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EUROPEAN COMMITTEE ON CRIME PROBLEMS
(CDPC)

Council for Penological Co-operation
(PC-CP)

**INFORMATION ABOUT THE TRAINING OF THE PRISON AND PROBATION STAFF
IN SOME COUNTRIES PROVIDED BY THE MEMBERS OF THE COUNCIL FOR
PENOLOGICAL CO-OPERATION WORKING GROUP
AND
COMPILATION OF THE REPLIES SENT BY THE NATIONAL ADMINISTRATIONS**

i. 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 ПС – 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 inconformity with the methodology. Each of the phases has an eliminatory character. For any next phase are graded a % of the candidates 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.

ii. France

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. In so doing, 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. To disagree would be to overlook the human and individual dimension of any practice 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 professionalisation 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 supporting 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 lesson 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.

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| iii. Mecklenburg-North Pomerania, GERMANY |
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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 ("Coopertest" 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 |

iv. Hungary

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 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.

v. Switzerland

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

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: a. 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 Labor Code and the Law on the Civil Servants.

Staff training in the Prison System is 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. Indicators 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 and specific modules have 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.

Cooperation with partners inside and outside the system for specific training and support staff for the treatment of vulnerable groups has been ongoing. 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

vii. NEUSTART, Association for Probation, Mediation and Social Work, AUSTRIA

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 minimum 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 with 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.

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.

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| viii. Czech Republic |
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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 who 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 days 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 give 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 for 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 Center 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 nongovernmental 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, overindebtedness, 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 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 them 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 handouts, 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

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| ix. Georgia |
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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 Center 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 Center (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 Center (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 Center (PPTC) of the Ministry of Corrections is to enhance the capacity and professional development of the personnel. 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.

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| x. Lower Saxony, Germany |
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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
- Preselection 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 knowledges 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 a 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-defense, 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-defense, 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 knowledges and personal capacities. After fixing the targets, the specific lessons are named, where these targets should be formed:

For example:

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

Knowledges: 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 and supporting them actively

Knowledges: 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 | | | |

xi. Lithuania

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

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| xii. Moldova |
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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 is aimed 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, of which 2-3 - 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.

xiii. Spain

In Spanish – waiting for their text in English

xiv. 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 key 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 who 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.

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/>

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”)?

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.

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| xv. UK- Northern Ireland |
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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 were able to recruit 24 Probation Officers to date from this process. PBNI hold 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 co-operation 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 as a 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 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 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 to employ 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 handouts, 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.