



CORRECTIONS CAREERS



EUROPEAN CAREER COUNSELLING GUIDELINES
FOR STAFF WORKING
IN CRIMINAL CORRECTIONAL JUSTICE SYSTEM

WP2

**2.2 SITUATION PAPER
ON THE ADVANCEMENT
OF CAREER GUIDANCE IN CCJ**



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication under the project CCJ4C 612883-EPP-1-2019-1-RO-EPPKA3-PI-FORWARD does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Review of Policy and Practice



Figure 1 Bremen Prison, Germany (c) Buder Fotografie

*European Career Counselling Guidelines for Staff Working in Criminal Correctional Justice
System - CCJ4C - No. 12883-EPP-1-2019-1-RO-EPPKA3-PI-FORWARD, financed by
ERASMUS + programme.*

October, 2020



Co-funded by the
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Figure 1 Bremen Prison, Germany (c) Buder Fotografie..... 1

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ABOUT CORRECTIONS CAREERS

About the project

CC4JC Corrections Careers aim is to develop, test and set in place a working methodology for starting or improving the career guidance process in the criminal correctional justice (CCJ) system, focusing on the competencies needed to manage one's own career. This is being done with direct end-user involvement (prison staff), employers (prison administrations), workplace (prisons and prison unions), further training (penitentiary academies, companies and NGOs).

Our aim is to put the need for structured and guided approaches to career management on the European public agenda, starting with the involvement of the direct interested parties. This policy aspect too will have the direct participation from prison administrations, trade unions and international professional bodies.

About the partnership

Corrections Career is a partnership of seven European Union Member States and Turkey, with organisations representing both national administrations of penitentiaries, correctional services workplace representatives, direct representation of the employees needing career guidance and support to develop career management competencies, the tertiary sector (NGO, associations, foundations) which deliver and/or otherwise influence activities being delivered in prisons and the not-for-profit sector, company providing services to prison. Whilst we are led by the national public bodies, each partner is key at this point in Europe, when privatisation of correctional justice is being discussed at both policy and provision levels.



What the project will produce

Expected project results and aspired impact in the priority area:

- An understanding of the context within which decisions are made for policy and practice for the main topic areas: the importance of adapting adult education to the unique context of justice and specific professionalisation of career management inside the justice system.

- A *current situation* paper structured common report relevant at European level highlighting the challenges of delivering career guidance in the justice context.
- European profile of specific competencies for career management when working in corrections.
- Training on how to use structured public hearing to influence the public agenda. Thereby, all the knowledge gathered from the community, using the previous method, will be put to good use in influencing the public policy agenda using the tools of the public hearing.
- Structured public hearings organised in each partner county. This is a highly unique method adapted for the public hearings used in Parliaments, but with a much clearer structure, roles and results, bringing the event from the legislative forum into the local community.

„In all countries, career guidance is viewed as a public good, linked to policy goals related to learning, the labour market and social equity. These goals are being reframed in the light of lifelong learning policies, linked to active labour market policies and the concept of sustained employability. Career guidance accordingly needs to be accessible not just to school-leavers and the unemployed, but to everyone throughout their lives. “ (Watts and Sultana 2004)

What we hope to achieve

The aim of this report is to consolidate the first actions of the partnership to identify, test, develop or assess innovative policy approaches that have the potential to be mainstreamed and to improve education and training systems.

The whole partnership contributes firsthand evidence of current needs in European Member State penitentiaries, which we will use to rigorously and comprehensively inform our forward-looking recommendations for policy and practice in career guidance in prison.

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Date October, 2020

GLOSSARY AND USE OF TERMS

Understanding of key terms in the fields of human resources and justice differ on a national level. For consistency within the Corrections Careers project and for the reader, we will use the following terms, defined in the [European Prison Rules](#) , the [Guidelines regarding recruitment, selection, education, training and professional development of prison and probation staff](#) and [Lifelong Guidance Policy Development: A European Resource Kit](#).

Term	Abbr.	Definition
Corrections	-	Corrections is a term more commonly used in North America and some other jurisdictions, than in Europe. Corrections professionals often include correctional officers which could be either penitentiary police or prison officers in the European context. The CCJ4C project decided to use the term corrections as it carries within it the aim of rehabilitation, and spans the pathway from inside to outside prison.
Correctional Officer	CO	A uniformed officer responsible for the custody, safety, security, and supervision of inmates in a prison or any other correctional facility.
Criminal Justice System	CJS	The system of law enforcement directly involved in suspects and the execution of sentences for convicts of criminal offenses.
Human Resources	HR	Staff or department responsible for recruitment, detainment and professional development of workers.
Lifelong Learning	LLL	Lifelong learning encompasses all learning activities undertaken throughout life with the aim of improving knowledge, skills and competences, within personal, civic, social or employment-related perspectives. The intention or aim to learn is the critical point that distinguishes these activities from non-learning activities, such as cultural or sporting activities.
Career Guidance	CG	<u>“Services and activities intended to assist individuals, of any age and at any point throughout their lives, to</u>

		<p><u>make educational, training and occupational choices and to manage their careers”</u> The OECD Career Guidance Policy Review</p> <p>This definition includes making information about the labour market and about educational and employment opportunities more accessible by organizing it, systematizing it and having it available when and where people need it. It also includes assisting people to reflect on their aspirations, interests, competencies, personal attributes, qualifications and abilities and to match these with available training and employment opportunities.</p> <p>The traditional model of career guidance was based on talent-matching approaches: measuring individual abilities and matching them to the demands of different occupations.</p>
Lifelong Guidance	LG	<p>Lifelong guidance aims to provide career development support for individuals of all ages, at all career stages. It includes careers information, advice, counselling, assessment of skills and mentoring.</p> <p>Quality guidance services should be available to all individuals, regardless of their employment situation, socioeconomic status, ethnicity or gender</p>

INFORMATION GATHERING METHODOLOGY: TRANS-DISCIPLINARY POLICY, PRACTICE AND RESEARCH

Corrections Careers requires a perspective of policy, practice and research in the fields of criminal justice, public policy and human resources. As a partnership, we questioned what the most important learning points are for career guidance for correctional officers, and how these relate to more comprehensive human resources policy and practice. Each of the seven partners in this project undertook their own systematic literature review, based on defined and agreed keywords and strict inclusion and exclusion protocols developed during the first project meeting (see Annex 1).

Over one month, partners looked at:

- Human Resources policies and legislation on a national level and guidelines at European level, specifically for justice systems employees and generally for civil servants
- Good practice and relevant educational and training resources in the fields of criminal justice and human resources, on a local, national, European and international level
- All own-language and English language relevant peer-reviewed literature on our key words

Sample spread

Partners returned 52 items which they considered to meet the protocols of our research guidelines, across five main disciplines.

Which disciplines did our review draw on?

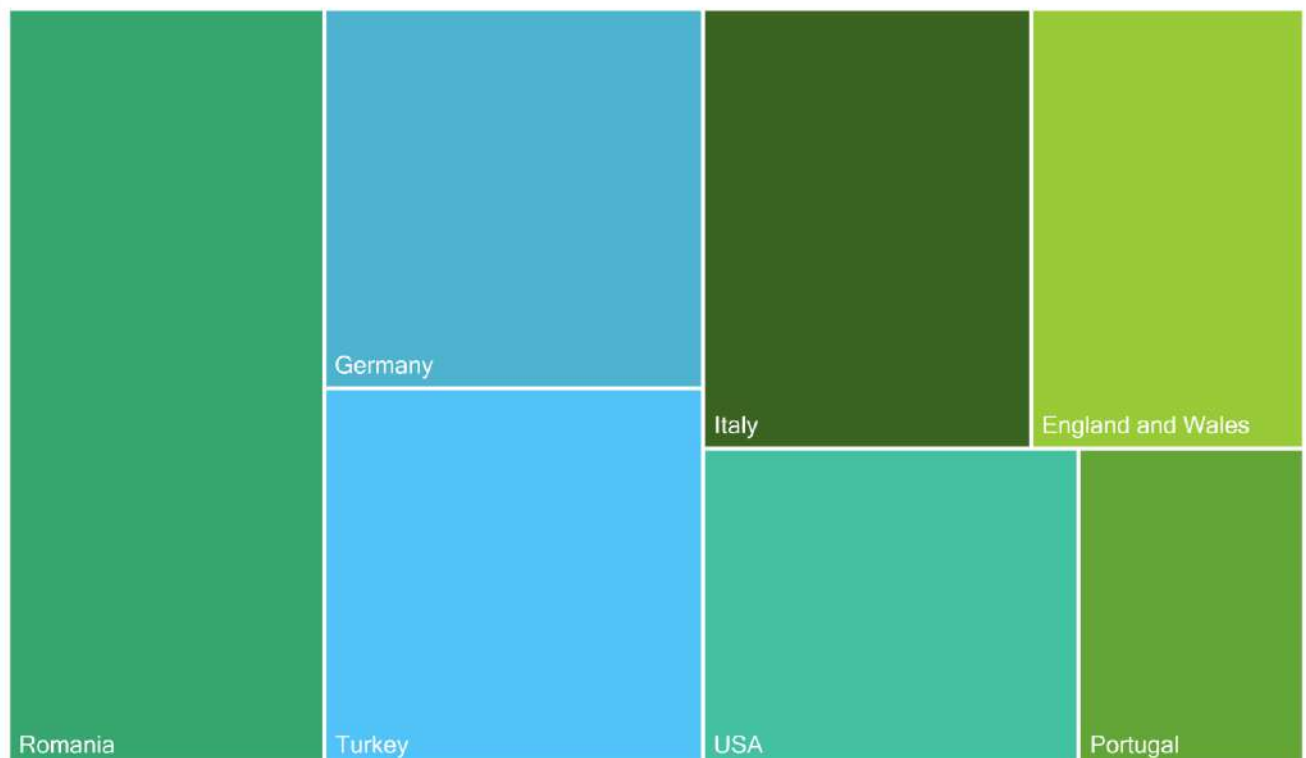
- Legislation and public policy
- Vocational Educational Training (VET) Research
- Criminal Justice research and grey literature
- Human Resources (HR) and Career Guidance Research
- Lifelong Learning Research and Policy



Partners drew on own-language policy, practice and literature, as well as referring to broader resources which overlapped on emerging key themes.

What was the geographical spread of our data collection?

- England and Wales
- Portugal
- Romania
- USA
- Germany
- Turkey
- Lithuania
- Italy





“The competent authorities have the task of selecting and recruiting sufficient staff of best possible quality, of ensuring they receive adequate training and facilitate professional development to enable them to work in a high ethical manner in order to provide just and effective supervision, positive care and assistance to suspects and offenders that can enhance their prospects of reintegration and social inclusion on which desistance from crime usually depends.”

*Council of Europe GUIDELINES REGARDING
RECRUITMENT, SELECTION, EDUCATION, TRAINING
AND PROFESSIONAL DEVELOPMENT OF PRISON AND
PROBATION STAFF, 2019*

THE LITERATURE, BY THEME

Results of partners' research into literature

The results from partners' Systematic Literature Review are collated here thematically, grouping discourses highlighted by partners' findings. This overview concentrates on the relatively small amount of literature which identifies and overlaps recurring, challenging, complex or sensitive career guidance priorities in the fields of criminal justice, public policy and human resources. The literature on career guidance alone is replete, for this we recommend the introduction to *The International Handbook of Career Guidance* (Perera and Athanasou, 2019).

Career guidance and public policy

Who benefits, and who pays? Extensive research took place in the early 2000's across the OECD exploring policy goals which policy-makers seek to achieve through career guidance services, looking broadly at related policy and practice in both the labour markets and education sectors. Researchers argued that to implement the European Employment Strategy (ESS), a understanding of how European member states are delivering Public Employment Services (PESs) is crucial. Each country's policy provisions are broadly categorized into *Learning Goals* (improving efficiency of education and training, such as lifelong learning), *Labour market goals* (ensuring supply meets demand) and *Social equity goals* (improving equal opportunities and social inclusion) (Sultana and Watts, 2005; Watts and Sultana, 2004). In his follow up book, Watts outlines why raising understanding of career guidance, why it matters - and who finances it - would reduce governments' suspicions of private providers and vice versa, saying "If both sides could recognise and respect their common ground, this could provide a stronger base for working together, which in turn would produce more effective policy-making." (Watts, 2008).

The human service role within reformed corrections

New competencies, new guidelines CO's working routine and training time are still deeply entrenched around traditional custodial duties. Over the last two decades, however, their role has become pivotal in ongoing prison community reform. They are involved in dynamic security by interacting with inmates, occupying them in purposeful activity, and helping them acknowledge and address their offending behavior. Yet, three quarters of the 749 prison staff who responded to the CCJ4C survey in 2020 said that they are not

supported to better understand the philosophy of corrections. Only half said that they were given guidance to training opportunities which helped them do their job better.

In *From jailor to Correctional Officer: social (re)configuration of a profession*, Ana Pereira Roseira, aims to explore the following questions: What continuities exist (in Portugal) between the now extinct profession of jailor (carcereiro) and the contemporary Prison Officer (guarda prisional)? Is the concern for a specific training of these security agents in the field of social reintegration a recent trend? She gives an overview of Prison Officers as educational agents. With the evolution of prison models, the role of the prison guard appears to be progressively becoming more ambiguous with emphasis on the facet of educator of his / her function was already outlined since the beginning of the 19th century, when the belief in a prison social rehabilitation model was consolidated. She concludes by drawing in the focus of the Portuguese prison services' current attention on the issue - and the figures - of social reintegration, prison guards again question the conditions and the means available for this cause (Roseira, 2014). A similar question of 'what are we here for?' is drawn out in interviews with prison officers in England and Wales published in the *Wings of Learning* report in 2006. Some officers felt that at times they were being underused, that their function in the prison community was frequently reduced to 'turnkey' security duties, whilst they perceived their duties and responsibilities to be many and varied, frequently challenging and often demanding. Many officers wanted to do more but felt constrained by the demands of the job and a lack of time. Some argued that any blurring of the line between discipline and the 'softer' parts of the regime such as education could lead to a conflict of roles (Julia Braggins and Jenny Talbot, 2006)

Russo et al also explore a need for the US corrections workforce to Their report presents the results of an expert panel discussion focused on identifying and prioritizing ways to address workforce concerns in the corrections sector. Panellists identified needs related to recruitment, selection, onboarding, retention, leadership development, and misconduct that, if addressed, would help to build a high-quality workforce. Their first recommendation is to "clarify the mission of the sector", calling for research into reframing corrections as a "human-services role", along with a corresponding change in the competencies sought, thus helping the sector recruit a broader base of new talent (Russo et al., 2018).

Prison Safety and Reform from the Ministry of Justice of England and Wales (2016) prioritises developing leaders and Correctional Officers as one of six key categories for reform, saying they are conducting a "review of future capability requirements in our

reform prisons to determine what skills will be needed to make sure we have a workforce committed to reform across the estate that can perform effectively in an environment where there is increased empowerment and less centralisation” (Great Britain and Ministry of Justice, 2016). Whatever the aspirations of the policy makers, the human relationships which prison and correctional officers build with prisoners are at the heart of any attempt to reform service delivery.

Research and policy building initiatives which recognise the human service element of a correctional officers’ role empower them to improve the overall quality of life for prisoners and for themselves. These initiatives should focus on greater prison-wide recognition of the rehabilitative mission and more training to better prepare correctional officers for the reality of this challenging role.

When and how should career guidance most effectively be delivered?

Proactive or Reactive? Individual or organisational? Questions abound over when, how to offer and motivate both an organisation and its staff to make career development intentional for more people career. These derive in part from the balance of career guidance as individual (helping effective learning and training) and a social good (helping labour markets, promoting social equity and mobility).

Organisational structure supports effective career guidance. In criminal justice literature, frequent direct or indirect use is made of management and leadership figures as those best positioned to deliver timely, tailored career guidance to his/her staff. The Prison Management Edition of *The Prison Service Journal* hears directly from Governors of diverse prisons in England and Wales on how they balance organisation and individual needs with the changing nature of a Correctional Officers’ role. They note that the “complexity of the work not only from a technical perspective but more importantly from human, moral and emotional perspectives.” (Crewe and Liebling, 2015). One manager who ran a particularly successful 3-11pm shift in prison proactively used regular and purposeful staff meetings to promote “reward by career planning” (Liebling et al., 2010). As individuals become more proactive, the availability of a easily accessible, printed and online material has an influence over an individual’s long term planning, such as [this French Ministry of Justice flyer](#) for prison director role progression, which gives information on qualifications and salary.

But prison conditions - and training - might not allow for all managers to act as guidance nexus. Baudino looks at the Italian Prison system, for example, and see the shortage of prison staff is a significant reason why the individual and the organisation burnout before either can make even reactive changes to employee conditions and progression. Within this context, he flags the issue of suicide within the Italian Prison Police corps (Baudino, 2014).

Tried and tested interventions have been developed to retain key target groups. Knowing at which points in employees' career paths to anticipate using these interventions would make for more effective use of resources. Lambert et al found that age and gender were responsible for specific correlations with job satisfaction and job stress (Lambert et al., 2017), and wider human resources literature see benefits when career guidance targets disadvantaged groups for social equity and inclusion (Musset and Kurekova, 2018). A Rapid Evidence Review into employment support for the over 50s gives primary importance to "role, provision and effective use of adult-orientated information advice and guidance (IAG) in informing individual choice and pathways to extending working lives", particularly where the individual has health issues (Parsons and Walsh, 2019). Bimrose's human resources research explore the application of gender-sensitive approaches to career guidance practice to counter known issues such as occupational segregation and harassment (Bimrose, 2019). Some studies indicate proactive career guidance for female Correctional Officers would be most effective at specific points, such as those surveyed by Dial et al on leadership, job environment, stress and job satisfaction tended to be looking for alternative career pathways 3-8 years after joining the service (Dial et al., 2010).

The type of institution likewise can be a source of stress: there is some research which points to therapeutic prisons - where staff are trained in methods of therapeutic rehabilitation alongside custodial skills - see more worth in professional development culture, since "working in a therapeutic prison environment provided the opportunity for personal as well as professional development." (Walker et al., 2018)

Partners identified positive effects from both restructuring the prison services' career guidance (such as training prison managers to guide careers) and individual motivation (such as promoting services for specific target groups, at specific points in their working lives). Current human resources thinking pushes us further, to distinguish and contrast the "shaper categories" of "adviser, informant, witness, gatekeeper and intermediary in terms of their perceived impact on individuals". This could help staff in the prison "be explicit

about the career support they can offer, and to identify other potentially valuable career shapers.” (Bosley et al., 2009)

A manager’s role in reinforcing a positive learning culture

The role of the gatekeeper CCJ4C survey data shows that whilst training is often open to COs, in career training is almost non-existent. Two thirds of COs who responded have had annual reviews with their line managers, but it was clear that these reviews did not translate into practical training which helped them to perform their duties more effectively. In fact, two thirds of respondents consistently stated that their prison’s management staff were not receptive to CO learning and development opportunities. Mentorship other than a line manager, as a more accessible way for uniformed staff to cope with emerging difficulties encountered when performing their jobs, was almost non-existent.

However, CCJ4C partner countries’ stakeholder group work reinforces what a pivotal role in professional development the manager plays: whether reviewing training options is simply a list ticking exercise or whether professional development is strategically linked to the goals of the individual and the goals of the institution depends on the mindset of person in charge of the CO review and whether they recommend their officer for training. Our stakeholders cited a range of reasons why this might be, such as:

- A manager without formal education or less convinced of the value of CPD would subsequently be less likely they to recommend or know what to recommend (England and Wales: CCJ4C Country Report)
- Insufficient dialogue between the manager and the education and training center (Denmark: CCJ4C Country Report).
- Managers unsure of or not wanting to request budget, or prioritise security-based training over rehabilitative if there is a lack of budget flexibility (Germany, Romania Country Reports)

All CCJ4C Country Reports qualitative interviews with stakeholders note that with talented individuals, and particularly the younger generation of COs, when a manager does not positively promote learning, career path possibilities, job enjoyment and job retention are affected.

But who sees themselves as such a ‘gatekeeper’? CCJ4C’s survey respondents said that if they were given career guidance during basic training that work in prison is ‘a career’, they were more likely to a) identify leadership opportunities b) feel they have the right training to do their job better. Furthermore, in prisons where managerial staff were

identified as open to training and learning, career opportunities were more likely to be promoted outside of the prison (see CCJ4C Survey Report).

Building evidence and prioritising evaluation in criminal justice

Does career guidance work? Evidence for the effectivity of career guidance tends to accrue under the three board policy prioritisations identified, namely learning, labour market and social equity goals. For an overview, the evidence base developed to support the Lifelong Guidance Policy Development Kit (Vuorinen et al., 2012) referenced above, gives tangible evidence to support the “Business benefits include increasing employee satisfaction and engagement, and supporting knowledge transfer and cohesion.” (“The Evidence Base on Lifelong Guidance A GUIDE TO KEY FINDINGS FOR EFFECTIVE POLICY AND PRACTICE,” n.d.). From broader research into the understanding of entry-level recruits into technical facilities, we see a call for organisations to “verify the extent to which the career education strategy allows the graduate to easily adapt to the employer's demand”(Mereuta, 2018): the prioritisation of these three goals must align between the organisation and the employee.

Prison research backs this up: responding to a high turnover rate in the Midwest of the USA, Bonham and Crew conducted direct research evaluating outgoing correctional officers' concerns. They discovered that getting them involved in providing input for change and improvement should not only increase efficiency for the institution, but provide a long-term increase in morale, teamwork and involvement in operations. Putting aside pay and conditions for a moment, two of the top three recommendations from this study center on relevant professional development, guidance and access to it (Gene Bonham Jr., 2007). Her Majesty's Prison and Probation Service's (HMPPS) business plan 2018-19 cites the business case for embedding new organizational structures and investing in expertise to provide consistent service across public and private prisons. One stated area of investment is to “have more effective career and succession planning arrangements that better support the business” (“HMPPS_Business_Plan_2018-19.pdf,” n.d.)

Although no meta-analysis of career guidance in prisons could be accessed, research from other sectors evidence effective methods of in-employment career guidance delivery, could help us identify which individuals will most benefit and could show us how to evaluate pilot guidance projects. Whiston et al give such an overview, alongside a six-step process for evaluating career counselling programs (Whiston et al., 2019; Whiston and

Brecheisen, 2002), and the Lifelong Guidance Policy Development Toolkit also details the benefits of evaluation, and how to implement this sustainably (Vuorinen et al., 2012).

OVERVIEW OF NATIONAL POLICY

Policy review: opportunities and limitations

Ideally, human resources (HR) management policy should reflect the intentions, attitudes and the objectives of prison administration management regarding recruitment, retention and professional development of employees. In all three aspects, HR policy should reflect the letter and spirit of national detention and rehabilitation legislation. HR policy should act as a regulation and as a guide for those responsible of managerial decisions, who in turn should be trained in implementing structures and activities which support this policy. Employees should be kept up to date on both HR policy and related professional development opportunities.

What policy we looked at

- Policy, legislation, by-laws, Standard Operating Procedures (SOPs) for relevant organisations, codes of conduct (when specifically relevant to justice) in career guidance for justice professionals
- Obstacles and difficulties in implementing career guidance in correctional professions
- Whether national legislation makes reference to the Mandela Rules, European Prison Rules or other relevant international recommendations or guidelines for career guidelines for staff working in criminal justice

Overview of results from Partners' Research into policy

At a glance: Legislation covering:

	RO	DE	ENG	TU	IT	PT	DK
<i>Civil servant basic training</i>	√	√	√	√	√	√	√
<i>Duration of basic CO training</i>	1 yr	2 yrs	8 wks	3mths	1yr	9mths	3yrs
<i>Reward for length of CO service</i>	√			√			
<i>Dedicated CO career development</i>	√	√		√			
<i>CO leadership training</i>	√						
<i>Career guidance leadership training</i>	√*						

*Service delivered by the Romanian Prison Trade Union (SNPP)

At a glance: Human Resources (HR) Policy and Standard Operating Procedures (SOPs) covering:

	RO	DE	ENG	TU	IT	PT	DK
<i>Professional standards for each role in prison</i>	√	√	√	√	√	√	√
<i>Training curricula for each role in prison</i>	√		√	√			√
<i>Civil servant career guidance policy</i>	√	√	√		√	√	√
<i>CO career guidance policy</i>							
<i>General information on career progression, easily accessible</i>			√				

Partners' research into policy by country

Romania

Education: The candidate must have a high school graduation certificate, be a Romanian national and pass the admissions exam, a psychological exam and medical examinations. S/he must be under 35 years old.

Training: Recruitment of the staff into Romanian prison service:

According with different criteria the admission can be:

- By graduating a school for officers or Agents.
 - o The school for Agents is organized by the Romanian prison Administration and represents the main guaranteed source for new employers. Yearly, 250 new staff is graduating the National School for Agents. Besides the prison school, some other schools belonging to Ministry of Defense are training staff for prison service ().
 - o The school for officers is represented by the Police Academy, Military Academy and Military Medical Institute with 3 years length.
- By passing a contest organized at the unit level or national level. After the massive loss of staff due to change in the pension law it was the major source for new staff.
- By transfer from other law enforcement agencies. It is not so common but there were cases of employees transferred from the Army or Police.

According with the legal provisions, the training system of the prison policemen includes:

- Specialized training at the career debut

- Career development training
 - o Training organized by units
 - o Training organized by Training structures
- Self-planning training.

The training needs are established yearly and approved by general director. Based on the approved training needs all units are establishing their plan of training which is also discussed with the Trade Unions.

Specialized training

It is organized for all the beginners (with less than 3 years' experience in the field of the job) and has 3 phases:

- Debut - first 2 weeks. The purpose is to familiarize the person with the function. The person has no responsibility and all its activity is developed under the supervision of one experienced officer. Each category of staff has its own plan of training. Each beginner has its own mentor/supervisor.

- Specialization/initiation - at least 3 months. The curricula is referring to social reintegration, detention regimes, security, prison management (only for officers) - depending of the category. Besides the theoretical training in this period there will be physical training, control and restrain techniques, shooting and other practical activities. The training is finalized with an evaluation (written or online exam and another one practical exam).

Usually the Initiation course is organized in the National School for Agents, or other training centers with national participation. In the situation that more than 15 beginners are from the same unit, the initiation course is organized at the unit level.

- Practical skills acquirement - the remaining time of the probation period (max 3 months for agents and max 9 months for officers). After passing the evaluation of specialization/initiation training the prison policemen will activate in his unit/department under the supervision of one mentor.

The duration of the probation phase is 1 year for officers and 6 months for agents, with at least 3 months duration of the initiation period. This period is finalized with an evaluation made by the direct chief and based on that it is decided if the officer/agent will be kept in service permanently.

Continuous training:

It is organized with entire staff. According with the Labor Code, each employee should be trained at least once at two years. It comprises the following types of training:

- Training organized by units: 60 hours/year out of which 48 hours training specialized in the field of the job and 12 hours on support domains and also a different number of shooting sessions (minimum 2 shooting sessions/year and maximum 12 sessions/year). Most of the prison units are organizing the continuous training in eLearning/blended learning format. Each prison policeman benefits of 2 hours/week allocated for physical training.
- Training organized by Training structures: training organized with special providers (different external providers/ projects/ training organized by the training centers etc). This type of training is organized based on different opportunities; the selection of participants being done by different criteria set by the organizers.

The continuous training is evaluated yearly by the superiors of the trainee.

Self-guided training

Decided by the person, whether this be academic studies, masters, PhD outside the job responsibilities. It is recognized as a form of training and can replace the continuous training once it is recognized at the unit level. (If an approval of the management exists to follow the training there will be no yearly evaluation).

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

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

Correctional Officer status: COs are Prison Policemen, exclusively employed as civil servants. According to the Romanian Occupational Classification there are the following recognized occupations for prison:

Secondary education:

5413 - Penitentiary Policemen

541301 - Penitentiary agent

541302 - Penitentiary educator

Higher education:

242904 - Specialist educator in penitentiaries

There is no reference regarding managerial positions or higher status levels. Regarding occupational standards for prison, only one position is developed:

Occupational Standard for the occupation of Prison Agent (junior officer).

Overview of career guidance policy developments: Having in mind that the Career term describes the period one person spent in prison service from recruitment till pension we have the following situations:

1. Spending the time at the same level of hierarchy
2. Advancing from one category to another - from agent to officer (junior prison officer to prison officer)
3. Advancing in hierarchy

For situation 1: As time pass by a prison policeman receives different benefits such as:

- Bonus for the working years in total (is similar in all the public organizations)
- Bonus for the number of years in service (this is specific for prison and police)
- Advancing inside the function (from a lower level to the maximum level)
- Advancing in the rank (similar with the military ranks)
- Increasing the number of vacation days/year
- Distinctions received at 15/20/25 years of service with benefits at pension.
- Possibility to retire at an age directly corelate with the number of years in Service (min 15 years spent in service).

For situation 2: are valid all the benefits from the category 1 but also means a change in salary payment and type of work. Even thou it will not have a managerial position; prison officers are usually having more a coordination role than an operational one.

The new payment law, which is supposed to enter in force in 2022, junior officers' category will also include management positions for agents.

For situation 3: are valid the benefits from category 1 and also payment benefits for managerial positions. As higher the position is the better payment should be received.

One specificity should be mentioned: the functions in the headquarter as central administration are payed better than the similar in the prison units.

Whilst at the Romanian prison service level there is no structured document regarding the human resources policy, different pieces of legislation (laws, governmental decisions, minister orders, general director decisions, procedures and so on) regulate the HR management.

The Romanian penitentiary system benefited from a strategic document for the period 2015-2018, elaborated within the Project "Strengthening the capacity of the penitentiary system for the development of human resources regarding the penitentiary staff", financed by the Norwegian Financial Mechanism 2009 - 2014, RO23 Program "Services corrections, including non-parole sanctions".

The **strategic objectives** considered were the following:

1. Development of policies and procedures of human resources to support the fulfillment of the strategic objectives of the National Prison Administration
2. Providing quality information for substantiating management decisions, for managing human resources and for managing performance.
3. Development of the competences of the staff of the penitentiary system at the level of excellence.
4. Creating an organizational environment that encourages performance

Regarding the activities foreseen in the implementation plan, which included consultation with trade union organizations, we highlight:

Specific objective: 1.1. Developing standards for establishing the need for personnel in areas of activity and resizing existing structures.

Specific objective: 1.2. Development of Human Resources policies in the prison system.

Specific objective: 1.3. Modification and completion of the deontological code.

Specific objective: 1.4. Developing a career guide.

Specific objective: 1.6. Modification of the firing regulation with the armament provided.

Specific objective: 1.7. Implementation of a new normative framework for continuous professional training.

Some of these objectives were realized via new normative acts such as Decision 348/2016 regarding the approval of the Personnel Standards by activity areas and categories of penitentiary units, or introduction of distinct provisions within the Statute of

the penitentiary police officers Law 145/2019. A number of other normative acts were developed during the implementation of the strategy but were not finalized (the Code of Ethics, the Career Guide, the Training Methodology). Those are expected in a later stage.

Although by decision 314 / 8.01.2011 was approved the Strategy of vocational training in the prison administration system for the period 2011-2015 there was no public document regarding its implementation and no other strategy was prepared for the following period.

The year 2016 brought with it new challenges - massive retirement and at the same time organizing competitions for occupying the positions from external source, the emphasis being placed on the initial training courses / programs for beginners. There was no strategy to tackle the challenges and the response was merely reactive and ad-hoc.

Every year, the professional training plan of the personnel is elaborated, which includes the professional training activities organized at the level of the penitentiary system (courses, professional meetings, etc.). The plan is drawn up based on the correspondence with the units, according to the requests and the existence of the funds. According to the Collective Agreement - the employer has the obligation to allocate at least 10% more annually than the previous year's allowance for training and training expenses, within the allocated budget.

Within a project developed years ago, financed by ESF through Operational Program of Human Resources Development, Romanian Prison Administration financed a training program addressed the people who would like to advance in career. The program was focused on general information regarding prison (having in mind all the sectors like security, social reintegration, economic and HR). The program was of huge interest for different people which, years after turned out to held managerial positions. In the same time, a new tool has been adopted - Predictive Index, which can identify the persons with the characteristics needed for different leadership positions. Even is not a very advertised program, the tool is still used by the Romanian prison service.

The need for career predictability has led to the formulation of the proposal for the development of a Career Guide. Its occurrence (stipulated in the Statute of the prison police) should be based on occupational standards and the requirements for occupying the posts. There are various proposals, forms, some of the aspects being directly mentioned in the Prison police statute.

Since August 2019, a new Statute for prison policemen is in force and one of the chapters (III) is referring to the Career of the prison policemen. The following aspects are regulated:

- Selection of staff;
- Career debut - how is organized, what should be done, how is evaluated;
- Promotion of staff: by contest organized in order to occupy the vacant positions.

Certain conditions should be fulfilled in order to become eligible to participate to the contest;

- Junior officers can participate to contests but there is a limitation of the hierarchical position till where they can apply. (chief of service).

Also, having in mind that the majority of the prison policemen in Romania are junior officers (around 9000 of the 12.500 workers). For this category in the new statute exists the option to yearly participate to a contest in order to promote to a new category - Correctional Officers.

- Top managerial positions (general director, deputy general director and prison directors) are employed for mandates of 4 years, with the possibility of maximum 2 mandates. It is a controversial provision with discussed pros and cons.

Through project DialLogos, implemented by NTP (National Trade Union of Prison Policemen) with National Research Institute for Studies regarding Labor and Social Protection a proposal regarding career of prison policemen has been developed. The proposal has been accepted by the prison administration and has the following topics:

- Staff recruitment and allocation
- Development of staff and competencies
- Improvement of working conditions

Turkey

Education: According to Turkish classification, a basic Correctional Officer (CO) should have as a graduate of at least high school or equivalent education.

Training: There are three types of training: pre-service, candidate under civil service and in-service training. 4-week orientation / initial training is organized for contracted personnel/staff within the scope of in-service training. Training programs to be

implemented in pre-service training activities; It is organized in three different programs as adaptation, theoretical and practical training.

Permanent staff are trained for 5 months, 3 months of theoretical and 2 months of practical. Following this, candidate under civil service training consisting of basic, preparatory training and internship is organized. In this training, basic training cannot be less than ten days, more than two months; preparatory training cannot be less than a month or more than three months. The internship is carried out on condition that it is not less than two months. In practice, basic training and preparatory training period is 45 days.

In-service training courses are organized towards needs, minimum 8 days and maximum six months. The personnel/staff assigned in different units in the institutions receive training to learn the basic duty of the unit where they work. For example, staff working in execution, letter reading, psycho social service, warehouse units also receive in-service training to work in this unit.

Correctional Officer status: COs exclusively employed as civil servants of the Ministry of Justice.

Overview of career guidance legislation and policy developments: Twin pieces of legislation from 2004 and 2005 cover the The Regulation on In-Service Training for staff under Prison and Detention Houses in Turkey and The Regulation of Promoting and Changing Title for Staff Under General Directorate of Prison and Detention Houses in Turkey respectively. The first act outlines in law the principles and objectives of in-service training whilst the second goes on to define the purpose, scope, basis and definitions of the legislation. This includes the target group, roles, general conditions, specific conditions, announcement and application procedures for staff, as well as the written and oral exam procedures for promoting and developing their career for prison staff and probation staff.

In 2017 this legislation was complimented by national law on length of service, whereby Turkish prison staff started to benefit from the actual length of service increase with the Decree Law No. 694 on 25 August 2017. This law aims to increase the motivation of prison staff by making the actual length of service increase to the staff working in contact with prisoners.

Federal State of Bremen, Germany

Education: According to Bremisches Beamtengesetz (BremBG), two 'Career Groups' cover all offices belonging to the same subject and the same career group. One career group (discipline) is Justice. Membership in the career group 1 or career group 2 is based on the prior education and training required for the career. Career group 2 includes all careers that require a university degree or an equivalent level of education. Career group 1 includes all other careers. Within the career groups, a distinction could be made depending on the previous training and the requirements accordingly to the entry positions within the career groups (1 and 2).

Civil servants with the qualification for a career in career group 1 can qualify for a career in career group 2 without fulfilling the entry requirements prescribed for the career by promotion. For the ascent, an exam must be taken; the career regulations can determine exceptions.

If an examination is not required in general or in individual cases, the appointing authority determines the qualification for the career of career group 2 after the official has successfully completed the required promotion procedure. In accordance with the career regulations, a qualification restricted to offices or areas of use can also be acquired.

Career development and advancement requires the necessary advanced training. The civil servants are obliged to take part in further training and to train themselves. The employer must take appropriate measures to ensure that the civil servants receive further training.

Training: The *Bremen Regulation on Training and Examination for the Career Group 1 a - First Entry Office in the Department of Justice (Prison)* regulates the content of the training.

Once a correction officer starts duty, the following duty stations are part of the practical and theoretical training:

- Department of Security
- Pre-trial detention center
- Enforcement department for enforcement planning and motivation

- Enforcement department for special care and treatment
- Enforcement department for health and professional reintegration
- Enforcement department for low-threshold care and preparation for discharge
- Enforcement department for short sentence execution (Bremerhaven)
- Enforcement department for open prisons and women's prisons
- Department of Social Therapy (Sotha)
- Partial youth detention center.

The training period for a German correctional officer is two years. The composition of theory and practice could differ from Federal State to Federal State but has many common features. The training begins with one month in the prison working with an experienced officer. The trainee then goes to school for three months for training in laws, communication skills, psychology, how to handle stress, self-defence, shooting and history.

Upon return from school the trainee will work as a full functional officer but remains in trainee status. During the next 12 months the trainee will learn how to work in every department in the prison. The trainee must also work at one or more prisons during this time to see how other facilities operate.

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

Upon completion of the two-year training the trainee is considered a full officer. There is a three-shift system with a 40 or 41-hour working week. Officers must work one weekend a month with three weekends off (on average).

A German correctional officer trainee is paid the equivalent of \$1357 a month, around 50 percent of the normal starting salary, which is \$2,689 a month.

Every two years an officer receives a pay increase. From stage 5-8 officers must wait three years between each pay raise. At stage 9 the monthly salary taps out at \$3,905. A married officer receives an additional \$148 a month. For each child born after the first an officer receives an additional \$262 a month.

After the front-line rank of A-9 there are only two high-ranking, front-line officials, one A-10 and one A-11 earning up to \$4,740 a month. With the present system most COs retire at stage A-9.

Correctional Officer status: The German word *Beamter* means civil servant, correctional officers and most of the other occupations employed in prison are civil servants (*Beamte*).

Civil servant is a status that comes with a range of privileges. These include a special health plan, which covers 50% of most health care expenses, an index-linked pension of at most 71.25% of final salary, paid directly by the state rather than by the usual public pension provider; and most importantly, near-ironclad job security - the state may transfer civil servant who do not perform well to other, often less desirable (but not less paid), posts, but may terminate their employment entirely only in cases of serious felonies. It is a common feature of most governments that civil servants are virtually non-dismissible. German civil servants, by contrast, hold tenure for life as protected by Art. 33(5) of the Basic Law: appointment is for life and subject to public law, not private-law employment regulations. There is no contract of employment between the civil servants and the state entity employing him.

A prospective civil servant must be a national of the Federal Republic of Germany or of a member state of the European Union (although there are now multiple exceptions), and must generally achieve the status by the age of 35 (some Länder have different rules). There is one professional track to start the career for correctional officers depending on their education:

Mittlerer Dienst (middle service), mainly for positions requiring roughly the equivalent of a completed apprenticeship. Similar to non-commissioned officers. In an ideal scenario, the opportunity to climb the ladder to *Gehobener Dienst* upper service is given during the career.

Civil servants with life tenure may end their employment only in cases permitted by law. As a rule, active employment of civil servants ends on retirement. By law, civil servants must retire upon reaching the statutory retirement age. The same age limit applies to women and men.

Special retirement ages apply to certain groups of civil servants, as correctional officers. The special retirement age is also gradually being raised from 60 to 62 years. The states are responsible for determining the retirement age for their civil servants. Civil servants must retire if they are permanently unable to perform their official duties for health reasons and are no longer able to fully or partly perform other work, even after retraining. In cases of early retirement, pension benefits are reduced.

Overview of career guidance policy developments: As result of the federalism reform in 2006, the legislative responsibility for prison policy (*Strafvollzug*) was given to the 'Land' or Federal State level. All related policies are under the responsibility of the 16 Federal States (Länder). However, even before the 2006 reforms, there were substantial variations between the Länder when it came to implementing prisons policy, so consideration of the sub-national level in this area remains essential.

Consequently, the prisons in Germany are solely operated and managed by the federal states. The aim of prison confinement in Germany is twofold: emphasis is placed on enabling prisoners to lead a life of "social responsibility free of crime" upon release, but society is also to be protected from further acts of crime by the convicted. Germany has a goal of rehabilitation for prisoners so that they can have successful re-entry back into the community. The head offices for the state prison services are in the respective state justice ministries. There, a prison service department controls the organization of the prison service, personnel matters, basic and advanced training for prison staff, budgets, construction, cooperation in prison service legislation, the employment of prisoners, and vocational training and education for prisoners. This office also reviews petitions and complaints and its representatives visit and inspect the prisons regularly. There is no mid-level authority anymore between the Ministry of Justice and the prisons. This direct contact facilitates decision-making and ensures the ministry is close to the daily reality of the prison service.

The competent authorities in the Federal States have the task to select and recruit sufficient staff of best possible quality, and to ensure adequate training and to facilitate professional development, which enables them to work in a highly ethical manner in order to provide just and effective supervision, positive care and assistance to suspects and offenders.

It is advisable to evaluate training needs annually and to regularly revise and update training plans aimed at workforce development and to ensure responsiveness to the needs of prison services and probation agencies. It is important to secure enough trainers and resources to be able to put it in practice.

Human Resources and professional development policies in the Federal State Bremen, Germany

The HR management policies in Germany are evident in several laws and regulations. Regulations regarding careers, career groups, recruitment of applicants, and professional development such as probationary period, promotion, personnel development, qualification, assessment and such intend to promote career development for civil servants in Germany (the federal states).

The Bremen Civil Service Act from 2009 in addition to the Civil Service Status Act of 17 June 2008 (Federal Law Gazette I p. 1010), in the current version applies to civil servants, unless otherwise specified.

The “Regulation on the careers of Bremen's civil servants” (Bremer Laufbahnverordnung - BremLVO) is regulating the career development for civil servants, e.g. corrections officers in Bremen/Germany.

Accordingly, to [Council of Europe’s Guidelines regarding recruitment, selection, education, training, and professional development of prison staff](#), the following should be considered from the national prison administrations, to guarantee a sound professional development for correctional officers.

- a) A transparent system for annual appraisals of performance of all staff members should be developed, allowing their career advancement and professional development. Staff carrying out appraisals should be trained accordingly, to ensure a fair appraisal system.
- b) The appraisal should indicate training needs at individual and service level, as required.

- c) Prison services and probation agencies should provide regular training opportunities for enhancing professional performance and for career development, as appropriate.
- d) There should be frameworks in place to facilitate advanced professional development specifically by developing leadership and management capacities allowing career progression to middle and upper management. This should not preclude advanced entry schemes of recruitment to management grades.

Professional development does not have to focus only on promotion frameworks. Other forms of recognition of competence should be sought and used as appropriate.

- e) Salaries and conditions of service should be commensurate with the staff's skills and responsibilities. The financial, employment conditions and working hours should be regulated by law and should permit the recruitment and retention of staff of good quality, allowing them to carry out their tasks effectively and humanely and to develop their awareness of the importance of their work for society. Provision should be made for support and supervision of staff to assist them in their role.
- f) To enhance effective working within and between the prison services and probation agencies, joint-working, co-location arrangements and secondments of staff for training or working purposes should be encouraged. Such arrangements should take place only with the consent of the persons concerned and should not entail any change in their employment status or salary. Provision for international secondments to promote cross-border learning should also be considered.

England and Wales

Education: According to policy in England and Wales, to begin training as a Prison Officer the candidate must have a 'basic education', and candidate's numeracy and literacy levels are assessed online prior to beginning on a recruitment pathway. There is no requirement to have a tertiary or university education.

Training: Until recently, Prison Officers (POs) working in England and Wales received 8 weeks of foundation training, which consists of theory and a supervised period of 12 months guided practice. Thereafter the precise number of professional development days per year was not mandated.

However, from July 2021, all new prison officers will begin their career by completing a Custody and Detention Professional Apprenticeship which should take 12 - 18 months to complete. Applicants wishing to apply to this apprenticeship should first find out if they are a fit for the job using the online tool to evaluate literacy, numeracy and personal qualities (see Overview of Practice, below). The Professional Apprenticeship curriculum is as follows:

Week 1 to 10: following a local induction at the 'home' prison, entering on a foundation training programme at a designated learning center.

Week 11 to 25: At the 'home' prison, carry on with training with regular support from apprenticeship coaches.

Two checkpoints to review progress:

Checkpoint 1 (weeks 25 to 28)

To include 1 week of portfolio work outside of your regular working area and 1 week at a Learning and Development Centre.

Checkpoint 2 (weeks 44 to 47)

1 week at a designated learning center, to reflect on progress and prepare for the Gateway at the end of the apprenticeship.

If the trainee is working in a high-security environment, there will be a further 2-week residential course.

Correctional Officer status: Her Majesty's Prison & Probation Service (HMPPS), created in April 2017, oversees 121 prisons and employs over 42,000 staff across England and Wales, and oversee approximately 85,000 prisoners every day. Her Majesty's Prison and Probation Service (HMPPS) runs most of these (104) while three private companies operate 13: G4S and Sodexo manage four prisons each, and Serco manages five. inspects private prisons in the same way as public sector prisons. All private prisons have a 'Controller' linking them to HMPPS, and the governors of private prisons are called 'Directors'. All Prison Officers (POs) are employees of the government and have the status of civil servants but private prison employees' status may vary, and be subject to training

and human resources mechanisms favoured in the private sector (such as performance related pay).

Overview of career guidance policy developments: There is no official mandate for the right to professional development after a new recruit has trained as a prison officer. Continued Professional Development (CPD) is officially encouraged, and staff may have the right to ask their manager for time off work for training or study. Any training approved in this way would be covered by working hours, with no commitment of free time. A wide range of training opportunities are offered within prisons, and this is free for the CO to access. No CPD has been funded post 2011, due to the 2010 Comprehensive Spending review, implementing post-recession austerity measures. Some internal CPD services have since then been streamlined (such as reducing frequency of a training course) or centralised (fewer prison-specific training opportunities). However, the Prison Service continues to support training and development as a fundamental of quality service provision in the criminal justice sector, but also to promote the public sector's ethos as 'a great place to work'.

CPD is therefore recommended during staff performance and development conversations. There is a standard Prison Service catalogue of about 70 face-to-face courses.

Portugal

Education: According to policy in Portugal, when applying for the prison officers' competition, candidates must have high school education completed (at least), have Portuguese nationality, have 21 years old and have no criminal record. Candidates undertake several tests and evaluations to enter the Prison Officers Initial Training Course, namely: physical and theoretical knowledge tests, medical examinations and Psychological assessments (Decree-Law no. 3/2014, article 36^o).

Training: In Portugal, the initial training provided to prison officers has a nine-months duration: six months training comprising theoretical and practical contents on penal and prison legislation, human rights, English, communication, interaction with inmates, ICT, security, video surveillance and telecommunications, personal defence, health, communicable diseases and first aid, psychopathology, criminology, criminal profiling, among others; and three months training comprising the real work context component, allowing trainees to contact with the requirements and demands of the job and the application of knowledge to specific situations for solving problems, within the scope of professional activity (Decree no. 159/2017).

Correctional Officer status: There are two careers within the scope of Prison Officers legislation, one incorporates management functions/roles, and the other a more operational dimension. Prison officers, with public security functions, are arranged in a hierarchical order. This division and the definition of the functional contents of the different categories are essential for the Prison Officer to be able to respond in a more adequate and effective way to the requirements of the current prison system. The prison officers with public security functions are grouped in descending order of hierarchy. (Decree-law no. 3/2014).

Overview of career guidance policy developments: The Portuguese Legislation predicts that one unit is responsible for training and professional development within the Portuguese Prison and Probation Services: The Directorate of Human Resources. This directorate encompasses three divisions:

- 1) Human Resources Management Division;
- 2) Personnel Administration and Remuneration Processing Division;
- 3) Training Division.

The Human Resources Management Division, among other duties, is responsible for the promotion, monitorisation and implementation of performance evaluation systems and the preparation of the internal training contents. On the other hand, the Training Division is responsible: for the identification of the training needs and professional improvement; to propose and implement human resources development policies concerning initial and continuing training, namely those resulting from activity plans or change processes; to define and assess the of training methodologies and professional development actions on staff's productivity and services provided, also promoting the use of alternative training methods (e.g., e-learning); to disseminate training actions and to ensure the procedures related to registration, attendance control and certification; to prepare the annual training activity report, among others (Order no. 8140-B/2019). This training activity report is developed biannually and distributes training in nine main areas :

- Area 1: Execution of Sentences and custodial measures - within this first area, training is more focused on penitentiary legislation and inmates' processes management (aiming a better systematisation of procedures within this area);
- Area 2: Execution of Sentences and Alternative Measures and Electronic Surveillance - within this second area, training aims to enhance the case management model followed by The Portuguese Prison and Probation Services, based on the RNR

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

- Area 3: Execution of educational tutelary measures, where training focuses on three essential aspects: the need to update both the regulations of the Educational Centres; the assessment tools that are used and the promotion of the general improvement and consistency of technical intervention;
- Area 4: Security and prison behaviour - where training focuses on tackling the prison officers' training needs;
- Area 5: Prison Treatment, Rehabilitation, Health and Programmes - where training focuses on the qualification of deputies and senior technicians on prison treatment, the application of risk assessment tools and methodologies in prison settings;
- Area 6: Criminology and Law - where training focuses on the promotion of a training offer with an academic profile, with two main objectives: 1) to tackle the needs of developing and updating knowledge in the legal and criminological fields; 2) to disseminate and to promote the exchange of knowledge and experiences resulting from their academic or research path;
- Area 7: Administration and Management of Human and Financial Resources - where training focuses on public administration, staff management, public employment, and personal development;
- Area 8: ITC and Communication Systems - where training focuses on tackling the needs regarding users' automation of information;
- Area 9: Initial Training and Admission - where training focuses on two brief courses to new Probation Officers and an Initial training course for prison officers.

Furthermore, and every two years, a mandatory evaluation occurs, including both prison managers and staff, using the Integrated Management and Performance Evaluation System in Public Administration (SIADAP). This evaluation encompasses the following elements: 1) academic and professional qualifications; 2) Professional experience; 3) Curricular valorisation; 4) Performance of managerial positions/coordination or other positions or functions or recognised public interest or relevant social interest (Law nº 66-B/2007). This evaluation connects with the defined objectives on the Portuguese Prison and Probation Services Activity plan, which is developed every year. Thus, SIADAP allows prison staff to identify the main goals for their role/functions, allowing their development

based on the obtained results. Therefore, there is an incentive for professional progress, even if only in terms of goals.

Italy

Education: The recruitment of all levels of the Penitentiary Police staff is made through public competitions. To access the position of “agent” it is necessary to have a qualification of completion of junior high school; the public competition is based on the assessment of the level of general knowledge. All staff passing the public competition undergo healthcare tests for assessing their physical fitness. Those examinations are carried out in a specific Centre of the Penitentiary Administration.

Training: The Directorate General of Training ensures the uniformity of the staff training processes not only for prison staff, but also for the probation service staff for both adults and minors. The structure of said Directorate General is regulated by a recent Ministerial Decree (2 March 2016) that assigns to the Offices II, III and IV of said DG the various aspects of training, in order to ensure, on the one hand, specific training according to the specific sectors, and, on the other hand, to ensure the uniformity of the system of penal execution.

The II and III Offices are in charge of basic/initial training and of specialist and continuous training. The beneficiaries of that training are executive and managing staff (directors, prison governors, officials) and other staff (educators, social workers of the Ministry of Justice, probation officers, psychologists, accountants, clerks, etc.).

a) Basic/Initial training:

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

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

The training methodologies used are:

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

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

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

b) Specialist/Continuous training:

The aim of those courses varies according to the type of knowledge, competences and skills that the Penitentiary Administration intends to change, improve and develop, after the identification of training needs.

The focuses of said courses are identified in consequence of normative changes in the field of penal execution (e.g. training course on probation during/before trial - “messa alla prova” - for the probation service staff) or in the Public Administration rules (e.g. training course on anti-corruption code, on public tenders, etc

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

Correctional Officer status: Penitentiary Police are civil servants. traditionally had military or police backgrounds. On January 1, 2017, the public selections were newly open to civil citizens and a share of 40% of the available working roles began to be reserved to them. The psycho-physical requisites were the same fixed by the Decree of Italian President of Republic n. 904, which had come into force in 1983. The legislative decree n. 165 of 2001 establishes what the public administrations (article 1) are and identifies: i) the civil servants, who are regulated by private labour laws (article 2) and ii) public employees whose status has not been privatized (article 3).

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

Denmark

Education: According to policy in Denmark, a basic Correctional Officer (CO) should be educated to high school leaver certificate level.

Training: The Staff Training Centre of the Danish Prison and Probation Service undertakes the following tasks:

- Basic training of prison officers
- Further training and management training as required

The education as Correctional Officers lasts three years in total and amounts to 180 (3 x 60) ECTS points. During these three years, the education alternates between a period of time at the Training Centre of Probation and Prison Service in Birkerød where the students attend classes of theory and training and a period of apprenticeship at a prison, where the students take part of the daily working routines as correctional officers. The first year the students spend the initial 2½ months at the Training Centre, and the remaining 9½ months as apprentices at a prison including four weeks of introduction and job training. The second year the students spend the first 2 months at the Training Centre and then 10 months as apprentices in a prison. The third and last year the students spend the first 3 months at the Training centre and the remaining 9 months as apprentices in a prison. During these three years the students are hired as officers and included in the rating with the guarantee of employment if they finish and pass their studies.

There are various routes in, but admission requirements to the education as Correctional Officers equate to General Certificate of Secondary Education or a Certificate of Competences from the Danish VUC (Adult Education Centre).

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

Each of the three periods at the Training Centre consist of 5 different themes: 1) "Ethics and Professionalism", 12 % of the entire education, 2) "Clients and the institutions within The Danish Prison and Probation Service", 13 % of the entire education, 3) "Change, support and motivation", 12 % of the entire education, 4) "Legislation, rules and

procedures”, 7 % of the entire education, 5) “Conflict resolution, control and safety”, 31 % of the entire education. The remaining 25 % consist of student interviews, individual assignments, guidance, exams etc.

Correctional Officer status: Danish COs are civil servants and covered by the Danish Civil Servants Act.

Overview of career guidance policy developments: The Danish Prison and Probation Service has developed various recruitment advertisement campaigns. These campaigns consist of newspaper advertising and online advertising on desktop and mobile devices. In order to reach out to as many as possible, we also use the social media. They collaborate with other governmental and private workplaces if they go through periods of many redundancies e.g. the Royal Mail. Furthermore we arrange “Open House” in various institutions and we also participate in job fairs.

The primary motivation for employees is to be an organization with a strong value base, as part of all practice. In addition, employees are motivated by the present leaders who recognize and follow up on the task solution. At the time of writing - and due in part to the three year training required - the Danish Prison Service was heavily understaffed, resulting in many usual career development practices being suspended or down prioritized for the time being. These practices include the yearly performance reviews and other kinds of career review meetings. The yearly performance review is the main tool a guard can use to help advance his career and enlist his superior in the endeavor.



Figure 2 Correctional Officers at Bremen Prison, Germany (c) Buder Fotografie

POLICY AND PRACTICE

Results from Partners' research into national policy and practice

This section collects partners' research into:

- Case-studies on promising practice partners collected on a national or European level,
- Projects relevant to career in prison, the justice sector and transferrable practice from other areas of civil service and wider employment fields,
- Handbooks or other resources either for standards or for training and learning material
- Examples of online career guidance, self-assessment in careers and gamification of career choices in any career
- Training materials or tools that can be used in the technical tool/ website

NATIONAL

National Strategy for Lifelong Learning: Romania

NATIONAL STRATEGY FOR LIFELONG LEARNING-2015-2020 (STRATEGIA NAȚIONALĂ DE ÎNVĂȚARE PE TOT PARCURSUL VIEȚII 2015 -2020) HG nr.418 / 2015

The Strategy presents firstly the contextual analysis regarding education and training, lifelong learning in the European Union and lifelong learning in Romania (including the legislative framework, institutions involved). After that analysis the strategy establishing the: -vision and strategic objectives, developing a lifelong learning system in Romania, setting priorities for 2015-2020 priorities. The Strategy offer and SWOT analyses about lifelong learning and the results of this analyses can offer the strong points and weaknesses. In chapter I, some information is given on the potential weaknesses of lifelong learning in Romania.

Civil Service Employee Guide: Orientation and Integration: Romania

The Civil Service Employee Guide: Orientation and Integration (Ghidul angajatului-orientare si integrare) was developed in the project *Creșterea capacității funcționarilor publici din Ministerul Apărării Naționale și Agenției Naționale a Funcționarilor Publici de a gestiona procesele de management strategic instituțional și de proiect, în contextul dezvoltării și întăririi rolului funcției publice*, Cod SMIS nr. 22857. The guide was developed as module of the training course "Human resources management".

The purpose of this guide is to ensure proper integration of the new employee into the institution. The practice of orientation is designed in such a way that the new employee will know the general aspects of organisation and functions, the mission of the organization

and how its activities benefit their target group. The general purpose of this practice is to support, increase efficiency, effectiveness and job satisfaction.

The orientation and integration of the new employee implies familiarisation with:

- the goals and policies of the organisation / institution
- structure of the organisation
- standards, norms, written and unwritten laws
- the resources available in the organisation

The guide contains relevant templates, such as a new employee checklist, an integration plan for the first working day, and a template to collect feedback from new staff.

Improvement of Enforcement Services in Prisons (IPA Prisons Project), Turkey

The general aim of this project, run from 2012-2014, was to bring the penitentiary system in Turkey completely in line with international and European prison standards. More specifically, this meant producing well-defined, standardised and structured enforcement services, including a fully functional system to ensure rehabilitation, treatment and successful reintegration of prisoners coming from different criminological backgrounds. The project also aimed to bring prison staff performance in line with European standards. Within the scope of the project, job descriptions and professional standards documents were created for 17 different roles in prisons. Institutions were developed to create and deliver training programs for operating standards and training curricula for personnel working with different criminological groups. Job descriptions and professional standards documents were prepared after reviewing the skills and competencies necessary for the role.

In these professional standards documents, each role (such as governor, officer, chief officer, administrative officer, doctor, etc.) has a separate job description, general information about the job, duties and responsibilities, and references to statutes and regulations.

Prison and Probation Jobs: England and Wales Ministry of Justice Employment Portal

This online portal allows applicants to search and apply online for a wide range of jobs in the criminal justice context, whether entry-level or the next stage of career journey and development. This includes Correctional Officer Success Profile covering the different

elements that candidates will need to demonstrate to show us that they will make a successful Correctional Officer.

[Link to Prison and Probation Jobs](#)

Is the prison officer role right for you? England and Wales Ministry of Justice Online Recruitment tool

England and Wales Prison Officer recruitment begins online, with a tool to check that applicants have the basic numeracy skills and behaviours expected of a prison officer. The tool was recently expanded to also look at the applicant's personality, strengths and preferences, and to give candidates a better understanding of expectations for the role. Applicants receive feedback on each of the levels of the test, and if they fulfil the minimum standards of employment, the candidate will be invited to the Assessment & Recruitment Centre (ARC), to complete the final stage of selection.

[Link to Prison Officer Online Recruitment Tool](#)

National Guidelines for dynamic security: Italy

The Italian Ministry of Justice includes training and career advice in the organisational good functioning of the penitential institute in this guide for prison staff on moving over to dynamic surveillance. This guide covers organisational requirements and management of the security area, allowing Correctional Officers to move from control to knowledge and feel the effects in everyday prison life ("La via del cambiamento attraverso un modo d'essere diverso. La sorveglianza dinamica," n.d.).

[Link to National Italian language Guidelines for Dynamic Security](#)

[Link to UNODC English language Handbook on Dynamic Security and Prison Intelligence](#)

Why do trainee officers leave without qualifying? Danish Prison Officer's Union Working Group Survey

As of March 2020, the Danish Prison Service lacked approximately 600 prison officers. Recruitment was difficult, Prison Officer trainees had a 30% drop out rate, and approximately 1000 qualified staff had decided to leave or retired from the service in the previous 5 years. COVID-19 working conditions exacerbated an already stretched system. The Danish Prison Officer's Trade Union formed a working group's which will meet regularly and recently submitted 10 proposals to the prison service to strengthen the prison officer education:

1. Better pay during vocational training: Make prison officer education equivalent in pay to a vocational training qualification.
2. Remove VFU (private educational company) training or significantly increase quality: A private company delivers classroom session designed to consolidate learning but too often sessions were cancelled or tutors unprepared, decreasing trainee motivation.
3. Let the student officers start internships before the begin basic training: The dropout rate is greatest at the beginning due to limited knowledge of the job.
4. Strengthen the support of the officer trainees: Increase the number of internship supervisors.
5. Introduce a ceiling for the number of students at each institution: Distribute the students to several institutions - also larger detention centres.
6. Students must be trained by experienced prison officers: It is important that students have an experienced mentor to learn from.
7. The basic education must be more practically oriented: There is a need for greater hands-on practice of everyday tasks.
8. Are the Danish Prison and Probation Service's schools located in the right places? Many students found the location of the schools a challenge.
9. Centralize the employment of prison officer trainees: Recruitment must be needs-based.
10. Involve the union representatives in the students' training courses: The representatives want to take responsibility for hiring the right students.

EUROPEAN POLICY

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

According to Council of Europe's Guidelines regarding recruitment, selection, education, training, and professional development of prison staff, the following should be considered from the national prison administrations, to guarantee a sound professional development for correctional officers.

a) A transparent system for annual appraisals of performance of all staff members should be developed, allowing their career advancement and professional development. Staff carrying out appraisals should be trained accordingly, in order to ensure a fair appraisal system.

- b) The appraisal should indicate training needs at individual and service level, as required.
- c) Prison services and probation agencies should provide regular training opportunities for enhancing professional performance and for career development, as appropriate.
- d) There should be frameworks in place to facilitate advanced professional development specifically by developing leadership and management capacities allowing career progression to middle and upper management. This should not preclude advanced entry schemes of recruitment to management grades.
- e) Professional development does not have to focus only on promotion frameworks. Other forms of recognition of competence should be sought and used as appropriate.
- f) Salaries and conditions of service should be commensurate with the staff's skills and responsibilities. The financial, employment conditions and working hours should be regulated by law and should permit the recruitment and retention of staff of good quality, allowing them to carry out their tasks effectively and humanely and to develop their awareness of the importance of their work for society. Provision should be made for support and supervision of staff to assist them in their role.
- g) To enhance effective working within and between the prison services and probation agencies, joint-working, co-location arrangements and secondments of staff for training or working purposes should be encouraged. Such arrangements should take place only with the consent of the persons concerned and should not entail any change in their employment status or salary. Provision for international secondments to promote cross-border learning should also be considered.

[Link to Council of Europe Guidelines regarding recruitment, selection, education, training and professional development of prison and probation staff](#)

Lifelong Guidance Policy Development: A European Resource Kit

In 2012, ELGPN Tools released a resource kit, designed to help policy-makers and other stakeholders to review existing lifelong guidance provision within their country or region, and to identify issues requiring attention and gaps that need to be filled, drawing from

practices in other European countries. 'Lifelong guidance' is a phrase used to cover all activities designed to help individuals, at any point in their lives, to make educational, training and occupational choices and to manage their careers.

[Link to Lifelong Guidance Policy Development: A European Resource Kit](#)

Refernet Reports into Vocational Educational Training in Europe

The *VET in Europe* reports describe the structure of each national VET systems in the European Union with a lifelong learning perspective and present a comprehensive picture to a wider public. For example, the Portugal edition the structure of career guidance and counselling, delivered by professionals at schools, public employment services (IEFP) and Qualifica Centres (ANQEP). The IEFP has a network of Professional Integration Offices (Gabinetes de inserção profissional - GIP) supported by public and private non-profit organisations. The IEFP also run the online guidance Vi@s. This platform - recognised as a good practice in this field, provides information and allows users to interact, contributing to users' career management and minimising geographical, physical or time constraints. Finally, Qualifica Centres (70) launched in 2016 with career guidance as one of a series of initiatives to advise, guide and qualify adults to and in the work place ("DGERT(2019).CEDEFOP Vocational education and training in Europe -Portugal," n.d.). All European Union country reports available ("Refernet / VET in Europe Reports," n.d.).

[Link to ReferNet European VET Reports by country](#)

PROJECT-Correctional: Romania

PROJECT: Correctional is funded through the Justice Program, within the Norwegian Financial Mechanism (MFN) 2014-2021. The project coordinator is National Administration of Prisons and the project consortium include six institutions from Romania and five from Norway.

The overall objective of the project is to improve the capacity of correctional systems (penitentiary and probation) to provide reintegration services to convicted persons (detainees, former detainees and persons under the supervision of probation services), by implementing the Norwegian principle of "seamless" (without interruption) and through investments in human capital development.

Contact: NPA, Romania

INTERNATIONAL

UNODC Handbook for Prison Leaders

The United Nations Office of Drugs and Crime (UNODC)'s Criminal Justice Handbook Series is a basic training tool and curriculum for prison managers based on international standards and norms. The handbook recognizes the human resources challenges of prison management, with both an organizational and an individual dimension. They encourage "Promotion and other rewards: It is important to implement a system of advancement to encourage employee development and provide a career in the service." (Chin et al., 2010)

[Link to UNODC English Language Handbook for Prison Leaders](#)

The Blueprint for Life/ Work Design

The "Blueprint" is a common framework of career development competencies that students and adults anywhere need to master in order to be successful and self-reliant in planning and managing their careers in a rapidly changing, knowledge-age labor market. A practical resource designed for career development professionals, educators, trainers, researchers, and human resource professionals, the Blueprint emerged from a partnership project of Canada's National Life/Work Centre, Human Resources Development Canada, and the Canada Career Information Partnership, and has now been adapted internationally. (Jarvis and Richardt, n.d.)

[Link to Blueprint4life.ca](#)

Guidelines regarding Recruitment, Selection, Education, Training and Professional Development of Prison and Probation Staff

The Guidelines were developed as a follow-up to the 22nd Council of Europe Conference of Directors of Prison and Probation Services (Norway, June 2017) and adopted in 2019. The Guidelines aimed at assisting its 47 Member States in improving the recruitment, education, training and professional development of prison and probation staff. The guidelines have been developed as a way to share best practices taking into account the diversity of criteria used so far in different countries.

[Guidelines regarding recruitment, selection, education, training and professional development of prison and probation staff, Council of Europe](#)

“The best way to retain an employee is through enrichment and empowerment. If an employee is challenged and satisfied within their role, there is a greater likelihood they will apply themselves and work towards the organizational goals. It is recommended to offer competitive wages, autonomy, sufficient training and development, and advancement opportunities.” (Chin et al., 2010)

CONCLUSIONS AND RECOMMENDATIONS

Challenges and Opportunities for Correctional Career Guidance

Issues are weighted according to frequency and the correlations identified between policy, practice and research, and between the different disciplinary fields investigated.



Trends and Patterns

- From reactive to proactive organizational career guidance policy and practice.
- Recognition of the business benefits of staff retention, and of the role line managers play in promoting development and recognizing training needs.
- Greater alignment of the goals of detention and rehabilitation with recruitment, retention and professional development strategies.
- More evidence and recognition of the benefits of career guidance in increasing staff retention and reducing sick days and stress.
- Tailored approaches, responsive to a correctional officers' needs at that point in their working life.

Themes

- Improved understanding at every level of how career guidance brings about individual, organizational *and* social benefits.
- Evaluating existing and new methods to provide evidence. Learn from similar fields.
- Human relationships shape correctional reform and uniformed staff play a pivotal role in progress and development.
-

Debate and Challenge

- Not enough research to state definitively what works in terms of retention of COs.
- How to effectively implement HR structures and activities in the closed, often overstretched correctional environment?
- What are national prison administrations' next steps in giving career guidance?
-

Agreement and Opportunity

- Opportunity for prison administrations and individual prisons to learn from the developed field of career guidance policy and practice.
- Opportunity to get COs involved in providing input for change and improvement, and in reviewing the prisons' rehabilitative mission.

„ Career guidance practitioners tended to assume that they were protecting the public good against the political machinations of policy-makers. Policy-makers tended to believe they were protecting it against the sectoral self-interest of practitioners. If both sides could recognise and respect their common ground, this could provide a stronger base for working together, which in turn would produce more effective policy-making.“
(Watts, 2008)

Where are the gaps?

- Identify those human points in the system where career guidance can be most effectively delivered and access to professional development can be granted.
- Train management and leadership on why and how to deliver career guidance.
- Review provision against the institutional goals - how can existing guidance better respond to a career which supports ongoing prison reform?
- Reform is already in progress: Uniformed staff's job descriptions, their recruitment, basic training and professional development must officially encompass the rehabilitative duties which are a reality of this role.

ANNEXES

- Annex 1: Corrections Careers Systematic Literature Research Guidelines
- Annex 2: List of relevant legislation and policy, by country

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ANNEX 1: Literature Review Guidelines

Corrections Careers Systematic Information Gathering Guidelines For WP2 Stakeholder Checkpoint and Current Situation Paper

European Career Counselling Guidelines for Staff Working in Criminal Correctional Justice System - CCJ4C - No. 12883-EPP-1-2019-1-RO-EPPKA3-PI-FORWARD, financed by ERASMUS + programme.

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Annex 1	Eroare! Marcaj în document nedefinit.
Annex 2	Eroare! Marcaj în document nedefinit.

Introduction

In order to support the first CCJ4Careers Stakeholder Checkpoint, and to produce the Current Situation paper, all partners will look for career guidance policy, literature, reports, projects and information as they inform our partnership on direct or transferable practice.

The aim of this review is to collect interesting data and information related to the implementation of career guidance policy in criminal justice and beyond in order to highlight the most important learning points. These will feed into how we format the foresight technique session, and help us form a common structured report on the current national situations in our partnership.

Specifically, we are interested in detecting:

- Policy, legislation, by-laws, Standard Operating Procedures (SOPs) for relevant organisations, codes of conduct (when specifically relevant to justice) in career guidance for justice professionals
- Obstacles and difficulties in implementing career guidance in correctional professions
- Good practices in any professional career guidance which might be transferrable
- Good and bad examples of online career guidance, self-assessment in careers and gamification of career choices in any career

-Challenging / complex / sensitive issues we should be aware of in the justice sector, and in the career guidance sector

-Training materials or tools that can be used in the technical tool/ website

_ Whether your national legislation makes reference to the Mandela Rules, European Prison Rules or other relevant international recommendations or guidelines for career guidelines for staff working in criminal justice

What should you include?

You should look generally at international sources, but be sure to cover policy and practice in your country, as this will form the backbone of the Current Situation Paper.

This information gathering activity will include:

1. articles that deal with career development and guidance practice and policy in the area of justice or for public service workers.
2. articles dealing with policy and/ or practice in career guidance and development specifically for correctional officers.
3. articles published after 2008.
4. Articles describing good / bad practices on this topic
5. Articles or website posts that describe previous projects dealing with these topics (so-called grey literature).
6. Training materials produced by career guidance professionals in any field, directly applicable or transferrable to correctional officers.
7. Websites and social media which focuses on career guidance in other professions, transferable 'digital presence' lessons to be learned.

The procedure

Step 1: A list of keywords has been developed including some practical issues related specifically to searching for and documenting academic articles and legislation (see annex 1).

Look through different databases such as: Google Scholar, SAGE, and any open source public policy databases. Note the responses according to Annex 1 instructions.

Step 2: Search also professional and official websites that may include papers that comply with the criteria mentioned above (e.g. university, national ministries, research institutes,

European Commission etc.). Write down the search responses according to annex 1 instruction.

Step 3: Search national policy databases, or reach out to national legislators.

Use your contacts, and write to professionals in the areas of justice, education and human resources to ask them for examples of policy, legislation, studies, literature, good practice, training material and digital resources.

Step 4: Search for any career guidance websites, note any professional development trends in the digital world.

Step 5: Add all the relevant resources to the CCJ4C Bibliography and Evidence Review spreadsheet (excel, on teamwork)

Step 6: Is what you have found really useful for the project? Some documents will stand out, and you will want to recommend the partnership take an in-depth look at them. Use **Annex 2 of this document** to a short report of these, in English. If you want to/ can, upload the word or PDF document to the grey literature repository on teamwork.

Step 7: Are the stakeholders you have been in touch with really useful for this project? Please add them to the **Stakeholder mapping document** uploaded onto Teamwork.

Timeline of Information Gathering

	January 2020	February	March	April
Searching for literature				
Collection of data and resources				
Analyze de information				
Report to inform our stakeholder checklist				

PDFs or Word Docs of all grey literature can be uploaded in to the appropriate file on the Teamwork platform. This and all other evidence (of which you might not have hard copies) must be logged in the evidence review matrix.

ANNEX 2: Relevant policy by country



POLICY IN ROMANIA

POLICY	YEAR	KEY POINTS
LAW 145/22.07.2019-Statut of prison police staff (Legea 145/22.07.2019)- Statutul Politistilor de Penitenciare)	2019	<ul style="list-style-type: none"> • Legal basis of prison police career. • ‘Chapter III- Prison Police Career’ presents legal previews about: staff selection, employment procedure, organization and conduct of the initial stage period, the training and specialization courses and the assessment of the new recruits, evaluation of the professional activity of Correctional Officers, advancement of Correctional Officers and professional training of Correctional Officers.
ORDER No. 2724/C/2018 / 10 July 2018 Romanian Ministry of Justice: approval of the Regulation on organization and functioning of penitentiaries (ORDIN Nr. 2724/C/2018 din 10 iulie 2018-pentru aprobarea Regulamentului de organizare și funcționare a penitenciarelor-Ministerul Justiției)	2018	<ul style="list-style-type: none"> • Establishing tasks of the Human Resources and Professional Training Office from prison • Chapter X- the tasks of the Human Resources and Professional Training Office from Romanian prisons: • ART. 41 -“The Office of Human Resources and Professional Training has as activity the application of the legislation specific to the field of human resources, the implementation of the personnel strategy and policies regarding the recruitment, selection, training, hiring, continuous training, evaluation, career, motivation, reward, management and automatic processing data”.
Decision 314/18.01.2011 for approval of-Strategy regarding professional training in the prison administration system for the period 2011-2015 (Decision 314/18.01.2011- Strategia privind formarea profesionala in sistemul administratiei penitenciare pentru perioada 2011-2015)	2011	<ul style="list-style-type: none"> • The strategy elaborated activities: <ul style="list-style-type: none"> - Career Guide for public servants with special status from the prison administration system - Occupational standards for the specific functions of prison administration system <ul style="list-style-type: none"> • Currently under revision
Decision 581/7.11.2014 for approval -	2014	<p>STRATEGIC OBJECTIVE 1: Development of policies and procedures of human resources to support the fulfilment of the strategic objectives of the National Prison Administration</p> <p>1.4. Developing a Career Guide</p>

**Human Resources Strategy for
Prison Administration System
2015 - 2018.**

**(Decision 581/7.11.2014-
STRATEGIA DE RESURSE
UMANE-A SISTEMULUI
ADMINISTRAȚIEI
PENITENCIARE (2015 - 2018)**

1.8. Developing of the tool for analysing the staff training needs

1.9. Development of professional standards regarding the specific occupations of the staff of the penitentiary system

1.10. Elaboration of the normative framework to offer for the personnel who are in the last period of the professional career the opportunity to work in a more pleasant environment.

STRATEGIC OBJECTIVE 2: Providing quality information for substantiating management decisions, for managing human resources and for the performance management.

STRATEGIC OBJECTIVE 3: Development of the prison staff competences at the level of excellence.

3.4. Formalizing the framework for applying modern methods for professional and personal development (mentoring, coaching, tutoring, etc.).

3.7. Implementation of a special training plan for the staff with high potential for career evolution

STRATEGIC OBJECTIVE 4: Creating an organizational environment which encourages performance

4.1. Developing the profile of the new leader for the prison system and implementation of the pilot program based on the profile created

4.2. Application of the behavioural profiling tool for:
a) Career counselling

b) Increasing performance by counselling managers
• Currently under revision

**LAW no.360/6 June 2002
POLICE STAFF STATS
(LEGE Nr. 360/2002 din 6
iunie 2002 privind Statutul
polițistului)**

2002

The law contains two sections aimed at police officers:
SECTION 1: Selection and training of police officers
SECTION 2: Obtaining professional grades and classifying police officers into professional categories and degrees

- The law was updated by Emergency Order no. 21/2016 from 16 June 2016.

**EMERGENCY ORDER No.
21/2016 of June 16, 2016 for
amending and supplementing
Law no. 360/2002 regarding
the Statute of the police staff**

2016

Amendments:

CHAPTER II - Police Staff career:

- Article 10, paragraph 2:

"(2) In the first year of activity, the policeman hired directly or transferred must take a career training course in the vocational training institutions of the Ministry of Internal Affairs."

- Article 10, after paragraph 2:

**(ORDONANȚĂ DE URGENȚĂ
Nr. 21/2016 din 16 iunie 2016
pentru modificarea și**

completarea Legii nr. 360/2002
privind Statutul polițistului)

"(2 ^ 1) Career initiation courses are vocational training programs organized according to the specific functions / positions of the Ministry of Internal Affairs and have a duration of at least:

- a) 3 months, for the policeman who acquired this quality under the conditions of art. 9 para (2 ^ 2);
- b) 4 weeks, for the policeman who acquired this quality under the conditions of art. 9 para (3)."

- Article 11, paragraph 3 is amended and shall have the following content:

"(3) The continuous professional training of the police officer, for career development, is ensured by:

- a) courses of professional capacity for obtaining professional degrees by: chief commissioner of police, sub-commissioner of police or chief-police officer;
- b) courses for changing the specialty / job profile;
- c) other courses necessary to fulfil the duties of the position, carried out in the country or abroad. "

**ORDER no.177/2016 from 16
November 2016 about human
resources management in
military units of Ministry of
Internal Affairs**

2016

The order contains provisions regarding:

- a) the activities of analysing the job position and drawing up the job description
- b) the recruitment of the military personnel
- c) selection of military personnel
- d) professional training of military personnel
- e) tutorship of the military personnel
- f) granting military ranks and advancing to the next military rank
- g) starting and changing of the job relations
- h) evaluation of military personnel
- i) personnel data management system
- k) human resources management competences

**(ORDIN Nr. 177/2016 din 16
noiembrie 2016privind
activitatea de management
resurse umane în unitățile
militare ale Ministerului
Afacerilor Interne- M.Of. 931
bis din 18-noi-2016)**

The Order contain templates and guides like:

- a) "Questionnaire for job analysis"
- b) "Job description sheet"
- c) "Structure of the job description" and "Instructions for completing the job description"
- d) "Program of professional tutoring activities"
- g) "Report of evaluation of the period of professional tutorship"
- h) "Staff evaluation template"
- j) "Guidance for organizing and conducting the assessment interview"

**FRAMEWORK
METHODOLOGY on the
organization and functioning of
Career Counselling and
Guidance Centres in the higher
education system in
Romania(version updated in
16 January 2015)**

2015

The Framework Methodology establish the organization and functioning of Career Counselling and Guidance Centres, constituted as structures without legal personality at the level of public or private higher education institutions in Romania. The activity of the centres is focused on informing, guiding and advising students from the final years of high school

The centres' services are:

- a) educational and vocational counselling;
- b) psychological counselling and evaluation;

**(METODOLOGIE-CADRU
privind organizarea și**

funcționarea centrelor de consiliere și orientare în carieră în sistemul de învățământ superior din România-actualizată la data de 16 ianuarie 2015)*

- c) career counselling;
 - d) elaboration of materials for information, guidance and counselling;
- Also they organize actions related to increasing the degree of insertion in the labour market of students and graduates, by offering services such as:
- a) training sessions for the employment portfolio, simulation of the employment interview;
 - b) organization of company presentations;
 - c) training sessions for the development of students' transversal competences;
 - d) conducting periodic studies and analyses regarding university dropout, integration of graduates into the labour market, impact of professional counselling and guidance services, and proposing measures to improve them;
 - e) elaboration and application of specific instruments for the purpose of monitoring the insertion in the labour market;
 - f) participation in activities organized by the students;
- They have a task like informing and advising students on the educational and occupational routes.

National Prison Administration 2016
Approved Occupational Standard for Junior Correctional Officer
 (Standard ocupational Agent de penitenciare)

Approved Occupational standard for Junior Correctional officer. Standard present the Professional competencies, level of qualification, associated standards for quality assurance, training curricula and training program.



POLICY IN TURKEY

YEAR KEY POINTS

POLICY

Civil Servants Law
 (Devlet Memurları Kanunu)

- This Law regulates the terms of service, qualifications, appointment and training, advancement and promotion, duties, rights, obligations and responsibilities, salaries and allowances and other personal affairs of civil servants.
- Basic principles:
- To classify state public service duties and civil servants working in these duties according to the qualifications and occupations required by the duties.
- To provide civil servants with the opportunity to advance to the highest levels in their classes, in accordance with the necessary knowledge and upbringing for their services.

Regulation on
Promotion and Title
Change of the
Personnel of the
General Directorate of
Prisons and Detention
Houses

2005

- To base employment in public service positions, advancement and promotion in classes, termination of duty on the merit system and to ensure that civil servants have security in the application of this system with equal opportunities.
- This Regulation covers those who will be appointed to the specified positions by way of promotion and title change from the personnel working in the penitentiary institutions and probation directorates and the personnel training centers of the penitentiary institutions and detention centres.

Official Gazette Date:
28.10.2005 Number of
Official Gazette:
25980
(Ceza Ve Tevkifevleri
Genel Müdürlüğü
Personeli Görevde
Yükselme Ve Unvan
Değişikliği
Yönetmeliği

Resmî Gazete Tarihi:
28.10.2005 Resmî
Gazete Sayısı: 25980)



POLICY IN GERMANY

POLICY	YEAR	KEY POINTS
The Basic Law (Grundgesetz) of 1949	1949	<p>Upholding the traditional principles of the professional civil service in Article 33(5). Ensures the basis of the professional public service, in particular by reserving the exercise of state authority to civil servants in Article 33(4) Article 33(5) of the Basic Law stipulates that the traditional principles of the professional civil service, i.e. the ranks of professional civil servants as opposed to public employees without civil servant status, should be taken into account when adopting law. The constitutional reform of 2006 revised Article 33(5) of the Basic Law to read that the law governing the public service “shall be regulated and developed with due regard to the traditional principles of the professional civil service”.</p>

Civil Service Employment Framework

Civil servant is a status that comes with a range of privileges. These include a special health plan, which covers 50% of most health care expenses, an index-linked pension of at most 71.25% of final salary, paid directly by the state rather than by the usual public pension provider; and most importantly, near-ironclad job security - the state may transfer civil servant who do not perform well to other, often less desirable (but not less paid), posts, but may terminate their employment entirely only in cases of serious felonies

Act on Federal Civil Servants

The Federal Government is required to consult the umbrella organizations of the unions and professional associations of civil servants and judges when preparing provisions relating to civil servants and judges (the details of the consultation procedure are governed by an administrative regulation related to Section 118 of the Act on Federal Civil Servants).

The umbrella organizations at federal and *Länder* level are the German Civil Service Association (dbb), and the German Trade Union Federation (DGB).

Federalism Reform of prison policy (*Strafvollzug*)

2006

As result of the federalism reform in 2006, the legislative responsibility for prison policy (*Strafvollzug*) was given to the "Land level". All related policies are under the responsibility of the 16 Federal States (Länder).

The competent authorities in the Federal States have the task to select and recruit sufficient staff of best possible quality, and to ensure adequate training and to facilitate professional development, which enables them to work in a high ethical manner in order to provide just and effective supervision, positive care and assistance to suspects and offenders.

It is advisable to annually evaluate training needs and to regularly revise and update training plans aimed at workforce development and to ensure responsiveness to the needs of prison services and probation agencies. It is important to secure sufficient number of trainers and resources to be able to put it in practice.

The Bremen Civil Service Act from 2009 in addition to the Civil Service Status Act of 17 June 2008 (Federal Law Gazette I p. 1010), in the current version applies to civil servants, unless otherwise specified. Bremisches Beamtengesetz (BremBG)

A career includes all offices belonging to the same subject and the same career group. One career group (discipline) is Justice. Membership in the career group (1 respectively 2) is based on the prior education and training required for the career. Career group 2 includes all careers that require a university degree or an equivalent level of education. Career group 1 includes all other careers. Within the career groups, a distinction could be made depending on the previous training and the requirements accordingly to the entry positions within the career groups (1 and 2).

Civil servants with the qualification for a career in career group 1 can acquire a qualification for a career in career group 2 without fulfilling the entry requirements prescribed for the career by promotion. For the ascent, an exam must be taken; the career regulations can determine exceptions.

If an examination is not required in general or in individual cases, the appointing authority determines the qualification

for the career of career group 2 after the official has successfully completed the required promotion procedure. In accordance with the career regulations, a qualification restricted to offices or areas of use can also be acquired.

Career development and advancement requires the necessary advanced training.

The civil servants are obliged to take part in further training and also to train themselves. The employer must take appropriate measures to ensure that the civil servants receive further training.

The "Bremen Regulation on Training and Examination for the Career Group 1 a - First Entry Office in the Department of Justice (Prison)" is regulating the content of the training.

Once a correction officer starts duty, the following duty stations are part of the practical and theoretical training:

- Department of Security
- Pre-trial detention center
- Enforcement department for enforcement planning and motivation
- Enforcement department for special care and treatment
- Enforcement department for health and professional reintegration
- Enforcement department for low-threshold care and preparation for discharge
- Enforcement department for short sentence execution (Bremerhaven)
- Enforcement department for open prisons and women's prisons
- Department of Social Therapy (Sotha)
- Partial youth detention center.

"Regulation on the careers of Bremen's civil servants" (Bremer Laufbahnverordnung - BremLVO) regulating the career development for civil servants, e.g. corrections officers in Bremen/Germany.



POLICY IN PORTUGAL

	YEAR	KEY POINTS
POLICY		
	2019	Applied legislation to prison staff in Portugal concerning professional and educational training. Applies to: Work conditions;
LDnº 3/2014, of January 9th. Prison Guards Estatute		<ul style="list-style-type: none"> • Labour rules applied to prison staff; • General rules applied to professional training; • New career and categories requirements (Art. 3º and 31º);
Rules and principles concerning the professional training of prison guards.		<ul style="list-style-type: none"> • Positions and functions within the organization (Art. 33º); • Recruitment rules; • Professional training (Art. 43.º)

Legislation :	2011	<ul style="list-style-type: none"> • General principles; • Prison management principles; • -Conditions of social reintegration; • Learning conditions for inmates; • -Requirements;
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POLICY IN DENMARK

YEAR KEY POINTS

POLICY

<p>Consolidated Act (No. 488 of 2010) on Civil Servants. Bekendtgørelse af lov om tjenestemænd (Tjenestemandsløven) (Nr 488 af 2010).</p>	<p>2010</p>	<p>Consolidated text with amendments through June 2008. Contains 4 parts, 16 chapters and 60 articles, concerning:</p> <ul style="list-style-type: none"> • PART I - General rules Chapter 1: Field of applicability. Chapter 2: Appointment. Chapter 3: The civil servant's duty Chapter 4: Suspension, disciplinary actions, defamation Chapter 5: Dismissal Chapter 6: Special rules respecting civil servants on probationary contract Chapter 6a: Special rules respecting fixed term contracts Chapter 7: Special rules respecting judges etc. Chapter 8: Repeals Chapter 9: Special rules respecting civil servants in the national church • PART II - Salary and other employment conditions Chapter 10: Negotiation and organisational conditions Chapter 11: The Salary Council Chapter 12: The Civil Servants' Court • PART III - Miscellaneous provisions Chapter 13: Personal supplements Chapter 14: Salary advances etc. Chapter 15: Leave of absence etc. Chapter 15a: Employment of non-Danish citizenship Chapter 15b: Appeals • PART IV - Entry into force and transitional provisions Chapter 16: Entry into force and transitional provisions
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