to train relay-instructors, who obtain the skills to, then, use the same teaching methods in the decentralised services.

Like many vocational training centres, ENAP faces a challenge concerning the disparity between theory and practice and the disparity between standard practice and the variation in local practices.

It is commonly accepted in every profession that there is an irreducible disparity between regulations and professional practices. It cannot be denied that the human and individual dimension of any practice cannot be reduced to a form of automated implementation, especially in prison services where the interpersonal aspect is paramount.

However, this disparity is a problem for training programmes, insofar as trainee prison staff expect to be given procedures or “universal solutions” to respond to any situation, especially conflicts that could occur with prisoners or probationers. This disparity also acts as an impediment to the courses which combine classroom study and work placement, because ENAP instructors and operational staff often discredit each other. Instructors set great store by the application of the rules whereas operational staff believe that instructors are too far removed from the day-to-day reality which prohibits the strict implementation of the rules at the risk of making “prisons implode”.

All of the educational material used (reference documents, guides, and compilations of best practice) is very well received and it falls to the School to produce this material and promote it amongst their trainees. The danger is regarding this educational material as a substitute for skills. ENAP cannot simply hand out knowledge; it must allow trainees to build up their own skills by developing, in addition to knowledge, the expertise and life skills that the trainee will have to use wisely and with an “intelligent understanding of the situation”.

Since 2006, ENAP has been equipped with a prison simulation building. By using the simulation to build up trainees’ expertise and life skills, trainers are able to link theoretical knowledge to work practices.

ENAP aims to train the best beginners possible because experience is irreplaceable.

ENAP then seeks to make a link between professionalization and personal development. This second challenge consists of ensuring a trainee-centred approach.

When a large number of prison staff members are recruited, personalised training courses are out of the question. However, training is not simply a means to an end; it must also seek to ensure the personal development of those who have entered this difficult profession, sometimes maybe not as their first choice. This aim is reflected in two programme features:

- Time dedicated to support trainees

At the school, each year is divided into groups of 20 to 24 trainees. They are welcomed and supported by co-ordinators who provide group sessions and regular individual talks, especially in preparation for placements and debriefings.

Similarly while on placement, the trainees are supervised by the instructors attached to the regional directorates who help them cope with their new experience and adapt to a professional environment.

This raises the issue of staff recruitment, ensuring that a more diversely qualified group of people is selected, since at the moment too many recruits have a legal background. In addition, the recruitment process increasingly focuses on obtaining a clearer picture of the candidates' personality.

- Promoting reflective practice

ENAP seeks to develop teaching methods which promote a reflective stance in trainees. This is carried out by promoting a learning process which allows time for personal reflection, without which real progress cannot be made in training. Staff members are encouraged to reflect through active teaching methods, especially lessons that use simulations and practice analysis; they can then make two-way connections between lessons content and work practices. For the directors of prison services and directors of prison rehabilitation and probation services, the design and writing of work projects during training are all part of the same approach.

ENAP is also currently exploring the added value that E-learning could bring to initial training and especially, perhaps, to in-service training.



GEORGIA

1. Could you briefly describe your procedures and structures for recruitment, training and development of staff based on the suggested topics for discussion at the workshops, including starting educational level for recruitment of your prison and of your probation staff?

The penitentiary establishments of the MoC are staffed with penitentiary service officers and civil servants. Recruitment process for the prison staff begins with an announcement for an opening available at the special web-site (www.hr.gov.ge) managed by the Public Service Bureau. Applicants are required to fill in online application forms, which gathers important information about candidates, including their motivation to become prison officers and the skills and experience they will bring to the job. Applications are checked to ensure they are fully completed and that applicants are eligible to apply for relevant jobs.

The basic eligibility requirements for candidates are as follows:

- a) must be 18 or older;
- b) must be fluent in the state language;
- c) must have at least secondary education;
- d) must be physically fit;

In the second stage of staff selection, the candidates are required to take general aptitude test. The test examination is conducted by the Penitentiary and Probation Training Centre under the Ministry of Corrections. The aptitude/ability test covers verbal comprehension and numerical reasoning. Maximum points for the test are 100. Candidates are required to earn at least 51 points in order to be allowed to the next stage of the selection process, which is physical fitness test.

Due to the nature of the job, candidates are required to possess a certain level of physical fitness and therefore they are required to take part in and pass a fitness test. Physical fitness standards are set in accordance with the qualification requirements of respective positions. The final stage of the assessment process is selection panel interview.

Selected candidates enrol in mandatory entry level training course carried out by the Penitentiary and Probation Training Centre (PPTC) that is followed by a six-month on-the-job probationary period. The

entry level program covers a wide range of topics, including training in human rights and liberties, psychology, prevention of torture, the National Legislation, international standards for treatment of prisoners, etc. Candidates are awarded with entry level training certificates upon the completion of the program. The awarded certificated are valid for three years. The prison personnel are required to take advanced training programs every three years.

The Penitentiary and Probation Training Centre (PPTC) of the Ministry of Corrections strives to promote the values and principles of the Constitution and legislation of Georgia, as well as relevant Council of Europe and UN standards within the penitentiary and probation systems. Qualified personnel that meets the human rights standards and internationally recognized best practices is the basis for successful implementation of the criminal justice reform in Georgia.

2. What recent good practices or challenges related to staff recruitment, training and development you would wish to share with your colleagues?

Like many other countries, the penitentiary system of Georgia has a shortage of qualified and adequately trained prison staff; hence the main goal of the Penitentiary and Probation Training Centre (PPTC) of the Ministry of Corrections is to enhance the capacity and professional development of staff. Capacity building of the prison staff is of utmost importance in view of various challenges that they face on day-to-day basis. The core duties of penal institution personnel are to ensure public safety, maintain good order and facilitate rehabilitation of prisoners. Maintaining a proper balance between these three sets of responsibilities represents a professional challenge for them. The training programs developed by the PPTC aim to prepare prison staff for coping with these challenges. For the most part, the training process has an interactive nature. Various training methods are used to enhance the productivity of the program, such as brainstorming sessions, discussions, role playing, case methods, individual and group work, etc.

Some of the recent good practices carried out by the PPTC are Pre- and Post- Testing. This represents a measurement of the learning received during the class as a result of comparing what the students knew before in a pre-test and after the class experience in a post-test. These tests are particularly beneficial in identifying teaching and learning methods that need to be changed or developed. The training program is constantly updated and adjusted based on the needs, new requirements and recommendations provided by the administration of the penal facilities.



FEDERAL STATE OF HESSE, GERMANY

1. Could you briefly describe your procedures and structures for recruitment, training and development of staff based on the suggested topics for discussion at the workshops, including starting educational level for recruitment of your prison and of your probation staff

Human Resources:

Due to increasing competition in the labour market - especially in the structurally concentrated urban areas - the measures for sustainable recruitment have been significantly strengthened in recent years. In addition to the usual publications on the Internet and in the print media, the Hessian correctional administration presents itself at education fairs and public events. I have attached an overview of the Hesse-specific give-aways as well as flyers with the professional information for the correctional facilities.

Experience has shown that most applicants can be won over the education fair as well as through word-of-mouth-propaganda. Constantly, working groups, consisting of members of the ministry as well as of the correctional agencies, deal with the optimization of the applicant management and the expansion of the personnel recruitment strategies.

The candidate selection procedures are structured according to a model given here, which are in the continuous update. The procedures currently being implemented in the field of Allgemeiner Vollzugsdienst (the largest group of staff in law enforcement) are set out in the attached document "Verfahren Eignungstests AVD ÜberarbEndfV3.pdf. In order to reinforce the measures, a staffing sector has been implemented at the authority responsible for the training of the judicial staff, in order to ensure a more intensive monitoring of the applicants in the setting procedure, e.g. telephone counselling.

The job applications can be sent to the respective judicial authorities directly or centrally to the H.B. Wagnitz seminar, service centre for the Hessian correctional services (training authority for all applicants).

Training and final examinations:

In numerous professional profiles, the applicants are hired as cross-border career trainees ("Quereinsteiger"). The training or the preparatory service for applicants is followed directly by the correctional authorities for:

- General correctional service in the middle judicial service („Allgemeiner Vollzugsdienst“ / „AVD“),
- Correctional and administrative service in the middle judicial service,
- Correctional and administrative service in the higher judicial service.

The training is designed according to the valid training and examination regulations. While a two-year preparatory service with alternating sections in theory and practice takes place in the first two branches of the middle judicial service, the preparatory service for the higher service is carried out in the form of a three-year dual study course. The contents of the course are regularly adapted to the most recent changes to law or to organizational changes in the correctional system. The quality of the training is generally considered to be high.

The course examinations will be given in a written part, consisting of several examinations, and an oral part, which may also include the presentation of a lecture. In order to maintain the quality standard of the examinations, the members of the Examination Committees are appointed for a period of five years.

Personnel development/ advanced training

A personnel development concept was developed for the Hessian correctional system. A key objective of personnel development is to attract and retain qualified personnel and to develop it qualitatively.

The staff of the Hessian prisons will be provided with internal training courses in the respective correctional authorities, further training courses of the service centre "H.B. Wagnitz Seminar", service centre for the Hessian correctional services, executive trainings of the Hessian Judiciary Academy, as well as, in individual cases, training courses of Hessian and other state administrations as well as external providers.

According to the training concept on 1 April 2007 for the executives in the Hessian correctional system, the executives of the Hessian prisons are obliged to take part in leadership and professional training courses.

2. What recent good practices or challenges related to staff recruitment, training and development you would wish to share with your colleagues?

Human Resources:

It remains to be seen how the strengthening of the personnel acquisition in correctional service will be successful in connection with the upswing in the economy and the competition situation with other ministries, especially in the metropolitan areas.

As the recent survey of the country has revealed, the problem of comparatively high living costs, particularly in the housing and real estate market, is mainly in the urban areas. The so-called "Ballungsraumzulage" (conurbation allowance) has been abolished for years, so that many young people simply cannot afford to live in a city or its nearer periphery and consequently become less likely to apply there. It is therefore the job of the staff development teams to emphasize the non-monetary benefits resulting from employment in the public sector in order to be able to recruit sufficient staff, particularly in the middle judicial service sector.

An indispensable gain for the employees of the general correctional service (AVD), who are usually seconded as a seasoned apprentice, is the special supplementary allowance to be paid to the applicant for the duration of the preparatory service. This is intended to compensate as far as possible unacceptable salary losses from the previous period of employment.

Personnel development/ advanced training

A management development concept is currently being worked out. For the period up to its entry into force, concrete pre-measures for management development have been implemented since 2015 as (obligatory) events for (up-and-coming) executives. For example, the advanced training program includes a 'Leadership Training for Young Talents', the 'Leadership Training for Experienced Executives' and the 'Leadership Training for Deputy Directors'.

There is also a compulsory introductory event for those who have not completed a specific training course, which aims to provide the first orientation on the topics of professionalism and roles, occupational conflicts and their coping, data protection and confidentiality, as well as an introduction to security concerns of the correctional service.

The importance of well-functioning teams has been recognized in the Hessian correctional authorities in recent years. Since the beginning of 2016, it is possible for the correctional authorities to make use of self-organized - now also centrally offered - team-building measures.

3. Would you wish to bring hand-outs, videos or other information materials to be put up or distributed at the Conference venue (at the "market place")?

Two brochures are enclosed as sample copies. These are available in German only, so that a distribution in higher number does not seem to be useful.



LOWER SAXONY, GERMANY

1. Could you briefly describe your procedures and structures for recruitment, training and development of staff based on the suggested topics for discussion at the workshops, including starting educational level for recruitment of your prison and of your probation staff (≈ one page)

In Lower Saxony the prison staff is chosen by a central recruitment proceeding for all applicants although they have already been chosen for a specific prison.

The recruitment proceeding is organized by an institution responsible for teaching and training of all prison staff in Lower Saxony, called "Bildungsinstitut des Niedersächsischen Justizvollzugs" = Vocational Academy.

The applicants must be at least 20 years old and may - with a few exceptions - not be older than 40 years. They are supposed to have at least a secondary school certificate. If they only have a lower secondary education, the applicants have to possess a completed vocational education. They must physically and mentally suit to the requirements of the job. Applicants with a useful vocational education, such as a nurse or carpenter etc., are preferred.

We do publish the advertisements and the frame conditions for prison staff on job finding exhibitions, several internet portals, the print media and the homepages of the prisons and the Vocational Academy.

The process of application can be structured as follows:

- Application, addressed to a concrete penal institution
- Obligatory information session
- Pre-selection of applicants by the penal institutions
- Sports test
- Central aptitude test (Vocational Academy)
 - Testing of intellectual aptitude with different psychological tests (at least an average IQ; good stress-coping abilities; average power of speech and observations capability)
 - Educational tests: good general knowledge and a correct spelling
 - Special tests, esp. role-plays questioning if the candidates have managerial skills, assertiveness, if they are able to deal with conflicts and teamwork, if they have empathy and no predictions
- Final interview at the penal institution
- Contract

Afterwards the education, which has duration of two years, starts with a theoretical part. The education includes:

1. Work Experience placement (1 month in the hiring penal institution)

Contents:

Short lessons about history, targets, organization and statues of our penal system, image of humanity, conflict management and means of self-defence, dealing with weapons as lessons and visiting the departments of the prison

2. Basic Lessons (3,5 months at the Vocational Academy)

with subjects as human rights, placement, feeding etc. of prisoners, administrative affairs, closeness and distance to prisoners, lessons of psychology, criminology, penal, civil, public and administration law, pedagogy, conflict management and means of self-defence, sports and lessons about weapons

3. Vocational training (14 months in the hiring penal institution)

To get to know the job at the specific parts of the prison, accompanied by short lessons about themes like rules of prisons, means of bondage and first aid etc... This phase is as well accompanied by elective subjects, for ex. "drugs", "social therapy means".

4. Specific theoretical training on the job (3,5 months at the Vocational Academy)

Here the subjects named at point 2. are taught more specifically to intensify the knowledge of the candidates.

2. What recent good practices or challenges related to staff recruitment, training and development you would wish to share with your colleagues? (≈ one page)

At the time being, we are developing a new training conception, more concentrated on specific learning targets. There are two headlines: getting in contact with other people and professional reaction in all situations that could occur in prison life. Underneath detailed requirements are defined with the necessary knowledge and personal capacities. After fixing the targets, the specific lessons are named, were these targets should be formed:

For example:

Learning target: Getting into contact with prisoners and build up a professional relationship with them

Knowledge: Reaching this target we should teach specific communication concepts

Personal Capacities: The staff should be able to organize difficult discussions with prisoners and to form a professional relationship with them.

Lessons: This should be taught in the courses of psychology, pedagogy and conflict management and be trained in the practical phases.

Or

Learning target: Knowing the necessity and the efficacy of rehabilitation programs an supporting them actively

Knowledge: profound knowledge of rehabilitation programs and their efficacy,

Personal Capacities: Capability to take over an active part in those programs and to motivate prisoners to participate

Lessons: criminology, pedagogy, psychology, organisation of prisons, practical phases

To support the subjects, several training days are supposed to take place.

With this program we want our professional and voluntary teachers help to concentrate more on the specific needs of modern imprisonment and show more clearly, what abilities we demand of our staff.

3. Would you wish to bring hand-outs, videos or other information materials to be put up or distributed at the Conference venue (at the "market place")?

As the new teaching program is not in practice yet, we would prefer to hand out the concept at another time.

Country	duration/length	required qualifications	content	type of examination
Andorra	3 months			
Austria	12 months			
Belgium	12 months			
Catalonia	4 months			
Croatia	5 months			
France	8 months			
Georgia	6 months			
Ireland	2 months			
Italy	12 months			
Poland	5 months			

Romania	11 months			
Spain	12 months			
Sweden	5 months			
Switzerland	36 months			



MECKLENBURG-NORTH POMERANIA, GERMANY

A) SELECTION PROCEDURE

1. Decentralized at the places of detention:

- Check of the formal prerequisites on the basis of the application documents
- Information event (candidates visit the place of detention)
- Examination to test general knowledge

2. First examination day centralized at the place of learning

- Intelligence test (IQ at least 100)
- Test of German Language (Essay)
- Practical Test (Film analysis / writing a report)
- Sports Test ("Cooper test" Pendulum race, sit-ups, press-ups, 12 min-race)

3. Second examination day centralized at the place of learning

- Group discussion
- Interview with the selection committee (Head of Institution, Head of the school, council for civil servants, prison officers)
- Selection according to results table

4. Official medical examination / Certificate of conduct issued by the police

B) EDUCATION

1. Formal background:

- The modular education takes place in two years, alternating between theoretical (12 months) and practical training (12 months)
- The practical professional training takes place in at least three places of detention with different detention forms (closed penal system, pre-trial custody, juvenile penal system, open penal system)
- Every place of detention has a head of education. He/she is in charge of the proper practical training. The candidates have to work on a set of exercises during the practical training.

2. Content:

- Law of penal system (137 units of 45 min each)
- Law of Arrest (35 units)
- Practical work in the penal system (148 units)
- Prison administration (90 units)
- Psychology (118 units)
- Educational Theory (30 units)
- Social Education (80 units)
- Criminal Law and Law of Criminal Proceedings (52 units)

- Public Law and Constitutional Law (60 units)
- Law of Civil Service (47 units)
- Self-defence without use of weapons (105 units)
- German (35 units)
- Sport (60 units)
- Education of coaches: social competence training (34 units)
- First Aid (10 units)

Total of 1041 units

3. Examination:

- The examination board consists of four members and four substitutes.
- The written part of the examination is carried out at the end of the theory part

Altogether 4 papers have to be written in 3 hours each.

- During the practical examination the candidates have to cope with four typical situations, which are evaluated using a checklist.
- The oral exam is a group test, which is only carried out in individual cases.
- Candidates have the chance of asking for exemption from the oral exam.

The calculation of career grades:

Without oral exam:

- 25 % Preliminary mark (reports from the three theory parts, practical training)
- 50 % Written exam
- 25 % Practical exam

With oral exam:

- 20 % Preliminary marks (reports from the three theory parts, practical training)
- 40 % Written exam
- 20 % Practical exam
- 20 % Oral exam

C) FURTHER EDUCATION/PROFESSIONAL GROUP COUNSELING

We offer a total of 110 courses this year, which means around 1.600 participants.

Furthermore, additional training for social-therapeutic institutions and the juvenile penal system will be carried out in cooperation with the federal states of Hamburg, Schleswig-Holstein and partly Bremen.

Top 10

Order	Topic of course
1	Further education on the new penal system law
2	Handling deranged detainees
3	Behaviour in a hostage-taking situation
4	Stress and conflict management
5	Electronic monitoring
6	Instructions within supervision of conduct
7	Muslim religion and the Muslim world today

- 8 Administration techniques
- 9 Conversation with prisoners - simple discussion
- 10 Convincing appearance



Recruitment and training in the Hungarian Prison Service

Once there is a vacant position, the individual prison institutes issue a job advertisement. (As of the latest evaluation, advertisements through professional, specialised web pages and the social media prove to be the most effective.)

In order to select the best possible applicant, a detailed job evaluation is carried out based on which the HR Department defines the required characteristics of the successful applicants.

The HR Department pre-filter all the applications according to education, motivation, previous work experience, competences and references.

Those applicants who pass the pre-filtering phase are, then, invited to take part a structured job interview in front of a selected committee (the prison governor appoints the members of the committee). 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.

The shortlisted applicants then undergo:

- a detailed medical check,
- physical tests (5 different tests measuring physical strength, stamina, and general fitness),
- a psychological test and,
- police certificate of conduct.

The successful applicants are appointed for a one year definite probation period. They start their first week in the individual prison facility in order to have a general overall picture of the functioning of a prison, and then begin their 27 weeks induction training in the staff training academy in Budapest. The training consists of 4 modules and each module is a combination of theoretical and practical competences, which are carried out in the academy and in the individual prisons (22 weeks in the academy and 5 weeks in the prisons). The training includes: civil and penitentiary law, administration, human rights, IT competences, finance, self-defence, first-aid, firearm practice, official duties, social competences, communication, English language, security, reintegration, addictions and it ends with a written and oral exam.

After the successful completion of the course, the newly appointed colleagues return to their original institutes, where they continue their in-service training with the direct supervision of a mentor appointed by the prison governor. Upon completion of the one year probation period, the staff members have to pass a final exam and that is when their contract becomes indefinite.

2. Could you briefly describe your procedures and structures for recruitment, training and development of staff based on the suggested topics for discussion at the workshops, including starting educational level for recruitment of your prison and of your probation staff

The new members of staff at the Hungarian Prison Service have to meet physical, psychological and medical requirements before they start their professional careers. They are also required to have a secondary school diploma and a background check carried out by the National Protective Service. According to the relevant legal regulations, the new professional members of the Hungarian Prison Service staff are entitled to a full wage. As soon as the service relationship is established, the new colleagues start their training at the Education, Training and Rehabilitation Centre of the Prison Service. First, they have to complete a 27-week-long course that consists of four modules:

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

Each module ends with an exam, and following module 4, a complex comprehensive exam takes place.

Mirroring the education system of the basic-level, the professional training system is the same on mid-level and on upper-level, too. They consist of several consecutive modules that are built on each other.

According to the relevant legal regulations, the staff members of the Hungarian Prison Service have to participate in four-year-long training cycles. During these, leaders have to collect 128, commissioned officers 96, non-commissioned officers 64 credit points by completing various training courses. The system of these professional courses is supervised and accredited by the Ministry of Interior.

Recruitment activity, in the original sense of the expression, has not been carried out directly by the prisons and institutions of the Hungarian Prison Service until recently. Previously, the amount of fluctuation could be handled by forwarding applications and recommendations via inner channels.

Due to the fact that following the 2016 decision of the Hungarian Government a new prison building project started, 2500 new staff members needed to be recruited. The private sector also represents a strong competition, as the wages are higher and the responsibility smaller. To balance these factors, the Hungarian Prison Service has started a multi-surface advertisement campaign, has participated at professional expos and exhibitions and has established eight local recruitment offices all over the country.

3. What recent good practices or challenges related to staff recruitment, training and development you would wish to share with your colleagues?

Since the opening of the eight recruitment offices in October 2016, the Hungarian Prison Service has received more than 5500 applications. The recruitment process is continuous; since January 2017 we have finalized the necessary legal procedures for more than 650 new staff members.

Our professional education programs and trainings are practice oriented. A special emphasis is put on collaboration with partner organizations, by implementing lectures by the Police, National Directorate General for Disaster Management, National Protective Service, judges and prosecutors.

4. Would you wish to bring hand-outs, videos or other information materials to be put up or distributed at the Conference venue (at the "market place")?

No.

1. Could you briefly describe your procedures and structures for recruitment, training and development of staff based on the suggested topics for discussion at the workshops, including starting educational level for recruitment of your prison and of your probation staff.

In order to be eligible for selection as a Recruit Prison Officer, an applicant must have passed their second level education examinations which are normally completed at between 17 and 18 years of age in Ireland. Alternatively, a recognised relevant qualification (minimum Level 5) is deemed appropriate. Applicants are selected through the following assessment process:

- Completion of an online Assessment Questionnaire;
- Online and/or paper-based assessment test(s);
- Role Plays;
- Interview(s);
- Physical Competence test
- Medical Examination
- Security Clearance
- The following competencies are used in the selection process:

Directing Others	Prison Officers are required to provide a safe and secure environment and this involves taking a firm, authoritative lead, dealing with conflict and standing your ground to ensure these needs are met. Are prepared to make rapid, objective decisions and give firm direction to maintain safety and security, even when such decisions and action may be unpopular. Remain independent and stand their ground, ensuring that all relationships remain professional.
Supporting Others	A Prison Officer needs to have a positive working relationship with, and sensitivity to the needs of, the prisoners they are responsible for and the colleagues they work with. Is sensitive to others, responds to their needs, is non-judgmental and treats people with dignity, fairness and respect. Actively engages with others, building rapport by conversing and listening. Works co-operatively with others, encouraging and motivating them to achieve and develop.
Conscientiousness	Prison Officers need to be conscientious to ensure that safety and security measures are accurately completed and to meet their commitments to colleagues and prisoners alike. Meets their working obligations in a thorough, willing and responsible manner, achieving a high quality of work to the timescales set. Follows the rules and procedures, even when unsupervised, and sets high standards for themselves in the way they do their job and present themselves.
Resilience	Prison Officers have to work in a potentially stressful environment, encountering conflict and distress and they need to be able to manage their own stress and emotions to protect themselves and act professionally. Manage stress and controls their emotions to ensure they act appropriately in routine as well as in challenging situations. Have sufficient self-assurance and clarity about their own and the Service's values to resist pressures to act unprofessionally.
Adaptability	Prison Officers work in rapidly changing environments where they may be required to adjust their plans at short notice, whilst constantly seeking to develop themselves. Seek to develop and continually improve performance, learning from others and from their mistakes. Prepared to work flexibly in a rapidly changing environment.

Information Handling and Communication	Prison Officers need to read, understand and record a range of information using Information Technology, written and oral communication. Situational Awareness requires them to constantly interpret their environment and the people around them and they will require numerical skills to manage e.g. resources and prisoners' money. Uses and records information effectively, writes clearly and has good communication skills
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2. What recent good practices or challenges related to staff recruitment, training and development you would wish to share with your colleagues? (≈ one page)

- Although our selection processes are in line with best practice, the role of Prison Officer is not for everyone. Many applicants have never seen the inside of a prison. Their knowledge of the role is based on media portrayals of prison officers as primarily security focused. Many of our applicants have no idea what the role of the prison officer is or what working in a prison is like.
- The Irish Prison Officers commences an awareness programme with applicants at the first group selection process by highlighting the stresses of the job and introducing applicants to the concept of prisoner care, rehabilitation and reintegration.
- Before signing a contract of employment and handing in their "notice" to their existing employer, applicants must visit a prison on an orientation day, where they come face to face with the realities of prison life.
- We also place all Recruit Prison Officers on a 12 month probationary contract in order to terminate the employment of those we evaluate as unsuitable for the role.
- The first 12 weeks of training (Semester I) are primarily skills based and delivered by highly experienced tutors through a mix of classroom and live prison environments.
- We spend a significant proportion of this time teaching RPOs how to maintain their mental health and how to develop their resilience.
- We encourage those who are challenged by the training to leave if we feel that they are not suited to the environment.

We combine practical training in Semester I, with a greater focus on education in Semester II, III and IV where we introduce Recruit Prison Officers to the conceptual frameworks which underpin their work.

<u>Semester 1</u>	
Learning to Learn (LTL)	5 credits
Foundations of Practice (FP)	15 credits
Crisis and Conflict Management (C&CM)	10 credits
<u>Semester 2</u>	
Custodial Care Policy and Practice (CCP&P)	10 credits
Equality, Diversity and Cultural and Social Awareness (EDCSA)	5 credits
Workplace Reflective Practice Project I (WRPPI)	15 credits
<u>Semester 3</u>	
Ethical Dimensions to Custodial Care (EDCC)	10 credits

Contemporary Healthcare Issues in Ireland (CHII)	10 credits
Introduction to Social Psychology (ISP)	10 credits
<u>Semester 4</u>	
Human Rights (HR)	5 credits
Criminal Justice, Criminology and Penology (CJC&P)	10 credits
Workplace Reflective Practice Project II (WRPPII)	15 credits

3. Would you wish to bring hand-outs, videos or other information materials to be put up or distributed at the Conference venue (at the “market place”)?

I have attached our Application Booklet and a copy of our 2 year educational programme for Recruit Prison Officers.



Prison Administration replies:

1. Could you briefly describe your procedures and structures for recruitment, training and development of staff based on the suggested topics for discussion at the workshops, including starting educational level for recruitment of your prison and of your probation staff (≈ one page)

RECRUITMENT

The phases of staff recruitment are the following:

1. Drafting of the Announcement of public competition

Potential risks: to issue procedures going beyond the actual identification of the Administration needs, overestimation of said needs. Indication of “tailored” requirements for the admission.

Measures of prevention: distinction between the office in charge of the identification of staff shortages and the office in charge of the call for the public competition. Scrupulous compliance with the normative currently in force. Cross-check of the procedural phases, also, through the use of internal and external shared databases. Specific staff training in terms of the anti-corruption law currently in force. Turnover of staff.

2. Reception and processing of applications

Potential risks: irregularities in the possession of required qualifications.

Measures of prevention: Scrupulous compliance with the normative currently in force. Cross-check of the procedural phases, also, through the use of internal and external shared databases. Specific staff training in terms of the anti-corruption law currently in force.

3. Appointment of the Examining Board(s)

Potential risks: procedure of commissioners’ appointment aimed at recruiting “certain” candidates. Non-compliance with the normative texts, non-respect of the rules regulating compatibility and conflict of interests, non-compliance of the requirements for the committee members.

Measures of prevention: Scrupulous compliance with the normative currently in force. Declaration of incompatibility and of absence of convictions; choice of Committee members on the basis of criteria of

autonomy and impartiality, in compliance with the provisions on compatibility and conflict of interests; objective application of the requirements provided for in the call. Turnover of the Committee members; analysis of the declarations submitted by the Committee members. Specific staff training in terms of the anti-corruption law currently in force.

4. Organization and carrying out of exams

Potential risks: recruitment of "certain" candidates; discretion in candidates' assessment; inadequate surveillance during the (written) examination.

Measures of prevention: Examinations carried out in scrupulous compliance with the relevant normative currently in force. In case of tests-based exam, choice of the company in charge of managing said tests on the basis of "the most favourable offer" instead of "the lowest price"; wide information about the questions of the exam by publishing the complete list on the website of the Minister of Justice at least 15 days before the exam; possibility of immediate access to exam documents. The surveillance staff must submit declaration of non-incompatibility; turnover of surveillance staff. Written exams: guarantee of transparency and of impartiality of the selection, for example: respect of anonymity, previous setting of criteria for the tests evaluation. Specific staff training in terms of the anti-corruption law currently in force.

5. Ranking drafting

Potential risks: irregular drafting of rankings; alteration in the publication of competition results, opportunistic behaviours in the use of rankings.

Measures of prevention: Scrupulous compliance with the normative currently in force. Cross-check of the procedural phases, also, through the use of internal and external shared databases. Specific staff training in terms of the anti-corruption law currently in force.

6. Actual introduction in the position

Potential risks: favouring "certain" candidates who do not possess the requirements provided for in the call, but who declared to possess them in their application for the competition.

Measures of prevention: evaluation of self-declarations, which are allowed in terms of DPR 445/2000. Implementation of the computerization of the management of competitions. Scrupulous compliance with the normative currently in force. Cross-check of the procedural phases, also, through the use of internal and external shared databases.

The phases above fall within the competence of the Directorate General for Staff and Resources of the Penitentiary Administration.

TRAINING

The Directorate General of Training ensures the uniformity of the staff training processes not only for prison staff, but also for the probation service staff for both adults and minors; such Directorate is structured into various Offices, each one with its own tasks.

The structure of said Directorate General is regulated by a recent Ministerial Decree (2 March 2016) that assigns to the Offices II, III and IV of said DG the various aspects of training, in order to ensure, on the one hand, specific training according to the specific sectors, and, on the other hand, to ensure the uniformity of the system of penal execution.

The II and III Offices are in charge of basic/initial training and of specialist and continuous training. The beneficiaries of that training are executive and managing staff (directors, prison governors,

officials) and other staff (educators, social workers of the Ministry of Justice, probation officers, psychologists, accountants, clerks, etc.).

a) Basic/Initial training:

It aims at introducing the newly recruited staff inside the penitentiary organization as well as at implementing their knowledge, their competences and their specialist skills (in respect to their professional role and its specific application in the penitentiary context) in order to carry out their functions in a correct, effective and quality manner.

The structure of the courses for the newly recruited staff foresees the alternation of classroom activities and on-the-job training. Those two kinds of activities are closely connected with each other and are intended to be a training continuum.

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).

In general, the main topics addressed in those courses concern the subjects:

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

b) Specialist/Continuous training:

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.).

Similarly, the training activities are also promoted to meet training needs of the Organization itself, when it is necessary to implement or to support new management/organizational models (e.g.: management during critical incidents, courses on dynamic surveillance, courses for organization of resources, etc.).

Finally, the specialist/continuous training also aims at improving knowledge, competences and skills of the various penitentiary professionals as for the items of penitentiary treatment and of management (governance and management of complex structures).

The training method used in those cases is an innovative one (mostly case studies and workshops). Similarly, whenever possible, an inter-professional training is organized, involving the different professionals working in the penitentiary field.

As for the duration, the training can last from two or five days.

c) Training of the Penitentiary Police Staff (Office IV)

The recruitment of all levels of the Penitentiary Police staff is made through public competitions.

To access the position of "agent" it is necessary to have a qualification of completion of junior high school; the public competition is based on the assessment of the level of general knowledge;

To access the position of "sovrintendente" (sergeant) there is an internal competition or an assessment based on seniority and qualifications.

The access to the position of "inspector" requires a high school diploma and the relevant public competition is based on the assessment of candidates' general knowledge about Law and about the Penitentiary Act.

To access the position of "Chief Constable" (Commissario) the University Degree in Law is required, and the public competition is based on the assessment of candidates' general knowledge about Law and about the Penitentiary Act.

All the staff passing the public competition undergo healthcare tests for assessing their physical fitness. Those examinations are carried out in a specific Centre of the Penitentiary Administration.

The initial training

- The newly recruited agents are on theoretical/practical training for a period of twelve months, which is currently reduced to six months until 2018 for emergency reasons;
- The duration of the course for "sovrintendente" is four to six months (established by a Decree of the Minister of Justice);
- Inspectors are in training for a period of 18 months;
- The chief constables' courses last one year.

All the initial training courses have a theoretical/practical character and foresee an apprenticeship in the prisons corresponding up to one-third of the whole training period.

The topics are juridical knowledge, operational-technical and relational knowledge and, for inspectors and chief constables, management skills. The training also includes the use of weapons and self-defence skills.

Formal training is also included.

At the end of the course, the trainees undergo an assessment for their fitness necessary to the job in the Penitentiary Police Corps, where the following aspects are evaluated:

- Practical skills acquired in training (including use of weapons);
- Technical-operational skills;
- Acquisition of the specific role and adhesion to the values of the Corps of Penitentiary Police and of the institutional mission;
- Level of interest demonstrated.

The Director of the School where the training course is held, after having acquired all the elements from teachers and tutors, makes this assessment.

Once the trainees get their fitness to duty, they must pass a written and oral exam for the assessment of the level of knowledge they acquired.

2. What recent good practices or challenges related to staff recruitment, training and development you would wish to share with your colleagues? (≈ one page)

Under the aspects of good practices and of challenging objectives, the two following courses are worth to be put into evidence: "The new organization of the execution of sanctions and measures in the community, with particular reference to the new changes in the law", for the probation staff, and "The management of emergencies" for prison governors and Commanders of Penitentiary Police Units in the prisons.

I. In the first case, the training course can be considered as a good practice because it supported a huge organizational change in the field of the execution of sanctions and measures in the community. Said change derives from the Law n. 67/14 and, in general, from the innovations introduced by the various "deflationary provisions", which have brought the Italian system of probation to the level of the most advanced experiences of the big European Countries.

That course aimed in general at supporting the local probation offices (UEPE) and the relevant staff, given that there has been a deep change in the probation field affecting:

- a) The new organizational structure, under completion, where the field of the execution of sanctions and measures in the community is included;
- b) Professional culture and practices established by the probation professionals;
- c) Implementation of processes, that is exchange of communications and synergic collaboration with institutional and social actors involved in the work with offenders in the community.

The organizational challenge met by that training course is to be found in the new trial procedure recently introduced. The introduction of the probation ("messa alla prova") led all the probation staff to a change from the points of view of the knowledge, the methods and the performance of their role, shifting from the rehabilitating function of the sentence to the restorative function of the measure.

It was then necessary to present methods, practices, characteristics of the technical intervention, putting the focus mainly on the victim, besides the consequences of the subject's behaviour against the law, as well as the need to restore. The focus of training was thus on those matters, as distinguished elements of the professional probation intervention which the law requests from the Penitentiary Administration.

A further challenging aspect was the need to reach all the staff. The beneficiaries of the course, indeed, are about 1000 professionals and executives, which also can be considered as a good practice, since the transformation described above can only be supported by a widespread training action involving all the system of the execution of sanctions and measures in the community.

The continuous training course was structured into traditional methods, based on front lessons, and teaching methods aimed at facilitating both the expression of different points of view on the topics and the exchange in classrooms (e.g. by roundtables), starting from the beneficiaries' experiences.

II. The course "The management of emergencies" is a good practice and a challenging activity, too. Indeed, it is characterised by an innovative method, but is also a system action, since it identifies the development of the managerial competences and skills of prison governors and of Commanders of Penitentiary Police Units as the main target for the organizational improvement. Indeed, that staff carries out functions and tasks that are the core of the institutional mission: the management of the execution of sentences.

Therefore, in compliance with the Minister's guidelines for 2016, that course dealt with the management of critical incidents and emergencies for strengthening and improving the managerial skills of the above-mentioned staff.

Within this framework, the training had the general aims of:

- a) Implementing more effective models of managing the organizational climate and, in particular, of managing emergencies and crisis situations in the prisons;
- b) Improving the quality and the effectiveness of the managing role exercise at the light of the theoretical orientations of the clinical and organizational psychology.

Based on the respect of Human Rights, the perspective of the course identifies operational modalities for dealing with the various types of emergencies occurring in prisons, balancing security requirements with the needs of the treatment.

In particular, the course was structured considering the following key ideas: collective responsibility; respect of human rights; prevention; bioethics dimension of suicide risk; shifting from the definition of "subject at risk" to the perspective of a "situation at risk", which takes into consideration also the environment and situations aspects, besides the subjective aspects.

The course may be considered as a challenge as well as a good practice because:

- The action is addressed to all the above-mentioned staff (about 650 persons, the whole "universe" managing the prisons throughout our Country, both for adults and for juveniles);
- For the first time the course has got an inter-department dimension, involving both the staff of the Penitentiary Administration and the staff of the Department of Juvenile Justice and Probation;
- It enables comparison and exchange among prison governors and commanders (inter-professional training) to strengthen the managerial team in charge of managing the structures and the staff.

The course can be considered as a good practice also because of its innovative methodology. Indeed, it is based on interaction and participation and is focused on the narrative of real emergency cases, whether well managed or not, by the participants.

The trainees briefly describe the cases during the first day of training; the cases are the focus for the professional considerations, for the theoretical systemization, for a shared building of good practices of professional coping. A further aim of the course, indeed, is to identify a taxonomy of the indicators of a possible occurring of emergencies and the possible correspondence of operational solutions. Said classification is built from a reading and a systemization of the elements arisen from the stories comparison, referring to the national and international scientific literature on the matter. What above identifies a further element of good training practice, since the above-mentioned taxonomy, although flexible, is for the participants and for their collaborators a useful, concrete point of reference for their operational tasks.

Most of the classroom activities take the form of a workshop, the most effective methodology to raise comparisons, exchanges, problem solving strategies, as well as the dimensions of integration and shared building of modalities of communicating and operating.

The role-playing sessions used for the simulation of the particular meaningful events are of particular interest for the participants. As it is known, the role-playing is a very effective training technique, but, in this case, it is the true "core business" of that course.

The simulations are first recorded and immediately commented by trainees and teachers, then, they are presented again, in a further session, by means of video-projection.

That methodology enables a deep consideration and a theoretical-practical systemization on the so-called cross-competences and, therefore, on the "professional self".

Indeed, the primary objective to achieve is the increase in the awareness on the aspects relevant to this dimension of the professional competences. Indeed, the relevant literature shows that, in order to successfully exercise one's managerial skills in complex contexts, it is crucial to consider one's integration with other professionals.

As for the training for the Penitentiary Police staff, particular relevance is given to the training courses management, by preparing the persons who support it. The use of active and participative methodologies is encouraged, adequate to adult learning.

Some didactic sessions have been introduced in the last years aimed at stress reduction and at lessening the consequences of working in a complex environment; the trainees are therefore informed about the subjective and objective conditions generating stress, the psycho-physical consequences and about some techniques useful to cope with those aspects, i. e.: autogenic training, yoga, proprioceptive activities, mindfulness, etc.

Moreover, it is worth to highlight that since 2010 the Italian Penitentiary Administration has started training activities for the prevention of radicalization leading to violent Islamist ideologies in prisons, which has involved so far more than 4,500 workers, most of whom Penitentiary Police staff; anyway, those course have an inter-professional character, since that approach is considered as necessary to effectively detect and prevent forms of proselytism and radicalization.

Said training courses aim at providing staff with basic knowledge on Islamic culture and on lawful religious practices, on subversive groups, on prevention strategies. That training activity is agreed with the Penitentiary Police Central Investigating Group.

Those courses show which are the individual dynamics that may lead some subjects to choose violent radicalization. The course is enriched with workshop sessions, where participants can exchange and share practices in order to acquire better knowledge and skills for managing those situations.

Finally, a training course of Arabic language is being activated for a first group of Penitentiary Police officers, in cooperation with the Foreign Languages Centre of the Carabinieri.

Replies from the Department of Juvenile Justice and Probation

- 1) Could you briefly describe your procedures and structures for recruitment, training and development of staff based on the suggested topics for discussion at the workshops, including starting educational level for recruitment of your prison and of your probation staff (=one page)

In compliance with art. 97 of the Italian Constitution, the recruitment of civil servants in Italy usually is carried out through a public competition. The recent reduction in labour costs has made it necessary to make use of different types of contracts for the different branches, determining an overall organization of public administration aiming at a better utilization of human resources in terms of efficiency and inexpensiveness. In this perspective the mobility of staff belonging to decommissioned public Bodies has been carried out.

In this framework a particular importance acquires the managerial responsibility and the correct employment of human resources and of all managerial instruments, but also life-long learning and

professional development of staff. The Department of Juvenile Justice and Probation has two typologies of staff with a different kind of contract: the penitentiary police (civil corps militarily organized) and the civil administrative and technical-educational staff. The system of classification of non-managerial staff of the Department includes three professional areas, articulated in different profiles. For the access to each area a specific qualification is required. For the first area, it is necessary to have completed compulsory schooling; for the third area, the triennial degree or five year-degree is required. Four areas of training courses are provided for:

- Initial training
- Permanent training
- Continuous training
- Study, research and documentation in training issues.

Such training aims at the achievement of the following main objectives:

1. First of all the specialization in the juvenile sector which is based on International Legislation and on the Decree of the President of the Republic 448/88, which amended criminal procedure for juveniles, steering the institutional activity also towards young adult offenders;
2. The support to working processes for the efficiency and effectiveness of performances of Juvenile Justice services;
3. The development of the different practitioners in an inter-disciplinary perspective.

With reference to the 'first entry' training, aiming at encouraging the integration in a specialized organizational and professional working context, the topics on which training courses are based essentially concern:

- In-depth knowledge of juridical matters with particular reference to juvenile law and legislation on execution of sentences in the community;
- Institutional analysis of contexts;
- Deviant behaviour and problematic issues concerning juveniles and young adult offenders;
- Methodological aspects of the contextualized role;
- Inter-professional dimension and communication;
- The topics provided for in the initial training concern all the staff, both the technical-administrative staff and the penitentiary police staff, differentiating only for the specific aspects of the role, to ensure homogeneous processes of contextualization and specialization.
- The curricula are generally carried out providing for the implementation of three/four training modules a week in the classroom, spaced out by two/three periods of "training" assisted by tutors selected among senior staff.

With reference to penitentiary police staff it has to be underlined the importance of the multiannual training path carried out in recent years and addressed to all juvenile staff with a working experience of at least 5 years in the Department of Juvenile Justice and probation services. It resulted in the achievement of the qualification "*Specialist in the treatment of juvenile prisoners*".

- 2) What recent good practices or challenges related to staff recruitment, training and development you would wish to share with your colleagues?

The innovative aspect introduced by the Regulation of organization of the system of Execution of sentences in the community and probation, recently shifted under the competence of the Department of Juvenile Justice and Probation made it necessary to reformulate an homogeneous common training path, for educators, social workers, administrative and penitentiary police staff, within a single Directorate General of Training of the Department of penitentiary administration, which has included, in addition to training schools presently working on the territory, the initial training activities and the continuous and specialized training of administrative and penitentiary police staff. This is very important in the light of the above-mentioned reform which has included the Social Services for Adults (Probation offices), and their staff, employed by the Department of Juvenile Justice and Probation, with a consequent necessity to create *ad hoc* training courses.

A new planning and a revision of the current network of schools have been carried out. Such rationalization of functions led to a new organizational model of the Directorate General of Training which shall ensure the osmosis between the Department of Penitentiary Administration and the Department of Juvenile Justice and Probation.

Given the increasing importance of *probation during the proceeding*, existing since 1998 for juvenile offenders and currently extended to adults, it was decided to train the staff of social service Offices for juveniles (USSM) (social workers and educators) together with juvenile judges and lawyers with the intention of starting new agreements. The former Central Training Institute (currently belonging to the Department of Penitentiary Administration) has therefore proposed "training workshops" aiming at drafting "*catalogues of shared indicators for the assessment of 'probation during the proceedings'*" and starting to develop the "*guidelines*" in order to encourage the express of an assessment in the various phases of application (feasibility), fulfilment and results.

Another training program of broad impact, which can be considered an example of good practices, is the *restorative justice*, as an instrument of resolution of conflicts, carried out by internal and external trainers of the Department of Juvenile Justice and probation and addressed to Directors and social workers of the Offices of social service for Juveniles and Probation offices, educators, penitentiary police staff, officers of local bodies and private-sector workers. The objectives of such program (provided for in three modules for North, South and Central Italy) are to explore restorative justice solutions already carried out by Justice and territorial Services in practice, contemporarily finding solutions of *Restorative Justice* to face challenges brought about by old and new deviant behaviours.

Numerous training paths addressed to educators, social workers and penitentiary police officers on the topic of socio-educational work with groups of juveniles have been carried out to the purpose of encouraging educational and treatment experiences to entertain and support adolescents. We would like to underline that the most modern scientific trends show how re-educational objectives can be attained with success by specifically taking care of the emotional and relational aspect, mainly through peer groups. Similar paths have been carried out in view of the work with young adult offenders.

The extension of the application of the legislation on juvenile services to young people up to 25 years, in fact, has made it necessary to provide in-depth studies on the reality of "young adults" as a more and more significant *target* for Justice Services. Even in the light of operational experience of such Services, the focus was placed on the pedagogic meaning of the work with adolescents and young adults in criminal proceedings, with particular attention to the "biographical approach".

As example of good practices it is worth mentioning the so-called *Amuni Groups*^[1] composed by Justice workers and workers of private social Associations (in particular '*Libera*', a very active organization against mafia in Italy) who have experimented the training of groups for the reception and education

[1] The groups have taken different names translating the Neapolitan expression *amuni* (let's go) in the different local dialects.

to legality with juveniles and young adults with criminal and personal background strongly characterized by the conflict with legal order and linked to criminal and mafia contexts.

Their work essentially consisted in contrasting illegality and spreading the culture of legality in numerous Italian cities, at local level, if possible. The activities carried out these years have enabled to obtain encouraging results, even though the exchange and coordination between Social Services and workers.

From such experience, seminar discussions and training days have been carried out entitled "*Gruppi di animazione alla Giustizia*" to which about 130 persons have participated among workers of Juvenile Justice and Probation, Directors of Social Service Offices for Juveniles and probation offices, juveniles and workers of Juvenile Justice and probation services and of "*Libera*" Association directly involved in the experimentation of the project.

In the training sector we carried out two Seminars, on current topics and of international concern:

1. "*Wounded inside: protect minors victims of violence*". This Seminar has been promoted by the Department of Juvenile Justice and Probation following the ratification by Italy of Law 1 October 2012 n.172 – of Lanzarote Convention (Convention of the Council of Europe on the protection of children against sexual exploitation and sexual abuse) and after the entry into force of Legislative Decree 15 December 2015, implementing Directive 2012/29/UE of the European Parliament and the Council (25/10/2012), establishing *minimum standards on the rights, support and protection of victims of crime*." It has outlined new perspectives of protection addressed to victims of crime, with specific regard to particularly vulnerable persons, stimulating public Administrations, each for its own sector, to work actively to promote initiatives aiming at detecting, investigating and combating the phenomenon;

2. "*Radicalisms in adolescence*". The purpose of this Seminar was, even though the support of experts at international level, to analyse in depth the relationship between young people and radicalisms with particular reference to the phenomenon of jihadist radicalization at a theoretical and operational level. Considering the risk of recruitment of young people in prison contexts, it aimed at encouraging operational practices for the prevention of proselytism and the contrast to radicalization.

Among the most significant and innovative experiences of research-training carried out during the last years, it is worth highlighting the three modules of "Summer School on the rights of adolescence" carried out at the former Central Training Institute of the Department of Juvenile Justice and Probation and characterized by the involvement of a high number of persons (about 200 each module) among adolescents (even in the community), social welfare and healthcare service workers, juvenile justice, school, association and social cooperatives workers, in addition to volunteers, mediators, lawyers and judges.

3. Would you wish to bring hand-outs, videos or other information materials to be put up or distributed at the Conference venue (at the "market place")?

We would wish to bring two videos:

1) "*Una giustizia per me*" which has been made with interactive and innovative modalities of juveniles involved in *Amuni Groups* Project (see above). It tells the experience of those juveniles, with the guidance and help of an expert filmmaker – in the course of Seminar discussions and training days "*Gruppi di Animazione alla Giustizia*". On that occasion, the Head of Department of Juvenile Justice and Probation and the President of '*Libera*' Association – and symbolically even one of the young boy rehabilitated from Mafia – have signed a protocol of agreement to implement this experience positively carried out.

- 2) The second video, made by juveniles with the help of workers, represents the experience carried out by juveniles (of high school, of the community and of a local Centre) participating in the third *Summer School* carried out at the former Central Training Institute.



1. Could you briefly describe your procedures and structures for recruitment, training and development of staff based on the suggested topics for discussion at the workshops, including starting educational level for recruitment of your prison and of your probation staff (≈ one page)

PROFESSIONAL TRAINING

The modular professional training of penitentiary officers is regulated by the Law on Professional Training and the Procedures for Provision of Formal Professional Training.

1. The recruitment procedures are going on in April – August.

Requirements for future cadets: 1) Lithuanian citizenship; 2) knowledge of the Lithuanian language; 3) good reputation; 4) good health and physical status; 5) over 18 years of age; 6) not less than secondary education

2. Entrance examination in August (rational thinking, text perception and testing of skill to evaluate practical situation)

The professional training of penitentiary officers is organized by the Training Centre of the Prison Department, duration – 1 year. Cadets are provided accommodation free of charge at the dormitory of the Training Centre and get a 140 euro scholarship.

The penitentiary officer will have completed the professional training studies after successfully passing theoretical and practical exams. A cadet is awarded a Professional Training Graduation Certificate.

The basic training provides the officers with necessary professional, personal and social skills: guard and security of penitentiary institutions, escorts of inmates, supervision and dynamic security of inmates, measures of persuasion and restraint, prevention of offences, social work with inmates, etc.

INITIAL TRAINING

Each penitentiary establishment carries out recruitment procedures for penitentiary and probation officers.

Requirement to the candidates: 1) Lithuanian citizenship; 2) knowledge of the Lithuanian language; 3) good reputation; 4) good health and physical status; 5) over 18 years of age; 6) not less than secondary education and professional qualification

Initial training is mandatory to all newly recruited penitentiary officers before they start their functions at the Prison Department or its subordinate institutions. The initial training is organized by the Training Centre of the Prison Department, duration 3 weeks, or 128 hrs.

Having successfully complied with the requirements and having passed the tests the penitentiary officers are issued Certificates of Initial Training that enable them to carry out their functions.

QUALIFICATION UPGRADING

The Training Centre offers further qualification upgrading courses for penitentiary and probation staff. The list of topics is updated on annual basis.

2. What recent good practices or challenges related to staff recruitment, training and development you would wish to share with your colleagues? (≈ one page)

The Professional Training Study program was launched in 2016 with the first graduates in 2017.

3. Would you wish to bring hand-outs, videos or other information materials to be put up or distributed at the Conference venue (at the "market place")?

No



1. Could you briefly describe your procedures and structures for recruitment, training and development of staff based on the suggested topics for discussion at the workshops, including starting educational level for recruitment of your prison and of your probation staff (≈ one page)

Staff recruiting in the probation system of the Republic of Moldova.

Staff recruitment and selection is one of the most essential components of human resource management, and, of course, of the entire activity. From the success of the recruitment and selection of staff, undertaking the entire process of filling vacancies within the National Probation Inspectorate depends on:

- costs / expenses, including time, both as for the process of filling vacancies, as for the integration of new employees;
- success of professional development of civil servants;
- activity and performance of the National Probation Inspectorate;
- National Probation Inspectorate image.

For effective realization of that procedure and selection / hiring the right candidates in the probation system of the Republic of Moldova, the hiring is only after passing the contest for vacancies in the National Probation Inspectorate.

To this aim, the announcement on filling a vacant public function (eg. probation officer in the probation office Laloveni) and conditions for participation is placed on the website of the public authority, the government portal www.cariere.gov.md and on bulletin boards of local government in the recruitment of staff for probation offices in the country.

The contest for the civil servant (including probation officer) consists of two parts: written test and interview.

The written test aims at testing the knowledge and skills necessary to perform the tasks and duties of the civil servant. For this purpose, it is developed at least three different variants. Each variant of work includes:

- a test / grid-test containing 4-6 subjects, 2-3 - of which in the specific field of the civil servant and 2-3
- in the legal framework regulating the activity of public administration and civil servants.

At the interview, the basic questions are to serve to obtain information on:

- Professional and personal qualities related to the job position;
- Factors that motivate and demotivate the candidate;
- Behaviour in various situations, including in crisis situations etc.

It is to note that recruitment is organized and conducted based on the following principles: open competition, professional competence and merit, equality of access to function, transparency.

Professional development in the probation system of the Republic of Moldova:

A modern system of training is vital to the probation system to develop and maintain high professional standards of conduct and performance of its employees. In this changing environment, an effective professional development system is critical to maintaining a high level of performance.

Therefore, the National Probation Inspectorate annually organizes a systematic and planned professional development that includes:

- Improving and updating the knowledge, skills development;
- Modelling the skills needed to the civil servant / probation officer for the effective exercise of his/her duties.

To this end, we organize initial and continuous training of probation officers based on the proposals received from the central departments and professional development needs identified by the assessment procedure of the professional performances, annually, based on:

- Plan of the initial training of the probation officers. This professional development is lasting five weeks, which includes theoretical subjects and internship;
- Plan for continuous modular training of the staff from courts, probation officers, lawyers providing legal aid and prosecutors consultants, which takes place each semester to two weeks.

Also, civil servants / probation counsellors, accordingly to the Plan of achievement of professional development courses for staff from public authorities, are delegated to the following training courses:

Category/Course

- Management civil servants (heads of divisions, departments, services and probation bureaus)
- Development of the management skills
- Management and leadership in public administration
- Development of the communication skills
- Stress and conflict management
- Strategic planning, etc.

Executive civil servants (senior specialist, main specialist, specialist, senior probation officer, main probation officer, probation officer)

The public service

- Development and coordination of normative acts
- Development of the projects/programmes
- Professional integration in the public position
- Public policy development and evaluation, etc.

2. What recent good practices or challenges related to staff recruitment, training and development you would wish to share with your colleagues? (≈ one page)

Regarding the best practice on recruitment, we can mention that, according to the law on voluntary, the National Probation Inspectorate recruits volunteers for the position of probation counsellors in the probation offices and specialists from the central office. In order to recruit volunteers and students for internship, Human Resources Directorate shall:

- place on the website of the institution www.probativne.gov.md the announcement on recruiting volunteers;
- visit the higher education institutions (faculty of psychology, social assistance and pedagogy) and inform students / M.A about the work and importance of the probation service in Moldova, and internship opportunities and volunteering in the National Probation Inspectorate;
- participate at career fairs organized by higher education institutions and also inform students about the work of probation.

According to the legislation, volunteering is considered a work experience (opening volunteer passport), and the persons which have made this activity or internship have a higher priority to be engaged in vacancies within the National Probation Inspectorate.

Regarding the professional development of probation counsellors, we can say that this year, for the first time, the National Probation Inspectorate organized initial professional development of the probation officers. For this purpose, it has been developed:

- initial training plan for probation officers;
- schedule of initial training course;
- study curriculum.

With the support of the central governmental institutions, and the European Union projects, we organized TOT on various probation programs to develop skills of probation officers. There are:

"Probation Program for reducing aggression";

"Program to reduce drug abuse"

"Probation Program regarding psycho-social assistance at pre-sentence stage";

"15th Program" -that represent modern and effective technology for the working group with adolescents and their parents or legal representatives, who take care of children.

3. Would you wish to bring hand-outs, videos or other information materials to be put up or distributed at the Conference venue (at the "market place")?

Information materials will be presented at the Conference.

Present training system in Poland consists of three levels:

1. Initial training, which includes:
 - a) Initial professional adaptation which lasts for about 20 days in the organisational unit (prison or remand prison) where the correctional officer works. The candidate, under the supervision of a direct boss, learns about the structure of prison, basic legal regulations defining the basic rights and duties of correctional officers and inmates, as well as health and safety procedures connected with a service position.
 - b) Preparation course implemented in the barracks in the training and development centres for Prison Service staff. The course includes a general part for all students and an extended part for a security and penitentiary department.
 - c) Professional practice in prison – shaping and development of professional skills of a correctional officer, essential for performing work duties. A period of professional practice should not exceed 11 months after finishing a preparation course. The practice is supervised by a direct boss.

The aim of the initial training is to get the knowledge and practical skills for performing professional tasks.

2. Professional training – training for the ranks of sergeant, chief warrant officer and officer. This training is a continuation and extension of initial training. The aim is to develop the knowledge and professional skills.

The aims of professional trainings are:

- a) Preparation of correctional officers for performing the tasks resulting from a legal Act about the Prison Service, Criminal Code and other rules which regulate the activity of Prison Service
 - b) Development of general, professional and specialist knowledge, supporting self-education, consolidation of the skill of analysis, synthesis and assessment of the events and activities, development the ability to serve in the Prison Service.
3. Permanent training, which according to the rules includes two stages:
 - a) Specialised training (specialised courses and trainings, which are required by the laws). Specialised training is a supplement and extension of a professional training. The aim of this specialised training is to acquire and deepen the knowledge and professional skills.
 - b) Professional development (remaining trainings, courses, seminars, conferences, meetings and briefings)

Professional development is implemented also as a part of external (outside) development organised by external entities (trainings, courses, studies)

The aim of the professional development is especially to acquire, update, extend and deepen the knowledge and professional skills and tasks, as well as obtaining the authorisation.

Good practices and challenges related to staff training and development

At the moment Polish Prison Service is preparing the changes which will be introduced into the training system of correctional officers and civil employees. In the training programmes, a focus will be on transferring a consistent knowledge about the whole prison service and its elements, having in mind a cooperation between the departments and providing safety and security in prisons.

The most important directions of the change:

- creation of a high school and a direct recruitment of the candidates for officer's staff
- building of a modern penitentiary facility with the function of training and research
- centralised recruitment for the Prison Service, based on the clear criteria
- new mechanism of training for the officer's and commanding staff based on the academic model
- a possibility to upgrade the qualifications within the higher school
- changes in the organisation and methodology of professional training
- clear paths of professional promotion and changes of the professional positions, efficient system of professional development
- standardisation of the professional positions and a change of some positions into civil ones

ROMANIA

1. Could you briefly describe your procedures and structures for recruitment, training and development of staff based on the suggested topics for discussion at the workshops, including starting educational level for recruitment of your prison and of your probation staff (≈ one page):

The selection process of the penitentiary personnel is a complex one and is achieved through the usage of different sources:

- a. The training of personnel that will become "correction officers", through courses that can be attended after high school graduation, courses that are organized by the National Correctional Officers School Tirgu Ocna (one year training);
- b. The transfer of personnel from government institutions belonging to the national defence, public order and national security system;
- c. Employing specialized personnel who passed a multi-level exam for that particular job, for different departments of the penitentiary (e.g. administrative department, medical department, etc.)

Concerning the training of the correctional officers, through courses that can be attended post high school graduation, we would like to underline that the selection of the students is a process that involves all penitentiaries in the system, the National Correctional Officers Training School and the Penitentiary National Administration; the following stages are to be followed:

- Promoting the training programme in order to identify persons willing to apply for the admission exam;
- Selecting the candidates– The person that applies for admission must make a file up, to pass the psychological examination and a few medical examinations which will certify that he/she is fit to become a correctional officer;
- The admission exam consists in:

- Physical abilities exams - eliminatory;
- "Romanian grammar" and "The History of Romania" written exams – multiple choice.

National Correctional Officers' Training School Tîrgu Ocna is the only school coordinated by the Penitentiary National Administration which offers "correctional officer" specialized training, through courses that have been accredited through No. 3652/29.04.2013 Order of National Education Minister. Once the courses of the school were accredited, the School was included in the national educational system. Thus, the School must also observe the laws of this particular system.

The National Correctional Officers Training School Tîrgu Ocna admission process is to be organized in accordance with the "Methodology for the organization and development of the admission exam", approved by the Minister of Justice no. 2412/2013, which establishes the candidate profile for admission to the school as follows:

- To hold Romanian citizenship and to reside in;
- To have strong knowledge of both written and spoken Romanian;
- To hold a diploma that certifies the graduation of high school;
- To be in his/her full capacity of action;
- To be maximum 35 years old, reached during the year he/she underwent the exam;
- To be declared medically and psychologically fit;
- To behave in accordance with the social rules, to agree to be checked upon their observance concerning the conditions and criteria of participation in the admission exam and of further training, as well as upon their activity and behaviour, being aware of the fact that they will bear the legal consequences in case of misbehaviour;
- Not to have been expelled for disciplinary reasons from a school or educational institution and, concerning the evaluation of their behaviour, to have achieved an average of at least 8 out of 10, for each year of study;
- Not to have been convicted (with the execution or suspended sentence or with penal fine), not to be under criminal prosecution or trial for criminal offence;
- Not to have been dismissed for imputable actions out of a public position in the last seven years.

After finishing the courses, the students must undergo a graduation exam following the „Methodology for the organization and development of the admission exam”, approved by the Minister of Justice no. 2412/2013 and those who are declared "Admitted" will be sent to penitentiaries that hold vacant jobs, taking into account the score obtained by the students after the exam.

2. What recent good practices or challenges related to staff recruitment, training and development you would wish to share with your colleagues? (≈ one page):

Once the National Correctional Officers Training School Tîrgu Ocna was accredited as a level 5/post high school military school, specialized in "correctional officers" training, it had to observe the national educational system regulations.

Thus, in order to be certified as having achieved the necessary professional competencies and skills, after the graduating the training courses, one must undergo a 3 steps exam consisting in:

- A practical exam;

- A written exam;
- A graduation project.

Taking into account the fact that the laws of penitentiary system had to be combined with the national educational system laws, the school personnel developed in 2016 the "Methodology for the organization and development of the correctional officer certification exam", a document that has been approved by the Minister of Justice with no. 115/C/12.01.2017 Order, whose provisions will be applied starting the year 2016-2017.

The novelty elements are:

- The introduction of the practical examination which implies a thorough training of both students and evaluators;
 - Project presentation – a challenging and complex part of the exam.
3. Would you wish to bring hand-outs, videos or other information materials to be put up or distributed at the Conference venue (at the "market place")?:

No.



RUSSIAN FEDERATION

1. Could you briefly describe your procedures and structures for recruitment, training and development of staff based on the suggested topics for discussion at the workshops, including starting educational level for recruitment of your prison and of your probation staff?

Staff recruitment in the penal system of the Russian Federation is strictly regulated with normative legal acts and envisages a number of conditions to be fulfilled by candidates:

1. the citizenship of the Russian Federation, dual citizenship is not allowed;
2. education level:
 - not lower than general secondary education for servicemen and lower command staff;
 - not lower than secondary professional education for medium command staff;
3. successful military medical examination;
4. successful aptitude screening, including special psycho-physiologic research by means of polygraph;
5. successfully passed physical tests;
6. police inspection towards each candidate for determining of the offending behaviour tendency, psychotropic substances usage and extremist acts;

During the first 6 months on duty, new personnel in a mandatory manner is to complete the curriculum of the initial training program, which includes the study of international and Russian penal normative legal acts, weapon and special tools handling, special physical training course.

Further training of the officers of the Federal Penitentiary Service of the Russian Federation is conducted according to areas of their service activity upon professional training programs, higher education, professional retraining, and professional development programs.

2. II. What recent good practices or challenges related to staff recruitment, training and development you would wish to share with your colleagues?

Staff development for the institutions of the penal system of the Russian Federation is carried out in educational and scientific institutions subordinated to the penal system. The penal professional education system includes 7 educational institutions of higher education, 3 professional development institutes, 2 federal interregional training centres, 9 interregional training centres subordinated to the regional departments of the penal system, research institute, and information technologies research institute.

A well-developed network of educational and scientific institutions let the penal system develop the officers of different levels: from servicemen to higher commanding staff.

There is a wide range of programs for professional and higher education, professional retraining, and professional development programs.

Annually, about 2 000 - 2 200 officers graduate from programs of higher education and 18 000 – 20 000 officers graduate from programs of additional professional education.

An important tool for the constant development of personnel resources is the building of the leading personnel reserve.

Thus, the Federal Penitentiary Service of the Russian Federation has resources for a stable professional development for its officers and their career growth.



SLOVENIA

1. Could you briefly describe your procedures and structures for recruitment, training and development of staff based on the suggested topics for discussion at the workshops, including starting educational level for recruitment of your prison and of your probation staff (≈ one page)

In Slovenian penitentiary system, prison officers must within 18 months of starting employment complete the prescribed training and pass the examination – otherwise employment shall be terminated. Duration of the education period is 9 months.

Article 231 of Penal Sanctions Enforcement Act states that any person who meets the following conditions may become a prison officer so they could enter the educational process: a person is a citizen of the Republic of Slovenia and has a permanent residence in the Republic of Slovenia; speaks Slovene fluently; has completed at least a four-year secondary school programme; has suitable psycho-physical capacities for prison work and do not use illicit drugs; has not been convicted *res judicata* of a criminal offence prosecuted *ex officio*; and has been security cleared and no security reservation exists.

We divide our initial training into three parts:

1. Practical understanding of the implementation of prison sentences and the implementation of detention on remand and in the prison and in particular the work of the guard service (lasting for 1 month).
2. Basic training including lectures and practical exercises (lasting 5 months).
3. Practical training in an institution under the guidance of mentors and final placement in an institution of at least 3 months

The second set (part) of training consists of:

- 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 the powers of prison officers,
- Knowledge and skills in the field of safety and health, fire safety and first aid,
- Knowledge in the area of electronic security and communications,
- Knowledge of self-defence, use of firearms and other special skills to manage people,
- Knowledge of the administrative procedure,
- Other knowledge and skills needed in the implementation of the sentence.

The third part (set) of the program represents a practical training in an institution and is designed to:

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

We have two types of examination - oral and written one. All candidates are examined also at the end of each set (part), described above.

Permanent training and gaining of further knowledge is organized by the director of prison on the basis of common guidelines drawn up by the Administration. The prison must provide continuing training lasting for at least 4 hours a month. The training time is counted as a regular work obligation.

2. What recent good practices or challenges related to staff recruitment, training and development you would wish to share with your colleagues? (≈ one page)

We try to combine different aspects of practical and theoretical part of educational process. On the basis of examining evaluation questionnaires completed by participants, we try to improve our quality and be sensitive to the needs of persons who enter to the educational processes of becoming prison officers.

3. Would you wish to bring hand-outs, videos or other information materials to be put up or distributed at the Conference venue (at the "market place")?

We do not have yet any material, so we do not have any such wish.

Replies from the Spanish Penitentiary Service:

Types of staff:

The public service posts are subdivided into:

- Career civil servants
- Internal civil servants
- Working on employment contracts – of indeterminate, temporary or fixed duration

The Spanish penitentiary service uses the same divisions of posts. Recruitment is done by publishing an official announcement for vacant public posts and the selection is done based on the principles of equality, merits, capacities and publicity.

Higher grade staff (subgroup A1,) must have BA in psychology or law. The medical staff (subgroup A1) must have BA in medicine or surgery or have a diploma of family or general doctor. The special corps of the penitentiary service (Subgroup A2) must have a diploma in technical engineering, architecture or whatever required for the post. Medical nurses (subgroup A2) must have a university diploma for medical nurses. Assistant corps (Subgroup C1) must have graduated from a secondary education establishment (general or technical).

Candidates must have clear criminal record (not have committed an intentional crime punishable by three or more years of imprisonment, unless their sentence has been annulled or they have been rehabilitated).

Staff training:

The training is based on annual training plan/curricula. All different types of staff from the central office or from peripheral services undergo the same training. They learn technics, procedures, regulations, positive attitudes of the institution.

There is also on-the-job-training, as well as decentralised training together with e-learning and new technologies training.

There are evaluation criteria, quality indicators and staff can choose among a list of teachers.

During the training are promoted the national plan for gender equality, prevention of domestic violence and recognition of human rights and all international standards; in the first place the Council of Europe standards and also the UN conventions, like the Convention for Human Rights and the CPT norms.

Initial training: It is followed by practical traineeship for those who have passed the written exam. They can attend courses or do an e-training. This training is implemented in a centralised way. However, the practical traineeship is implemented in a decentralised way and only in those penitentiary centres which are established for this purpose with tutors who are selected beforehand. Once the trainee has passed both the theoretical and the practical training stages, he/she can be appointed as a civil servant. The training curriculum includes security and vigilance, 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 prevention of violent radicalisation.

On-the-job-training: This training comes into play when the different needs of the penitentiary administration (central and peripheral) are identified and need to be addressed. Two issues are analysed: reactive and pro-active needs. The reactive needs come from the day-to-day professional

experience shared and the training addresses the manner in which they should be met. The pro-active needs are focused on the professional capacities of the staff to be improved in the future. The areas of training: security, treatment, procedures of prison management, information and communication technologies, health, etc. The training could be done by e-learning or by attending courses and can be centralised or decentralised.

Evaluation of the implementation of the training curricula: Once the training is finished, it is being evaluated, regardless whether is initial or on-the-job-training. The evaluation is carried out through: (1) satisfaction surveys; (2) evaluation of the impact of training on the work of the trainee (after a period of 6 months, opinion sought from the trainee and his superior); (3) evaluation of the training curricula, the teachers, the teaching materials, available training places and the budget.



SWITZERLAND

1. Could you briefly describe your procedures and structures for recruitment, training, and development of staff based, on the suggested topics for discussion at the workshops, including starting educational level for recruitment of your prison and of your probation staff (≈ one page)

RECRUITMENT

Switzerland is a federation; the territory is divided into 26 cantons, each of which is a member state of the Swiss Confederation. The execution of sentences and measures in Switzerland falls largely under the remit of the cantons. The cantons have the duty and the competence to execute the decisions of their courts, construct and operate penal institutions, as well as conclude agreements with other cantons. Therefore, the recruitment and development of staff is done by the cantons or the institutions where staff are put under contract.

PRISON OFFICER TRAINING

The basic course at the Swiss Prison Staff Training Centre (SPST) is the standard training for all prison officers of all 114 institutions that execute penal sanctions in the three main linguistic regions of Switzerland.

Prison officers first pass a practical training in their institution, during their first year of contract. Subsequently, they complete a 15-week basic vocational training at the SPST in the town of Fribourg, within a two-year period.

The basic training at the SPST provides prison officers with the necessary professional, personal and social skills to qualify them to look after, accompany and supervise prisoners. The requirements to be fulfilled by prison officers demand a large degree of personal maturity. It is imperative to be able to build a professional relationship with the detainees. It is essential to properly evaluate different situations and to communicate and act accordingly. In addition, team work requires the ability of multi-agency cooperation.

The officer will have completed the basic training after successfully passing a federal professional examination.

Last year, a total of 183 prison officers - 82 from the German-speaking, 96 from the French-speaking and five from the Italian-speaking part of Switzerland - were awarded with the certificate holding the title: Federally Certified Specialist in the Execution of Penal Sanctions.

LEADERSHIP TRAINING FOR PRISON MANAGERS

Since 2011, the Swiss Prison Staff Training Centre (SPST) has offered leadership training for staff that occupy an executive position in a penal institution or seek to apply for one. The leadership training consists of four modules, offered within a two-year period. The participants of the leadership training are taught a variety of professional, social, methodological, and leadership skills. Having passed the advanced federal professional examination, the prison leaders obtain the title: Federally Certified Expert in the Execution of Penal Sanctions.

The leadership training has been specially developed for the needs of the professional environment of the execution of penal sanctions. The training is highly interactive and practice-oriented.

In January 2016, a new leadership training started with two parallel courses: 25 prison managers are attending the German-speaking training course; 12 managers are following the French-speaking training course.

FURTHER EDUCATION

The Swiss Prison Staff Training Centre (SPST) offers further education courses for prison and probation staff, as well as for staff of all correctional authorities. The courses offer staff the opportunity to refresh, as well as broaden and deepen, specific professional expertise, while also introducing them to new relevant issues in the field of the execution of penal sanctions.

The educational offerings are updated and improved on an annual basis. For this purpose, the SPST assesses the needs of staff and their institutions, taking into account daily challenges staff are confronted with. The new strategy, which was adopted recently, provides the following thematic foci:

- 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

In 2016, 53 further education courses were organised: 33 in the German-speaking region of Switzerland (counting 95 course days and 601 participants) and 20 courses in the French- and Italian-speaking region (counting 47 course days and 298 participants.)

2. What recent good practices or challenges related to staff recruitment, training, and development would you wish to share with your colleagues? (≈ one page)

Since recruitment of staff is done on a local level, the Swiss Prison Staff Training Centre (SPST) has taken over a coordinating role to increase the visibility of all job advertisements. On its website (www.prison.ch), the training centre publishes all job ads of all 26 cantons, updating this information twice a week. It is the only platform that lists all vacancies in Swiss penal institutions, probation services, and correctional authorities.

In Switzerland there is a national Institute for prison staff training in Fribourg. Prisons hire non-specifically trained staff and train them practically during their first year. Then, they are sent to the specific education in Fribourg as in-service training.

The basic training takes 15 weeks, during 2 years and is completed with a national certificate of passing the exams.

1. first year: introduction to penitentiary work, practical work in the prison that hired (apprenticeship) in the local prison hiring.
2. first year: 9 weeks of courses, dealing with psychology, law, medicine and psychiatry, other specific prison matters (there are exams after the first year)
3. second year: 6 weeks of courses with theoretical education in different prison subjects, visit of different institutions, completion of a written project report
3. Written and oral exams and presentation of the project report.

German:

<https://www.prison.ch/de/justizvollzug-schweiz/who-is-who/stellenangebote>

French:

<https://www.prison.ch/fr/privation-de-liberte-en-suisse/who-is-who/offres-d-emploi>

Italian:

<https://www.prison.ch/it/privazione-di-liberta-in-svizzera/who-is-who/offerte-d-impiego>

On top of that, the SPST is developing a series of multimedia thematic dossiers to promote professions in corrections. In January 2017, the thematic dossier "Profession: Prison Officer" was published in German and French. The content is being translated to English right now.

The thematic dossier "Profession: Prison Officer" consists of a film explaining the profession, key words and a series of short interviews taken with prison officers of all three language regions. The participants explain several aspects of their profession (daily tasks, mission, advantages, as well as challenges).

German:

<https://stories.prison.ch/de/beruf-justizvollzug/>

French:

<https://stories.prison.ch/fr/professions/>

4. Do you wish to bring hand-outs, videos, or other information materials to be put up or distributed at the conference venue (at the "market place")?

The thematic multimedia dossier mentioned above could be presented by Laura von Mandach in Workshop 1.

We will also bring along information material about the Swiss Prison Staff Training Centre (SPST), as well as some key results of a comprehensive survey about working in prison, published by the University of Bern in 2015.

Submission from the Probation Board for Northern Ireland

1. Could you briefly describe your procedures and structures for recruitment, training, and development of staff based, on the suggested topics for discussion at the workshops, including starting educational level for recruitment of your prison and of your probation staff (≈ one page)

In Northern Ireland recruitment for Probation Officers is generally carried out once per year, with the exception of a couple of years, where there was an embargo on recruitment due to financial pressures. The Probation Board for Northern Ireland (PBNI) has also had to recruit temporary staff in recent years due to uncertainty with Northern Ireland's economy and budgetary pressures. However, this year PBNI has been able to recruit twenty four permanent Probation Officers to date. All Probation Officers are externally recruited, however all probation grades above this grade are recruited in-house to assist with our talent management approach. PBNI's core qualification for probation grade staff is social work. This is the same as our colleagues in Scotland and the Republic of Ireland. This is different from our colleagues in England and Wales, where Probation Officers specifically are trained and qualified in the field of Probation.

Once recruited, our Probation staff embark on a continuous professional development route that requires them to complete, if newly qualified, practice modules that are accredited and linked to the social work regulators in Northern Ireland, under a framework called Professional in Practice (PiP). After the first year as a social worker, PBNI continue to offer Probation grade staff the opportunity to continuously professionally develop. Many of our staff go on to complete modules and qualifications, under this framework, to a degree at Masters level. All of Probation's in-house training offers training credits towards the completion of these modules and qualifications under the PiP framework. This is a helpful way of supporting and encouraging continuous professional development, and is in line with the requirement for all probation grades to register with the Northern Ireland Social Care Council.

All mandatory training, such as personal safety training, Display Screen Equipment (DSE) training, data protection training and other similar course are now carried out as e-learning packages. These have been designed by PBNI, are bespoke and were highlighted by PBNI staff in a presentation to a CEP conference on e-learning in December 2015. PBNI has been creative in the face of decreasing budgets to come up with new ways of training, that does not need to be face to face and involves less time away from the workplace, and less expense as there is no need to travel.

PBNI does however remain committed to face to face training where we offer a wide variety of mandatory and good practice training through external providers and also in-house trainers. PBNI holds Practice Seminars where we share peer good practice experiences and encourage an organisational learning environment. There is also structured training on specific policies and procedures in areas such as domestic violence or significant risk of serious harm.

All probation grades, throughout their careers, are given the opportunity, and are required, to undertake training that is necessary and, also, further enhances their social work skills.

2. What recent good practices or challenges related to staff recruitment, training, and development would you wish to share with your colleagues? (≈ one page)

As well as the areas highlighted above, PBNI has undertaken various innovative and good practices in the areas of recruitment, training and development:

Traditionally PBNI has advertised through local newspapers and online, this year PBNI decided to try using social media only to advertise its Probation Officer posts. This was a great success – 125 applications were received. Initially this recruitment process was run to fill 9 posts, however as the

year has progressed and budgets became more certain in-year, PBNI is able to recruit 24 Probation Officers to date from this process. PBNI holds a list of successful candidates for 12 months after the recruitment process. The use of social media was a process that PBNI will use again as a much more cost effective and efficient way to attract high quality candidates.

PBNI, along with the Irish Probation Service, holds an annual Public Protection seminar for representatives of all the criminal justice agencies in Northern Ireland and Ireland. This popular event is also attended by the two Ministers of Justice and has been praised for its creative and innovative approach to training. The seminar is in its eighth year and is also the setting for the launch of the Irish Probation Journal - another North/South collaboration - which for the last 13 years has provided a forum for sharing theory and practice, increasing cooperation and learning between the two jurisdictions and developing debate about work with offenders.

PBNI has a talent management approach to ensure that it is growing leaders for the future and succession planning for the next 3 - 5 years. PBNI has done this in a number of ways: Role profiles and required qualifications are held for each probation grade role so that aspiring future leaders are able to identify what experience that need to gain to enable them to apply for more senior roles. This enables staff to manage their careers and to laterally develop to gain the required experience, skills and knowledge. Alongside this, we have a mobility policy where PBNI requires its staff to be prepared to move, to a different role, every 3 - 5 years. This is driven by a duty of care on the part of the employer and is also used for succession planning purposes. Secondly, PBNI has introduced a mentoring scheme where a manager, not the line manager, mentors the grade below to assist in areas of development and to explore alternative ways of thinking and working. This is a safe environment where the individual can explore areas of development without feeling that it is inappropriate to discuss with a line manager who is responsible for carrying out an official performance appraisal.

PBNI requires its Probation Officers to carry out home visits as it believes this is an essential part of the risk assessment process. Therefore, as soon Probation Officers join PBNI they are issued with a 'Lone Worker Device' which is an alarm system that is linked to a call centre. The Probation Officer, if feeling vulnerable or at risk of harm, can press an allocated button on the phone, which instantly alerts the call centre. The call centre immediately alerts the relevant manager. There is a tracking system on the phone so that the exact location can be pinpointed. The location is also recorded in the workplace.

PBNI has an online performance appraisal system that is automatically generated at the relevant times of the year. The appraisal is directly linked to PBNI's corporate and business plan objectives so as to ensure that staff can understand and make the linkages to the impact their work is having on the delivery of probation services.

Employee Self Service – this is a very recent initiative in the last 3 months and is currently being developed. This system will mean that staff will be able to directly access and update personal information that the organisation holds about them. It will also eventually mean that PBNI management will be able to manage the sickness absence process online and that Human Resources department will be able to access sickness absence information more quickly.

E-learning – this has been mentioned in the previous section. E-learning has transformed how PBNI delivers, primarily mandatory training, to its staff thereby prioritising face to face training for those subjects that need a training room delivery method.

Wellbeing programme to assist with staff retention and resilience – PBNI has a Wellbeing Strategy and action plan in place. PBNI has adopted a scheme called 'Mental Health First Aid' that has nominated staff in offices who are on hand for confidential assistance. Amongst many other initiatives, PBNI has delivered resilience training to support staff, award-winning domestic violence policies for staff and a PBNI choir. PBNI also has weight loss initiatives, walking and hydration challenges and many more. PBNI also holds externally accredited Investors in People award.

To ensure that social workers operating in the justice sector are represented, and that PBNI keeps social work at the heart of what we do, PBNI takes 5 undergraduate social work students on placement for 5 months, in the final year of their degree, to experience how social work principles practically operate in the justice system. PBNI goes on employing many students, once qualified, who apply through the recruitment process. PBNI staff also lecture, at both Northern Ireland universities, on the social work degree course.

3. Do you wish to bring hand-outs, videos, or other information materials to be put up or distributed at the conference venue (at the "market place")?

We will have promotional literature on the work of PBNI and can provide a DVD on the work of PBNI. Copies of the Irish Probation Journal can be provided.