



Summary of this presentation:

1. Introduction into the Dutch Prison Service

2. How to organise re-integration

3. Elements of qualified staff



DJI - The Dutch prison system

- Prisons and Remand houses
- Correctional institutions for juvenile offenders
- Forensic Care (e.g. TBS)
- Special Facilities:
Detention Centres for foreign illegal nationals
- In all: 50 locations





Facts and Figures DJI 2020

- Every year 26.000 new detainees are admitted
- On average, there are 10.732 people in detention on every single day
- **5% Women**
- **95% Men**

- **Average duration of imprisonment:**
- **Adult inmates: 106 days**
- **Juvenile offenders: 3,5 months**
- **Patients in forensic care: 7,5 years**
- **Foreign nationals: 43 days**





Facts and Figures DJI 2020

- **Staff of 15.608,**
- **34% women, 66% men.**

- **4,5 % are 24 years or younger**
- **18% are between 24 and 35 years**
- **50% are between 36 and 54 years**
- **28% are between 55 or older**

- **We have a serious recruitment problem with a large number of aging staff in a tight labourmarket**





DJI Mission Statement

DJI contributes to public safety by:

- Enforcing custodial sentences and penal measures, and;
- By giving the people entrusted to our care the chance to build up a socially acceptable life





Complexity of the problems of prisoners

50 % Addiction (drugs, alcohol, ...)

60 % Mental health problems

45 % Low level of intelligence

80 % unemployed

57 % Debts

**Mostly a cocktail of the
above**





Staff working in re-integration

period of imprisonment		back into society	
Casemanagers	6 domains	Probation officers	
Teachers & trainers	Basic language, budgetting, practical skills	Cities and villages	Identity ,Housing, debts
Re-integration centres	Apply for housing, jobs, debt restructuring, schooling	Facilities mental care	Continuating treatment
Prison officers	Motivate, coach, feedback, behavioral reports		
Prison officers - prison labour	Above + job coaching and training - certificates		
Medical en psychological staff	Care		



Strategic HRM is:

- **The right person**
- **At the right place**
- **At the right time**
- **For the near future (5 years)**





Strategic HRM is linked to the goals of the organisation.

The goals of the organisation change in time, due to changes in society, public opinion and government policy





Changes in the vision of the organisation on how to achieve it's goals

- Can lead to a redesign of the internal processes
- Can lead to changes in structure and in job descriptions
- Can lead to changes in required qualities (Knowledge, technical skills, competencies, attitudes and motivations) of staff





To maintain staff quality, an organisation needs a coherent and consistent set of methods, techniques and instruments for personnel management, such as:

- Strategic Staff planning
- Insight in the labour market
- The image of the organisation
- Up-to-date job descriptions
- Required level of schooling
- Push and pull factors of various groups of staff
- Internal training programmes
- Facilitate external training
- Career planning
- Support and coaching from management





DJI History

- Since 1980: developments towards contributing to reintegration of prisoners back into society.
- Distinguishing prison staff: prison guards and prison officers.
- Prison guards responsible for:
 - Security around and in the prison facility
 - Reception work
 - Intervention during incidents with detainees
- Prison officers responsible for:
 - Security in general
 - The prisoners in their unit; logistics (food, medicine), informal talks, motivational interviewing, listening and feedback).
 - Mentor to specific prisoners – coach/mentor, feedback on behaviour in the light of a promotion/degradation system



New start

Since 2007: Impulse in reintegration of detainees back into society.

Bring down the percentage of recidivism (+ 75%)

2021: New law on punishment and protection

6 domains

- **Identity (identity card, city administration)**
 - **Income (debts, salary)**
 - **Housing**
 - **Work (or schooling/training)**
 - **(Mental) Care**
 - **Social context**
-
- **The role the prison officers in re-integration is mentoring, coaching, motivating, observing and reporting.**



Consequences for the role of prison officers

Prisoners have a variety of complex problems.

Prison officers require knowledge of:

- - **Mental illnesses en related behaviour,**
- - **Behavior of people with limited intelligence**
- - **Effects of (drug-)addiction and related behaviour,**
- - **Methods of how to motivate prisoners with various problems,**
- - **Methods of professional communication,**
- - **Writing behavioural reports**
- - **Giving feedback to prisoners in the promotion/degradation system**
- - **Etc....**



MBO model to determine school-levels

Relation school levels and dealing with complexity								
Complexity	Working on routine basis		Use of standard procedures		Combining standard procedures		Creating new procedures	
Educational level								
MBO-2 Level 2								
MBO-3 Level 3								
MBO-4 Level 4								
HBO - Level 5								



Job Qualifications Inventory

Contains per job:

- Results in this job and the detailed activities that need to be done in order to get these results.
- The knowledge that is needed on the different subjects
- The technical skills (e.g. communication skills), required for getting the results.
- The competencies required for getting the results. The Dutch Civil Service has its own competency language: 38 competencies
- The required attitude and motivations

Anguillid fish or morfish or spinedfish	✓	✓	✓	✓	✓	✓	✓	✓	✓
Atlantic cod	✓	✓	✓	✓	✓	✓	✓	✓	✓
Atlantic halibut	✓	✓	✓	✓	✓	✓	✓	✓	✓
Atlantic salmon	✓	✓	✓	✓	✓	✓	✓	✓	✓
Common sole	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sal	✓	✓	✓	✓	✓	✓	✓	✓	✓
European plaice	✓	✓	✓	✓	✓	✓	✓	✓	✓
Greenland halibut	✓	✓	✓	✓	✓	✓	✓	✓	✓
Haddock	✓	✓	✓	✓	✓	✓	✓	✓	✓
Hake	✓	✓	✓	✓	✓	✓	✓	✓	✓
Wool or blue hake or blue grenadier	✓	✓	✓	✓	✓	✓	✓	✓	✓
Marlin	✓	✓	✓	✓	✓	✓	✓	✓	✓
Orange roughy or jewel sea perch	✓	✓	✓	✓	✓	✓	✓	✓	✓
Paragonian herringfish or Chilean seabass	✓	✓	✓	✓	✓	✓	✓	✓	✓
Red fish or rockfish	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sharks	✓	✓	✓	✓	✓	✓	✓	✓	✓
Skates and rays	✓	✓	✓	✓	✓	✓	✓	✓	✓
Swordfish	✓	✓	✓	✓	✓	✓	✓	✓	✓
Tropical whiting/sea bass	✓	✓	✓	✓	✓	✓	✓	✓	✓
Tuna - main market species	✓	✓	✓	✓	✓	✓	✓	✓	✓



EQF/NLQF

The European Union has developed a framework in which the different school levels of any country within the EU can be compared.

In this way all different school diplomas can be compared and certified within the EU.

The different school levels are determined by the following categories

- Context of the activities
- Required knowledge and to what depth
- Skills
 - How knowledge is used
 - Problem solving skills
 - Skills for learning and development
 - Skills for acquiring and using information
 - Communicative skills
- Levels of responsibilities and independence



European Qualifications Framework - EQF

By matching the Job Qualifications Inventory with EQF/NLQF we were able to establish that Dutch prison officers require a EQF level 4 for their work with prisoners



1356th meeting, 9 October 2019

10 Legal questions

10.3.b European Committee on Crime Problems (CDPC)

Guidelines regarding recruitment, selection, education, training and professional development of prison and probation staff

3.1. Prison staff

a) Basic grade prison staff in daily contact with detainees should have entry educational equivalent to Level 4, of the European Qualifications Framework (EQF). In case they do not, they should have accomplished a (nationally recognised) apprenticeship or vocational equivalent, thus enabling them to apply for the training to become a prison officer.



Quality of prison staff - Council of Europe

- **Prison guards:- Level 2**
- **Prison Officers: -Level 4**
- **Specialized staff: Minimum level 6**



Building Blocks -1-



How to improve quality of prison staff?

1: Strategic Personnel Plan

Analysis of quantitative- and policy developments that determine the near future of the organisation and a prognosis of the effects in the coming 5 years (if possible)



Building blocks 2



2: Up-to-date job descriptions

- Based on tasks and results in the job.
- Including activities how to get these results.
- Activities or critical incidents from which competencies can be derived.
- Special knowledge that is required in the job.
- Diplomas
- Required attitude and motivation



Building blocks 3



3: Insight in the local labour market

- Dutch economy is booming – low number of unemployed
- Demographic – Dutch population is aging – less students
- Mismatch between specialisation and prison vacancies
- Competition with army, police, probation, and care agencies
- Image of the organisation (working in a prison?)
- What are the push and pull factors of the target group?
- Can the organisation be an attractive employer?



What have we done so far?

- **Cooperation with Army, Police, Customs office. Applicants that don't pass the tests for police officer, soldier or customs officer could still be suitable as a prison guard.**
- **Image of the organisation. Make clear what the organisation stands for. Safety of society but also helps detainees to return into society and built up a new life. Be proud of your achievements.**
- **What do young people expect from a job? They are more mobile, they expect career steps, learning possibilities.**
- **Finding and binding: onboarding, job evaluations, career planning**



Building blocks 4



4. Insight in relevant school programs

- Overview of Level 2 Level 3, Level 4 and Level 6 programs in the areas of security, social work and care.
- Building up lectorates and internships at level 6 education.
- Target is to aim school programs more at working in a prison environment and get students more interested in prison work.
- In the future also more connections with level 4 schools.



Building blocks 5



5. A qualified selection process

- Be clear about what to expect in the job (job demands, selection criteria).
- If an applicant doesn't fit in one job there could be a fit with another job.
- Validated assessment instruments. (objectivity)
- A centralised selection process with professional Selectors (psychologists).



Building blocks 6



6. **Job Qualifications inventory**

To define knowledge, technical skills, competencies, attitude and motivation

7. Use the **European Qualifications Framework** to establish the diploma level

8. **Basic training programs** – Internal learning centre to bridge the gap between general education and the specific qualities that are required in a prison.



Building blocks 7



In support of that:

- * Trained and motivated middle management to coach staff
- * Periodical Job evaluations between middle manager and staff
- * Facilitation of internal and external study and training



Our present worries:

- Demographic development of staff and the tight labour market
- How to give form to innovations in the process of re-integration without negative side-effects
- The budget to get sufficient schooling and training organised
- The quality of middle management who have to carry this development further.
- Complexity of the developments and (wicked) problems we are facing
- The unpredictability of future developments
- versus the need to plan years ahead





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