



# CORRECTIONS CAREERS



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

# WP5

## 5.2 EUROPEAN POLICY MAKER MEETING



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

*WP5 – Development of policy action recommendations based on the evidence built in the project for the development of a career guidance mechanisms in CCJ.*

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## Introduction

On February 21st, 2023, a Masterclass event was held in Brussels as part of the WP5 – Development of policy action recommendations based on the evidence built in the project for the development of a career guidance mechanisms in CCJ. This one-day event was organised by SNPP (National Union of Prison Workers) in cooperation with the relevant parliamentary committee and aimed to disseminate information about the virtual environment and modules developed within the project.

The conference provided an opportunity for attendees to learn about the three-year project that aimed to enhance the professional development of correctional staff. The project has focused on developing various products and modules that support the career progression and training of correctional staff members.

During the conference, all project partners presented the outcomes of the initiative and was discussed the challenges and successes encountered throughout the project's lifespan. Attendees had the chance to ask questions, share their own experiences, and engage in meaningful discussions with other stakeholders in the field.

The present quality report aims to understand and describe the attendee's perception regarding the Masterclass. The data is based on a survey developed by IPS\_Innovative Prison Systems as the project partner responsible for ensuring quality.





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## Participants

The Masterclass gathered 49 participants, namely representatives from the European Commission, representatives of the European Parliament, different stakeholders from the nine countries involved in the project, ICPA (International Corrections and Prisons Association), EUROPRIS (European Organisation of Prison and Correctional Services) and EPSU (European Trade Unions for Public Services) and representatives from the project partners.

After the event, SNPP and IPS distributed an evaluation questionnaire to all attendees, with the aim of gathering feedback and insights to help improve future events. Out of the total number of attendees, 12 individuals filled out the questionnaire.

Despite the low response rate of the questionnaire, the feedback collected from attendees was critical for the partnership to assess the success of the event and identify areas for improvement.







## Masterclass Effectiveness

### Survey structure

The survey is composed of questions to evaluate how the topics on the agenda was addressed; preparation of work prior to the meeting; timing and duration of the meeting; agenda; partner's contributions; communication; moderation; goals achievement; atmosphere; materials; logistics. Questions had either short answers, rating scales from 1 to 5 (being 1 for very low/bad and 5 for very high/good), or Yes/No answers.

- **Prior the Masterclass:** most of the respondents agree that was provided enough information before the event.
- **The Masterclass:** the event was evaluated as having very good timing and duration; the partners' presentations were, overall, considered clear and relevant; the atmosphere was considered very positive, and the goals were considered achieved. Some respondents highlighted they would appreciate to have more information about the speakers backgrounds and expertise.

### Strengths

- *The overview on a very complex situation that is not well known, even by the technicians. Every topic could be a new project.*
- *Networking especially during the conversations during the breaks and after the business part*
- *I think the moderator did a really good job in making sure the speakers did not exceed the speaking time they had available, and in elaborating on responses to questions. Another strength was that the relevance and aim of project were emphasized and clearly explained. The language used in the presentations was clear and accessible to anyone who does not have a background in the prison system.*
- *The transnational perspectives brought together for a common purpose.*
- *The combined experience from different countries.*





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- *Involvement of partners as well as a multitude of guests from different professional backgrounds.*
- *The practical presentation.*
- *The issues/matters and provided materials, the plurality and assertively, as the actuality of Prisional officers problems.*
- *Structure of the event. The quality of the information and the way it is presented.*
- *Share experiences and know different possibilities.*

## Weaknesses

- *No.*
- *Don't use so much small text in the presentations.*
- *I don't think there were weak points.*
- *It should last longer (at least one more day) to get really deep in issues and promoted more discussion.*
- *There was no information about the people presenting - their name, education, or workplace. It would be nice to have the possibility to see that information in the presentation and in Agenda.*
- *Different realities, practices of penitentiary services, with a great discrepancy between the evolutionary states of the system in the different countries, presents in the Masterclass.*

## Recommendations

- *Before the event, I would like to know who is coming, what area they are specialists in and what questions they have brought with them.*
- *The dissemination of the elearning tool and the need to promote more effective share between the different European penitentiary systems. Strong focus on the practice of prison guards and less attention towards other careers.*
- *Yes, I have one: keep up the good work!*
- *A follow-up.*
- *when and where is the next meeting? :)*





# Appendixes

## Appendix 1. Invitation



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**Subject: CCJ4C Masterclass Conference**

Dear participant,

On behalf of the consortium of the CCJ4C Project (European Career Counselling Guidelines for Staff Working in Correctional Justice System), **IPS\_Innovative Prison Systems** would like to invite you to the Masterclass Conference, which will take place in Brussels, on February 21<sup>st</sup>.


At this conference, we will present and discuss the products and results of a three-year-old project which has focused on the carrier of the correctional staff.

The CCJ4C Project, funded by European Commission, as a KA3 Erasmus+ action, is a partnership of 9 countries, which integrates prison administrations, trade unions, VET, NGOs and research organisations, and representatives of correctional private and public sector members. The Project was developed considering that prison systems are no longer static hierarchical organisations but are dynamic institutions, subject to continuous change and development. If staff at all levels can be encouraged to recognise this fact, they can be given the opportunity to direct and drive change rather than merely respond when things go wrong.

The partnership has produced a series of Recommendations regarding the Correctional staff career and a ready-to-deploy solution for developing the skills and knowledge of the correctional staff, following a stakeholders' needs analyse and collaborative research with the main beneficiaries of the training in the project partners' countries.

The project results departed from a thorough needs analysis that included desk research on the current situation, a PO survey, and the implementation of a DACUM methodology with stakeholders from the participating countries. The findings of the project were also validated during National workshops of the partnership countries (Denmark, Italy, Germany, Portugal, Romania, Turkey and the UK) and during an International Seminar with different countries' trade union representatives (Bulgaria, Hungary, Moldova, North Macedonia, Norway, Serbia and Spain).

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union representatives (Bulgaria, Hungary, Moldova, North Macedonia, Norway, Serbia and Spain).

The Masterclass Conference will be attended by representatives from the European Commission, representatives of the European Parliament, different stakeholders from the countries involved in the project, ICPA (International Corrections and Prisons Association), EUROPRIS (European Organisation of Prison and Correctional Services) and EPSU (European Trade Unions for Public Services) and representatives from the project partners.

We are looking forward to hearing from you.

Best regards,



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## Appendix 2. Agenda



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**European Career Counselling Guidelines for Staff Working in Criminal  
Correctional Justice System**

### AGENDA

#### Masterclass Conference, 21.02.2023

09 <sup>30</sup> -10 <sup>00</sup>	Registration
10 <sup>00</sup> -11 <sup>30</sup>	Opening /Guests' speech Project presentation: <ul style="list-style-type: none"><li>- Project Philosophy</li><li>- Policy Context Analysis and Research</li><li>- Stakeholders' analysis, supportive competencies, and educative need</li></ul>
11 <sup>30</sup> – 12 <sup>00</sup>	Coffee break
12 <sup>00</sup> - 13 <sup>30</sup>	Project outcomes: <ul style="list-style-type: none"><li>- Virtual learning environment</li><li>- Presentation of the modules:<ul style="list-style-type: none"><li>o Soft skills including neurodiversity</li><li>o Mental Health</li><li>o Organized crime and gangs</li><li>o ICT in prison settings</li></ul></li></ul>
13 <sup>30</sup> – 14 <sup>30</sup>	Lunch
14 <sup>30</sup> - 16 <sup>00</sup>	Project outcomes: <ul style="list-style-type: none"><li>- Presentation of the modules:<ul style="list-style-type: none"><li>o Extremism and violent radicalization</li><li>o Gender differences and issues (stereotypes, stories)</li><li>o Policy proposal as result of International seminar</li></ul></li></ul>
16 <sup>00</sup> -16 <sup>30</sup>	Wrap up and conclusions



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## Appendix 3. Evaluation Questionnaire (with answers)



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## CCJ4C Masterclass EVALUATION

Dear Participant,

Thank you for joining forces with the CCJ4C Consortium and for being present at the Masterclass in Brussels on the 21st, February 2023!

The evaluation of the event is necessary to ensure the quality of further activities. Your opinion is very important to us.

All participants of the event are kindly invited to answer all questions by ticking the appropriate box as well as providing some written text.

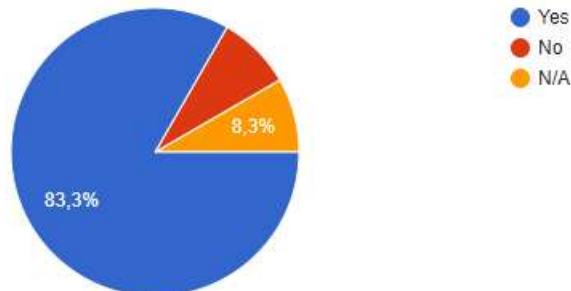
Should any questions arise, please do not hesitate to contact us:

Inês de Castro | ines.castro@prisonsystems.eu  
Adrian Neagoe | asneagoe@gmail.com

### Preparation of the event

Was provided enough information previous to the event?

12 respostas

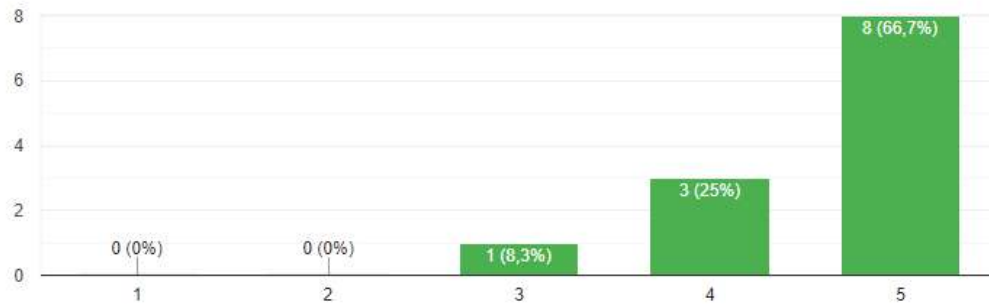


## The event

How satisfied are you with the registration process?

 Copiar

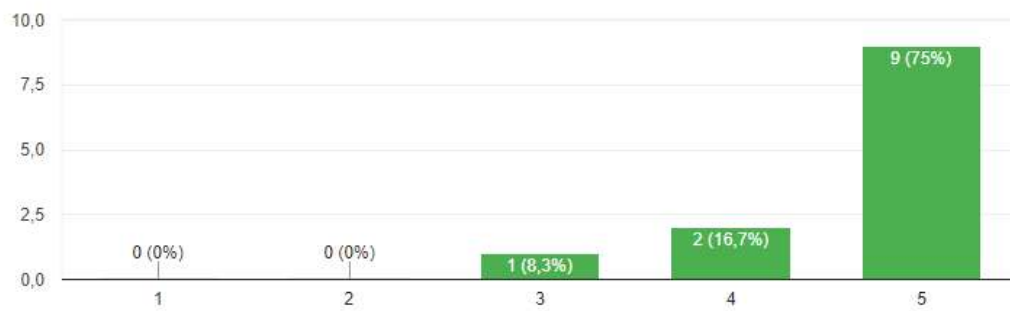
12 respostas



How clear was to you the relevance of the CCJ4C project?

 Copiar

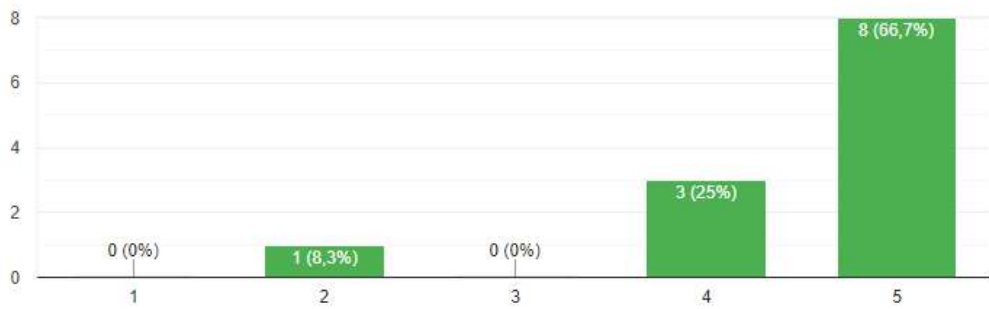
12 respostas



How clear were the purpose and goals of the masterclass.

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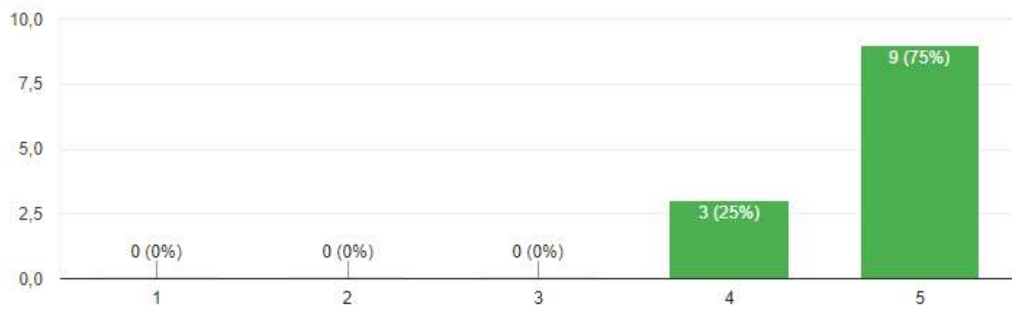
12 respostas



How do you rate the time and duration of the event?

 Copiar

12 respostas

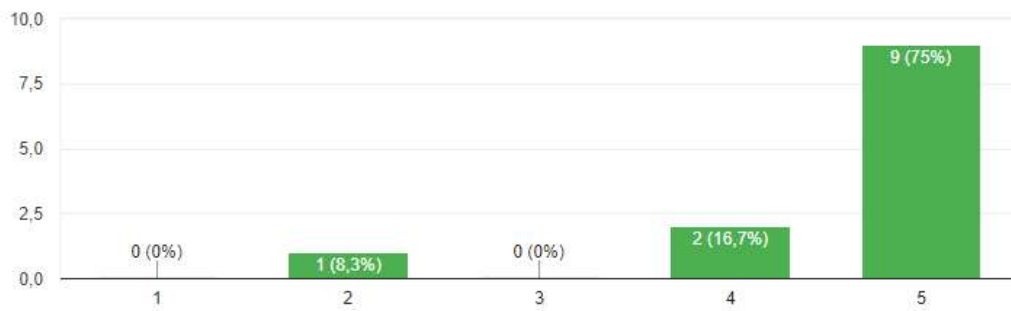




How clear and relevant were the presentations?

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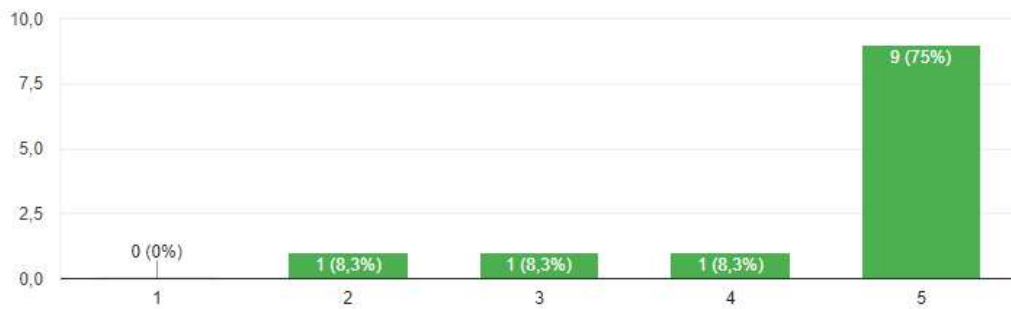
12 respostas



How clear was who are the speakers at the event?

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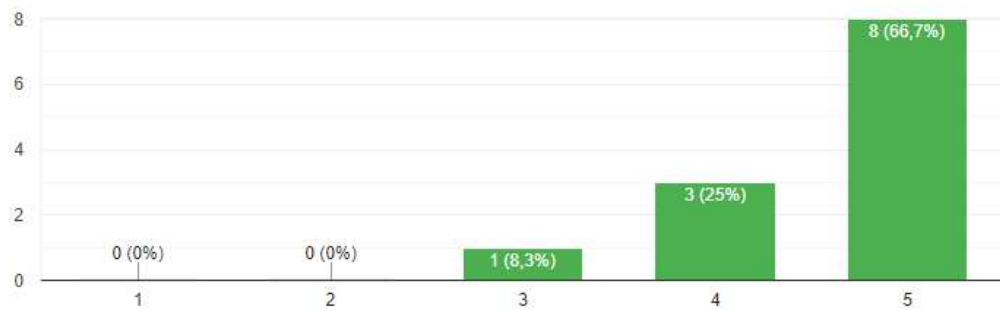
12 respostas



Did the session meet your expectations?

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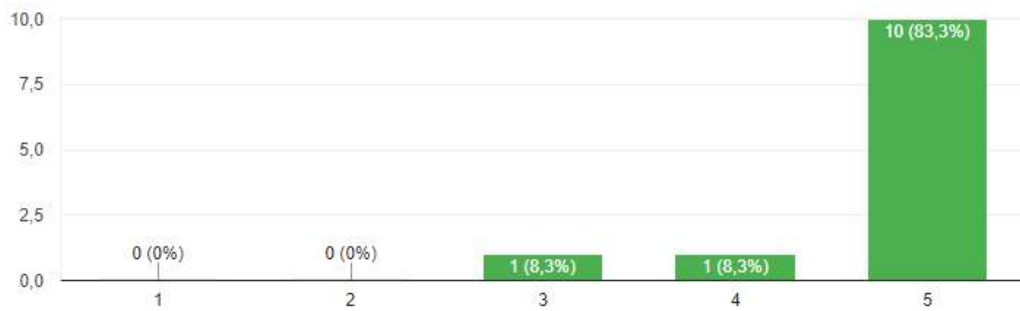
12 respostas



Using a scale from 1 to 10 how satisfied are you with the CCJ4C Masterclass?

Copiar

12 respostas



Appendix 4. Photos









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





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

OVERVIEW OF WHAT WE HAVE PLANNED

Daiana Huber – CPIP, Timisoara Romania



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## A PROPOSAL FOR AN ACTION

PI-FORWARD - Support for policy reform –  
Forward-Looking Cooperation Projects.

## PART OF AN EU PROGRAMME

EPPKA3 - Support for Policy Reform

## AN APPROVED CONTRACT

612883-EPP-1-2019-1-RO-EPPKA3-  
PI-FORWARD.

## A PROMISSE

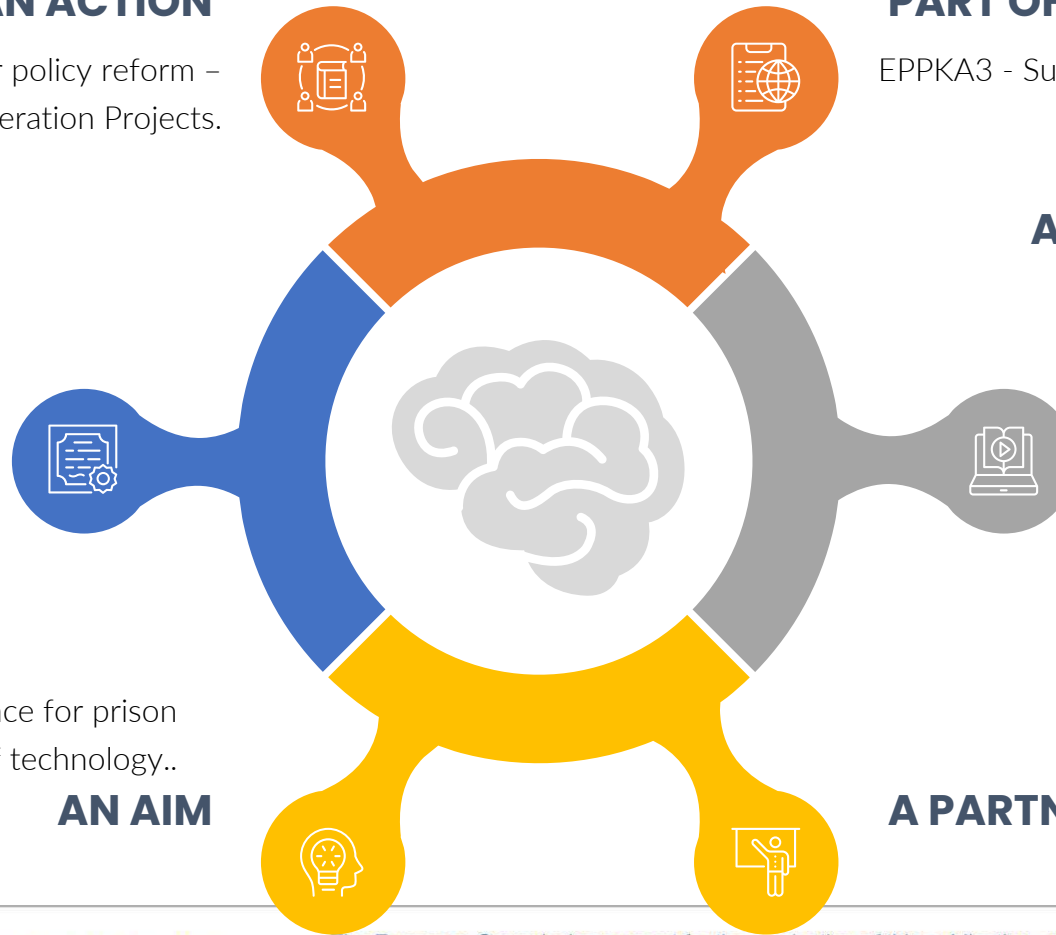
“the project outcomes have the potential for long-term impact on improving, advancing or developing new policy actions, with possible consequences for the educational landscape”  
83 points out of 100 in evaluation

Developing a strategy for Career Guidance for prison staff, with the support of technology..

## AN AIM

## A PARTNERSHIP

Ten project partners from eight countries (Romania, Germany, Turkey, Italy, Portugal, Lithuania, the Netherlands, Denmark, United Kingdom).



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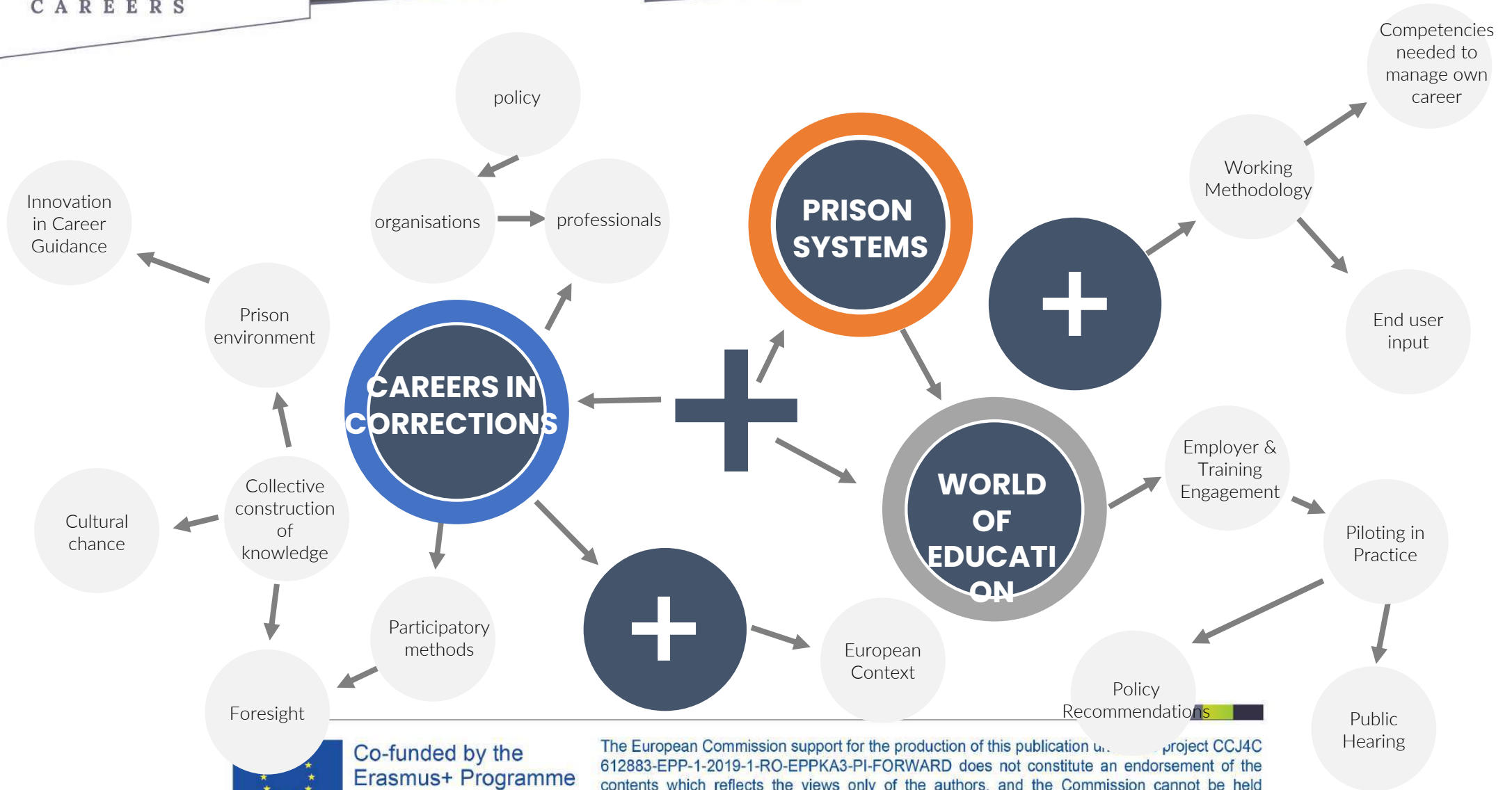
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# OUR CONCEPTS



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# OUR PRIORITIES

## CALL PRIORITIES

PROMOTING INNOVATIVE  
TECHNOLOGY IN THE FIELD OF  
PROVIDING CAREER GUIDANCE.

## SECTORAL PRIORITIES

DEVELOPING PARTNERSHIPS  
BETWEEN EDUCATION AND  
EMPLOYMENT.

## HORIZONTAL PRIORITIES

FOSTERING THE ASSESMENT OF  
TRANSVERSAL SKILLS.

## SECTORAL PRIORITIES

REVISING AND STRENGTHENING  
THE PROFESSIONAL PROFILE OF  
TEACHING PROFESSION



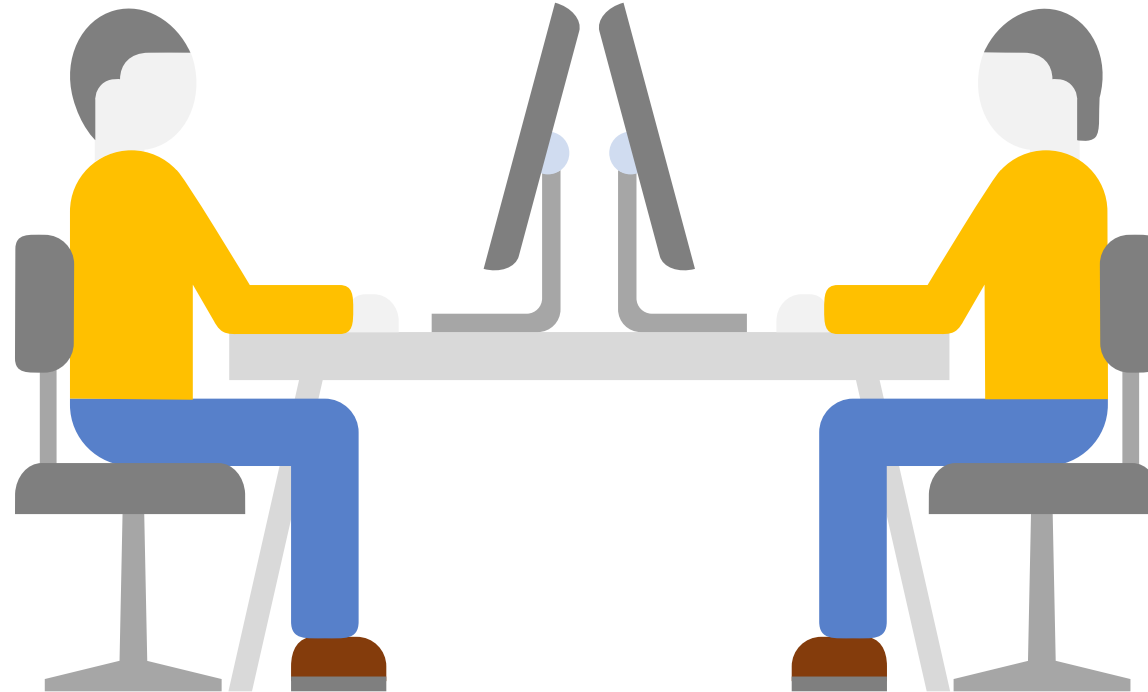
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# WHAT HAVE WE PLANNED TO DO?



36 MONTHS OF ACTIVITY + extension

6 WORK PACKAGES – 2 TRANSVERSAL AND 4 IN SEQUENCE



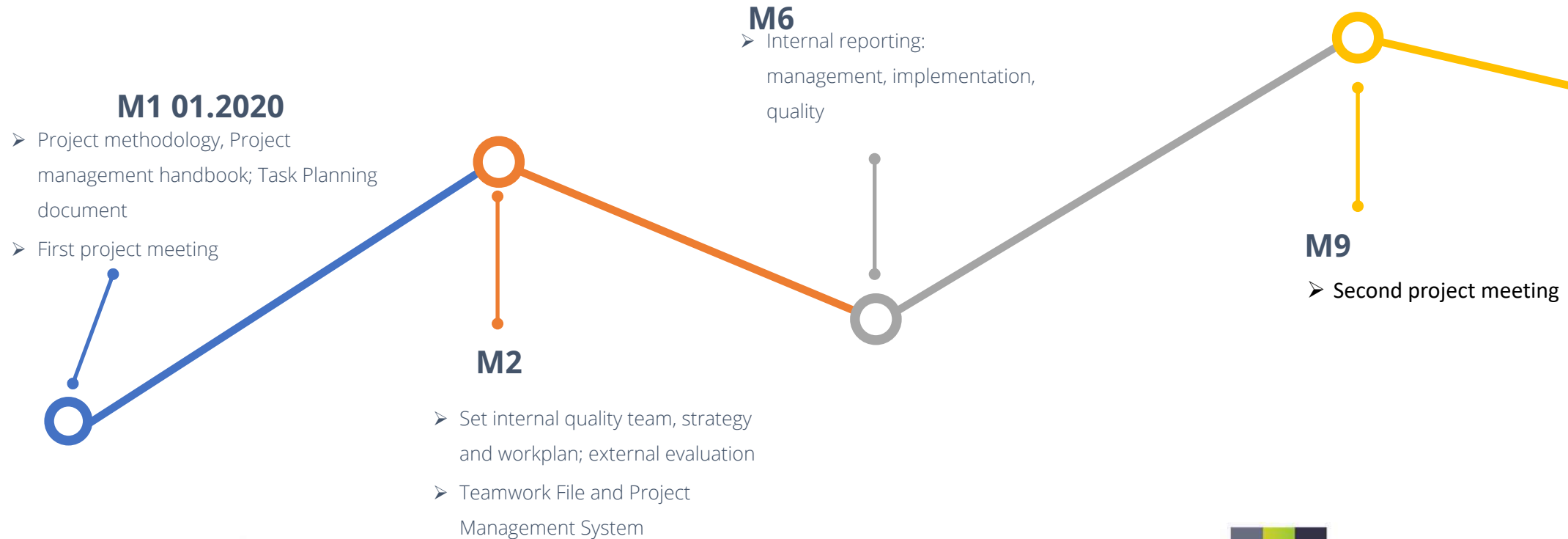
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# Work package 1

## Management and coordination







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# Work package 1

## Management and coordination

**M18**

➤ Third project meeting

**M24**

➤ Internal reporting:  
management, implementation,  
quality

**M30**

➤ Internal reporting:  
management, implementation,  
quality

**M37**

✓ Final report: management,  
implementation, quality,  
external evaluation,  
dissemination

**M12**

➤ Internal reporting

**M19**

➤ Interim report: management,  
implementation, quality,  
external evaluation,

**M26**

➤ Fourth project meeting

**M33**

➤ Fifth project meeting



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**M6**

- Identification of relevant public policies
- Identification of relevant career pathways

# Work package 2

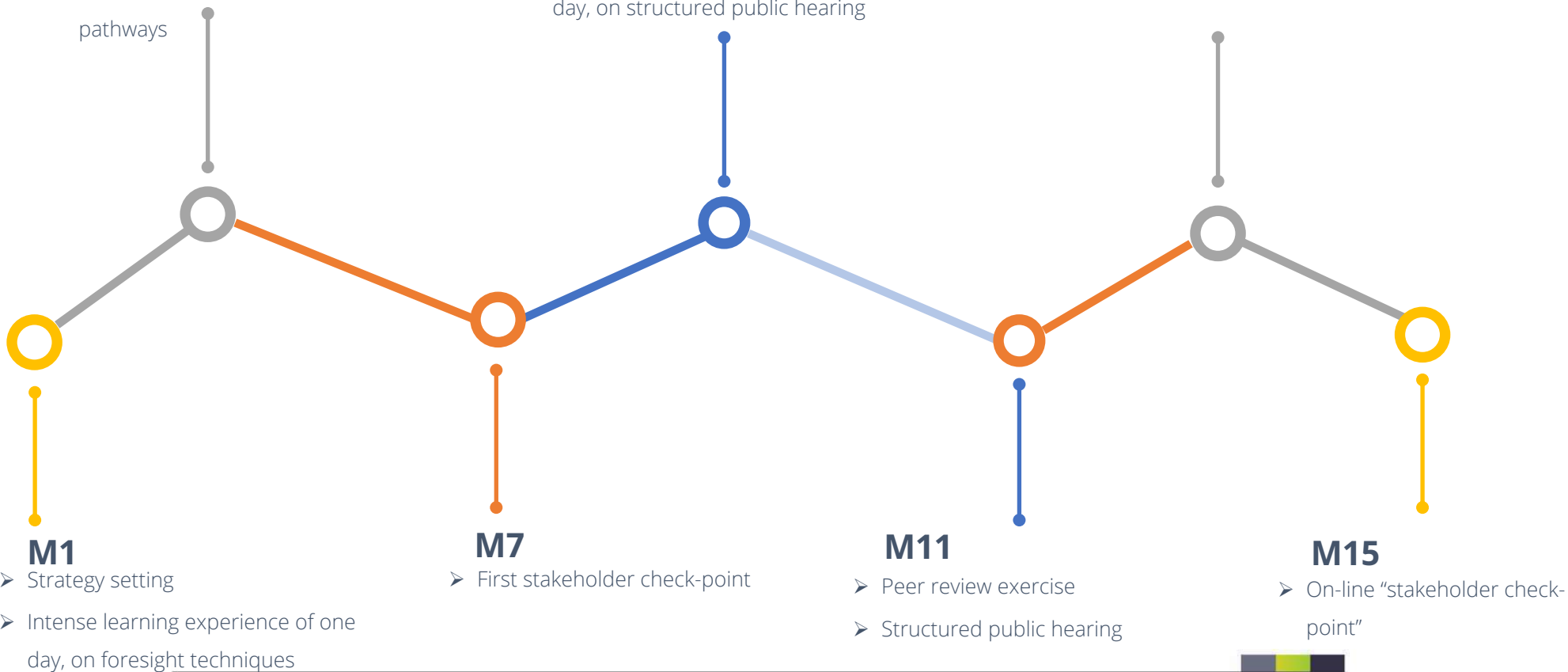
## Policy Context Analysis In CCJ Careers

**M9**

- "Current situation" paper
- Intense learning experience of one day, on structured public hearing

**M13**

- List of favourable scenarios and outcomes



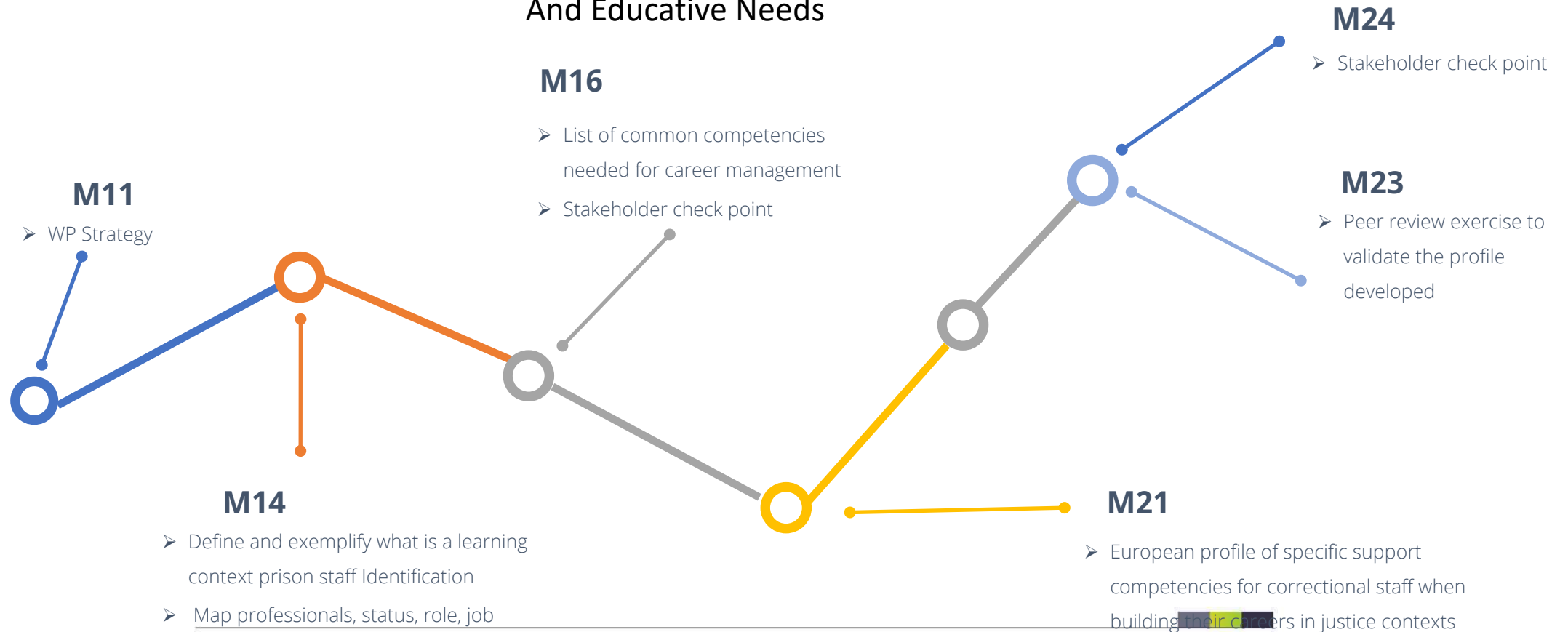
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# Work package 3

## Stakeholders Analysis In CCJ Careers, The Supportive Competencies And Educative Needs





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# Work package 4

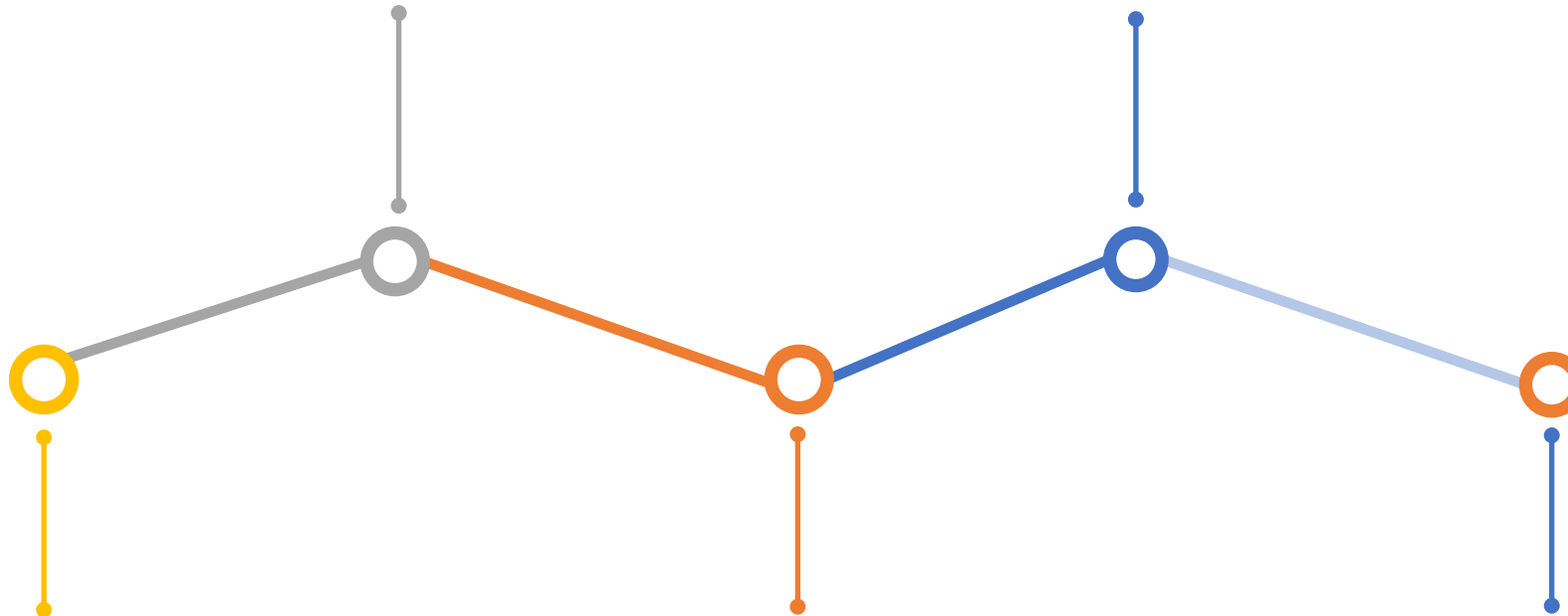
Development of learning tools & resources to bridge the policy context and the learning context in an interactive environment.

## M21

- Identify available learning resources

## M30

- Pilot the on-line environment



## M18

- Implementation strategy, task allocation, calendar, templates and tools

## M26

- Develop specific modules
- Development of an on-line environment

## M31

- Program Toolkit containing access to the on-line environment



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# Work package 5

Development of policy action recommendations based on the evidence built in the project for the development of a career guidance mechanisms in CCJ

## M30

- Understanding of the context within which decisions are made for policy and practice

## M33

- Statements regarding where the evidence seems to point at.
- Recommendations that can support the implementation of evidence into actions

## M 36

- European workshop with policymakers
- European conference and practitioners' master class



## M27

- Implementation strategy

## M31

- Identify evidence for interventions

## M35

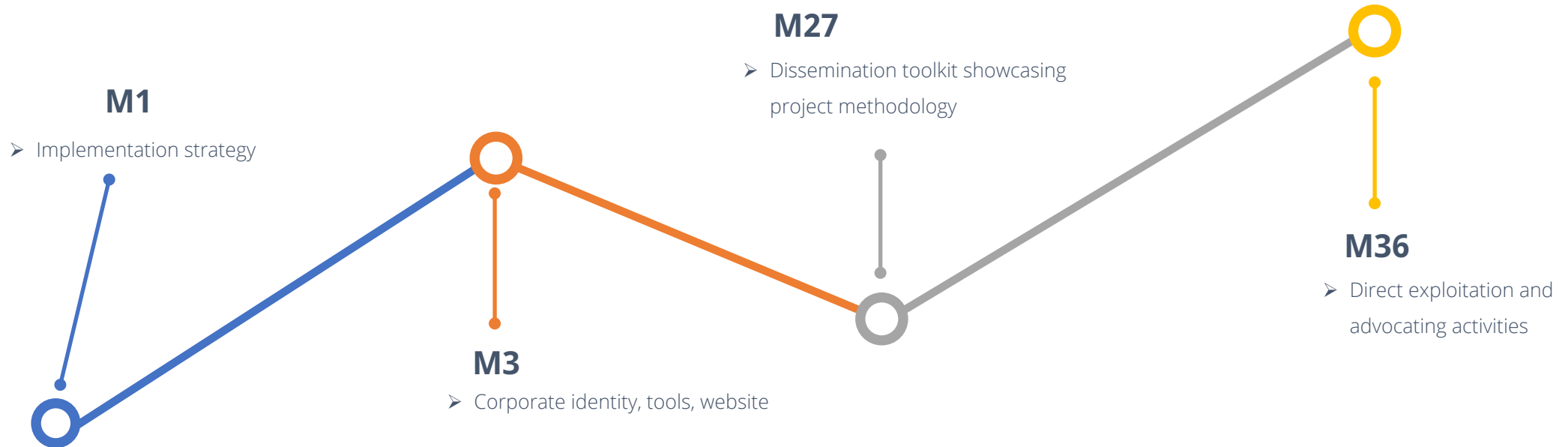
- National workshops with policymakers





# Work package 6

## Dissemination, Exploitation and Sharing of Inspiring Practices





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# *Aligning the goals of detention and rehabilitation with recruitment, retention and professional development strategies in European prisons: **Policy Context Analysis and Research***

21.02.2023 Corrections Careers Masterclass, Brussels

Dr. Alexander Vollbach & Rhianon Williams

Bremen Ministry of Justice and Constitution, Germany



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## Why does the Bremen Ministry of Justice engage in European projects?

Bremen Prison has a long history of learning from and with partners in Europe

Wide variety of staff training projects to help staff stay ahead of this dynamic profession

Raises public awareness that we are looking for “good prison projects” and that we invest in staff training on a local level.



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## Bremen Ministry of Justice's gains from engaging in the Corrections Careers Partnership

Input into – and validation of – Bremen's approach

Greater alignment with international standards

Collective EU response to common problems

Listening to and valuing our staff



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## **The Policy Context: Corrections Careers Partnership Analysis and Research**

- Precursor: follows extensive literature review and country reports on career guidance
- Aim of survey to analyze needs of prison officers: to find out if our basic assumptions about career guidance in prison were correct
- Questionnaire developed in a collaborative effort between all partners
- Implemented in summer of 2020 (during the pandemic) using Google forms
- 5 countries (TR, IT, DE, RO, PT) translated into national language plus international respondents in English
- 1007 total responses
- Despite different response rates, the following results are primed to balance



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# SPOTTING REGIONAL DIFFERENCES 1

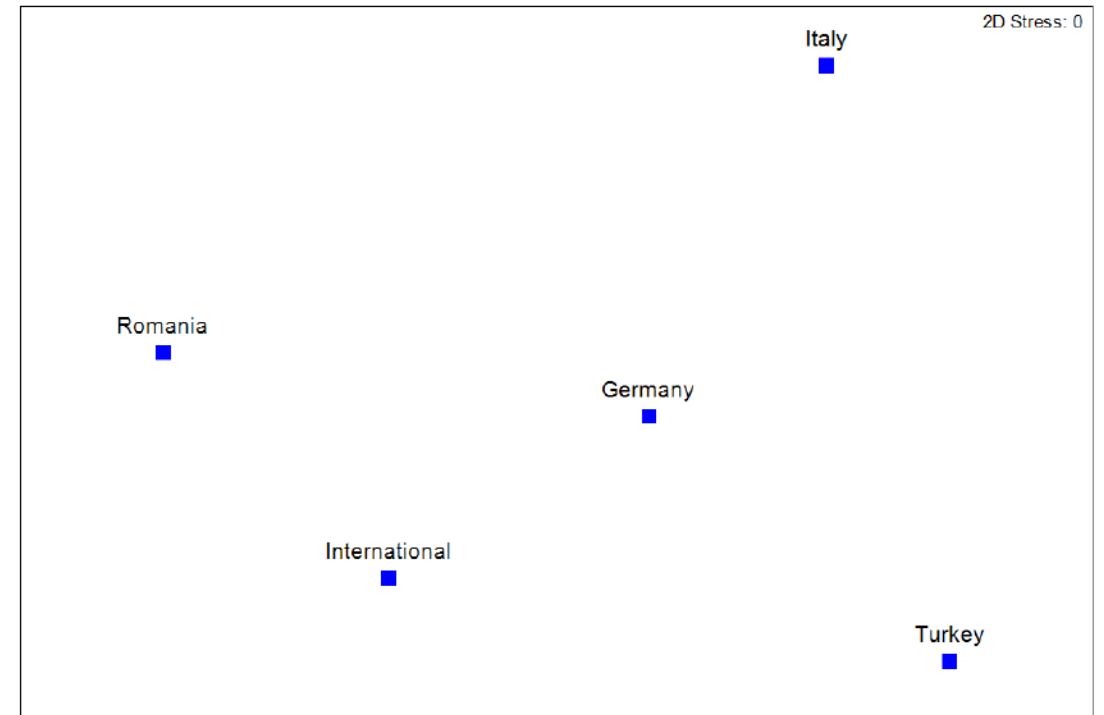
## DOES TIME AND EXPERIENCE IN THE ROLE MEAN A DIFFERENCE IN RESPONSES BETWEEN REGIONS?

- How long in current position
- Has this been your only career?
- Do you consider your salary enough...?
- Do you seek out career counselling or are all employees given career counselling?
- When you go to work do you consider this...
- I feel I am given guidance to understand opportunities/ philosophy of corrections

**High similarity in responses by region: no region had significant 'outlier' responses.**

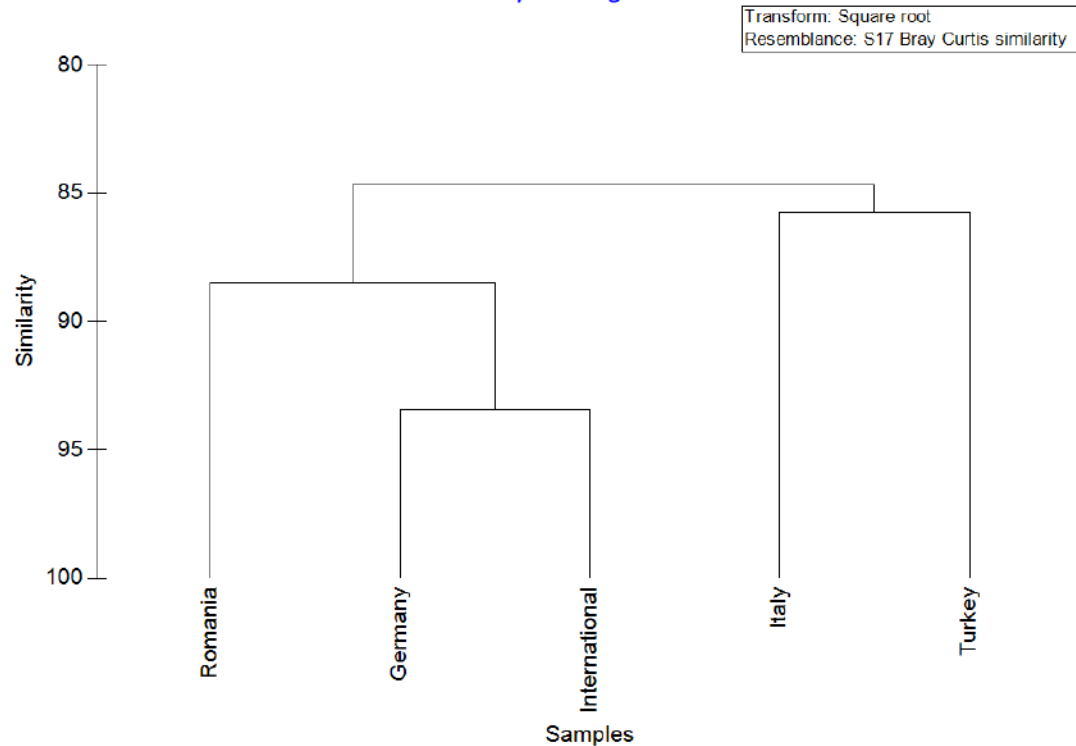
WHETHER TIME AND EXPERIENCE MAKE A DIFFERENCE TO ENTHUSIASM FOR JOB?

Transform: Square root  
Resemblance: S17 Bray Curtis similarity





WHETHER TIME AND EXPERIENCE MAKE A DIFFERENCE TO ENTHUSIASM FOR JOB?  
Group average



By the region being plotted at a distance on 2D plain from the other regions (multidimensional scaling analysis)

- Similarity of 85%
- **High similarity indicates regional differences in answers to these sets of questions minimal.**





# SPOTTING REGIONAL DIFFERENCES 2

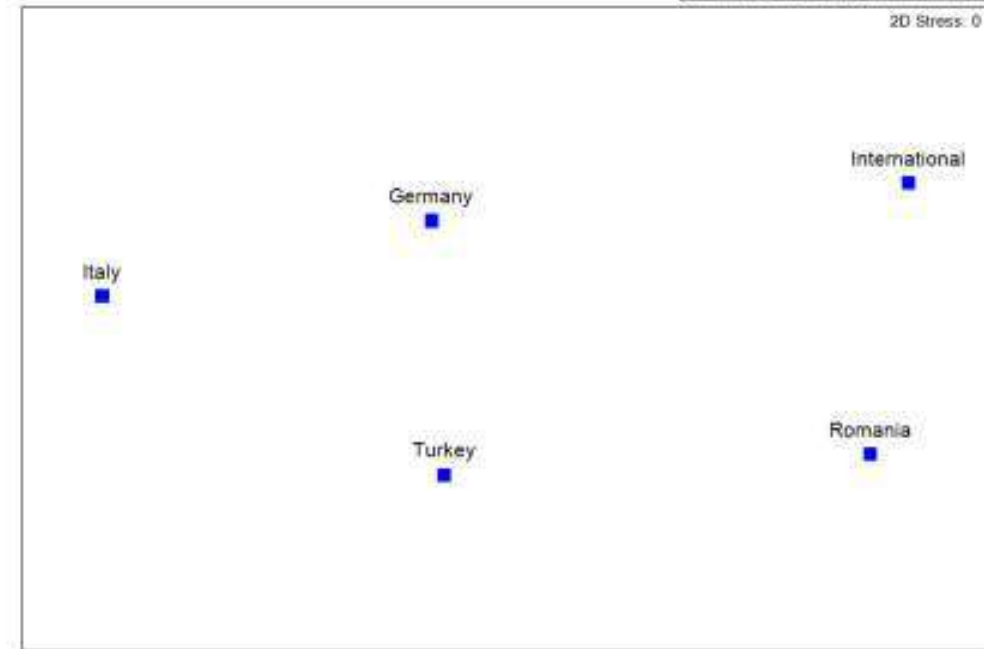
## DOES TRAINING AND MENTORING OPPORTUNITIES MEAN A DIFFERENCE IN RESPONSES BETWEEN REGIONS?

- Do you have an annual job performance review?
- Are you receiving enough training to perform your duties effectively?
- To what extent do you think this training helps you stay in your job?
- Do you have a career mentor or counsellor not line manager?
- How much information is there present in leadership development career..?
- I feel I am given guidance to understand opportunities/ philosophy of corrections

**High similarity in responses by region: no region had significant 'outlier' responses.**

WHETHER TRAINING AND MENTORING OPPORTUNITIES OFFERED MAKE A DIFFERENCE TO ENTHUSIASM FOR JOB?

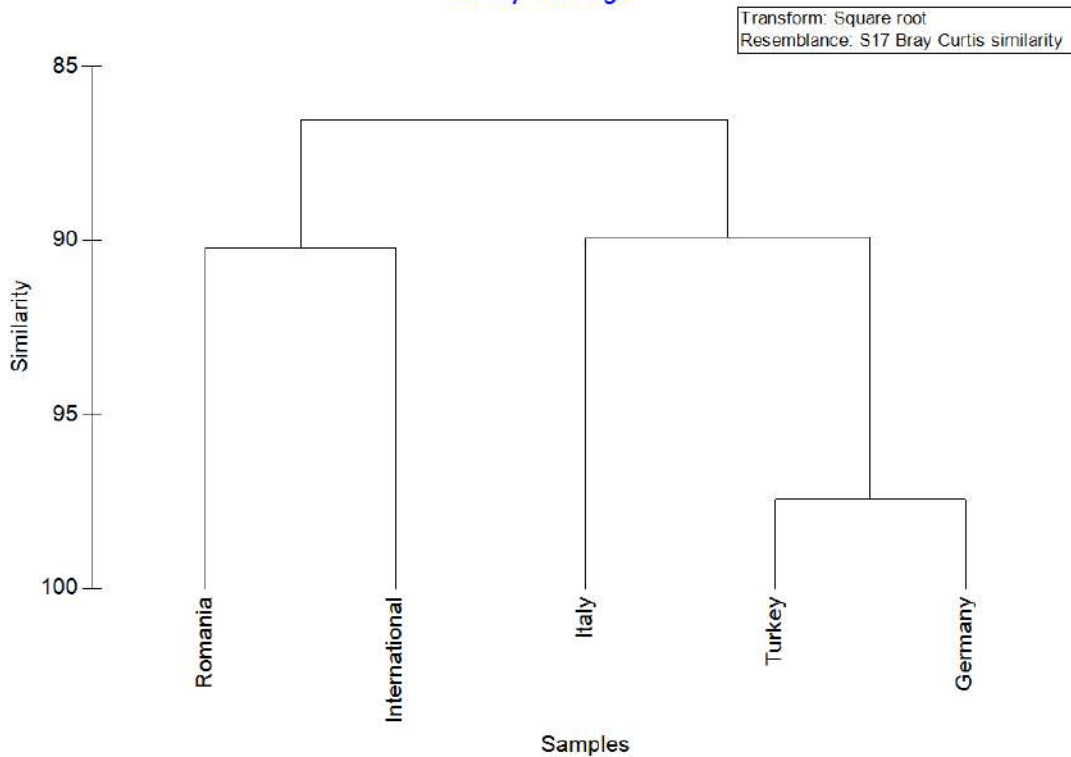
Transform: Square root  
Resemblance: S17 Bray Curtis similarity



MULTIDIMENSIONAL SCALING ANALYSIS



WHETHER TRAINING AND MENTORING OPPORTUNITIES OFFERED MAKE A DIFFERENCE TO ENTHUSIASM FOR JOB?  
Group average



By the region being plotted at a distance on 2D plain from the other regions (multidimensional scaling analysis)

- Similarity of 87%
- **High similarity indicates regional differences in answers to these sets of questions minimal.**



Positive correlations indicate both values rise in unison, negative values indicate if one value rises, the other lowers.  
(Grey = insufficient data)

Pearsons correlation $r$	Strength of correlation	negative correlation	positive correlation
0 to 0.1	weak		
0.1 to 0.2	small		
0.2 to 0.3	small to medium		
0.3 to 0.5	medium to large		
0.5+	strong		

	Are you a correctional officer?	Are you a line manager to correctional officers?	How long have you been in your current position at the prison?	Has this been your only career?	Do you consider that your salary is enough to perform your duties?	Do you feel your organization provides you with enough motivation to keep you in your career?	Does your organisation have an annual job performance review?	If you answered no, do you think staff would benefit from an annual performance evaluation?	Are you/ are your prison staff receiving enough training to perform your duties effectively?	To what extent do you think this training helps you stay in your job?	How much information is there in basic training that prison work is a career?	How much information is there on development of leadership skills?	When you go to work, do you consider this a job - Public mission?	Do you sometimes not tell people that you work in prison?	How receptive are managerial staff to learning and development?	Does your prison officially (outside of the prison) promote working in corrections as a career?	Do you need to seek out career counselling yourself, or is career counselling given to all employees?	Do you have a career mentor or counsellor you can visit, who is not your line manager?	I feel I am given guidance on education opportunities to better understand the philosophy of corrections	I feel I am given guidance to training opportunities that help me do my job better
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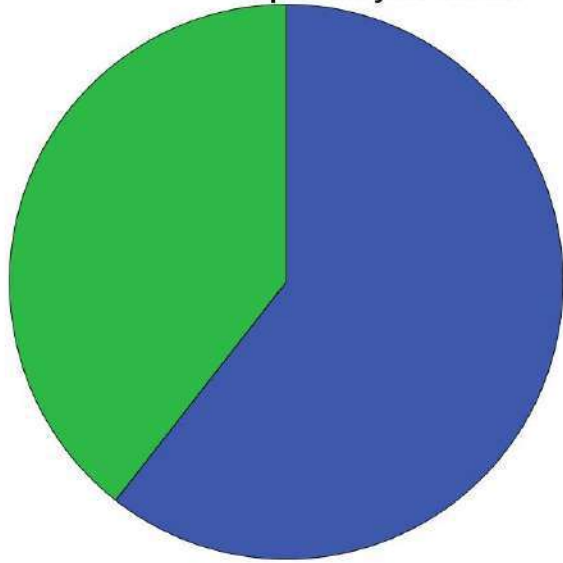


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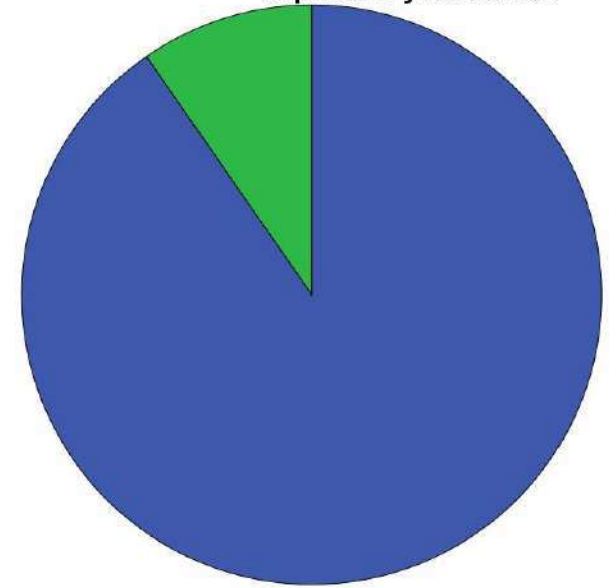


German Respondees - Do you consider that your salary is enough to perform your duties?



No  
Yes

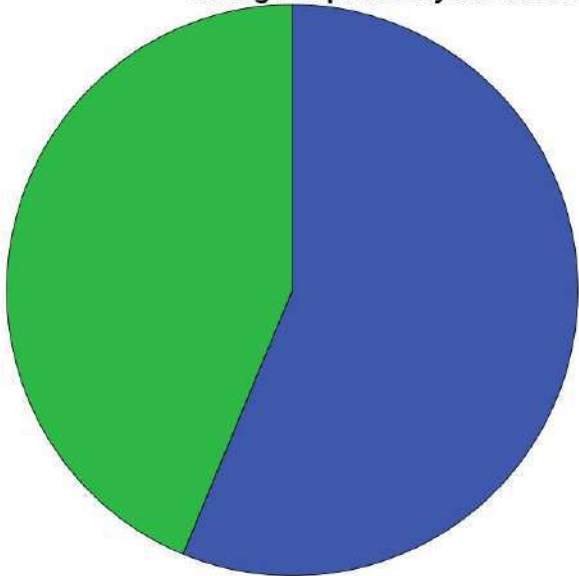
Italian Respondees - Do you consider that your salary is enough to perform your duties?



No  
Yes

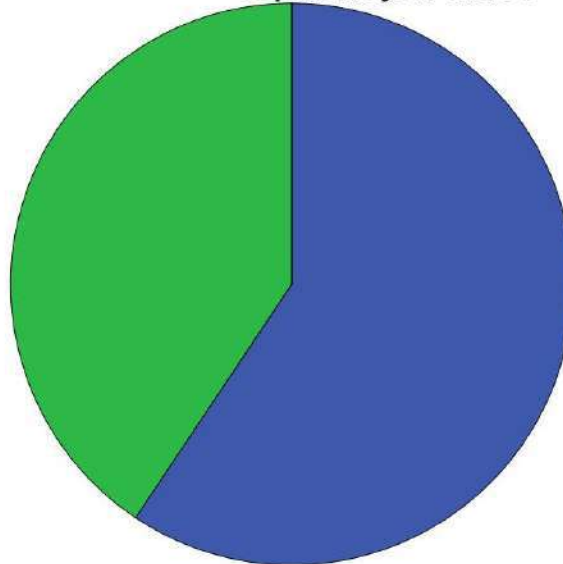
Do you consider that your salary  
Is enough to perform your duties?

International Respondees - Do you consider that your salary is enough to perform your duties?



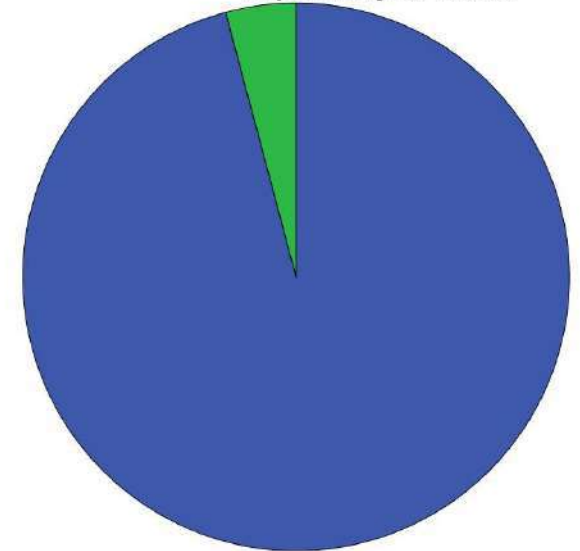
No  
Yes

Romanian Respondees - Do you consider your salary is enough to perform your duties?



No  
Yes

Turkish Respondees - Do you consider that your salary is enough to perform your duties?



No  
Yes

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0.5+	strong		

Do you feel your organization provides you with enough motivation to keep you in your career?

Does your organisation have an annual job performance review?

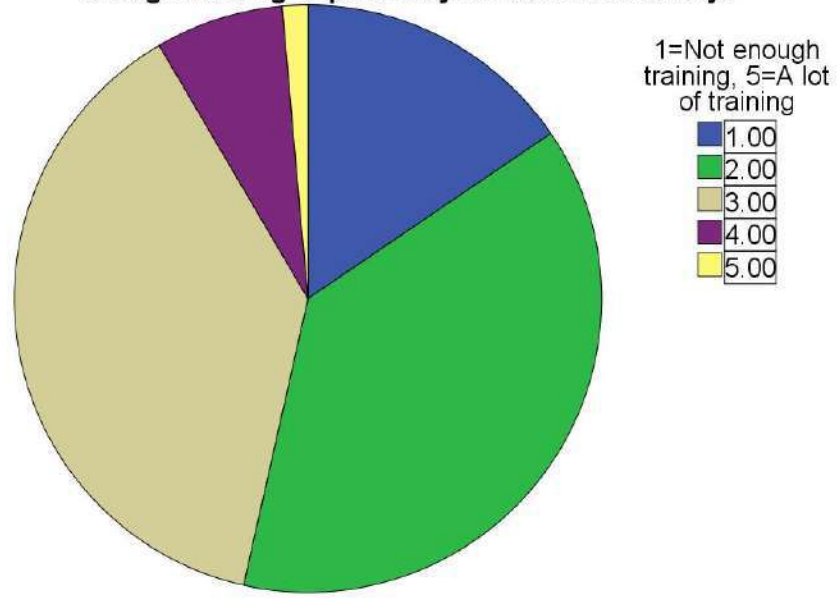
If you answered no, do you think staff would benefit from an annual performance evaluation?

Are you/ are your prison staff receiving enough training to perform your duties effectively?

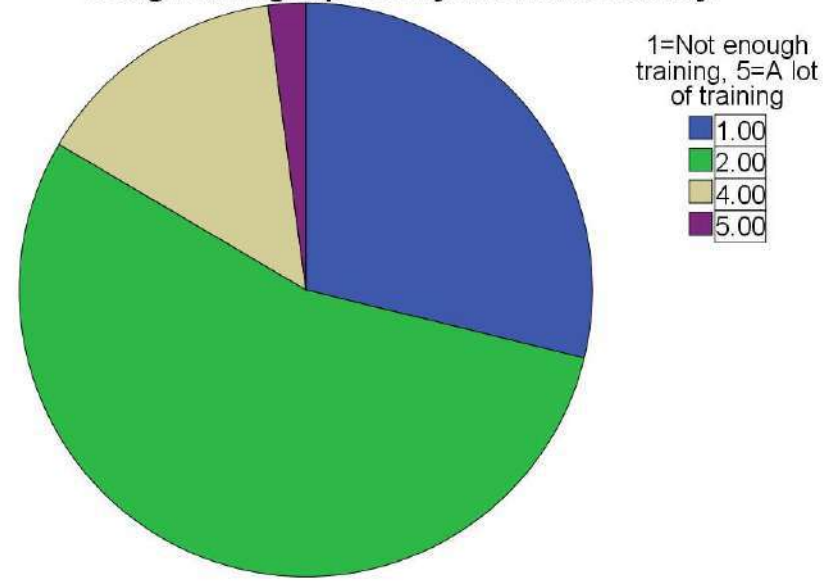
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**German Respondees - Are you/ are your prison staff receiving enough training to perform your duties effectively?**

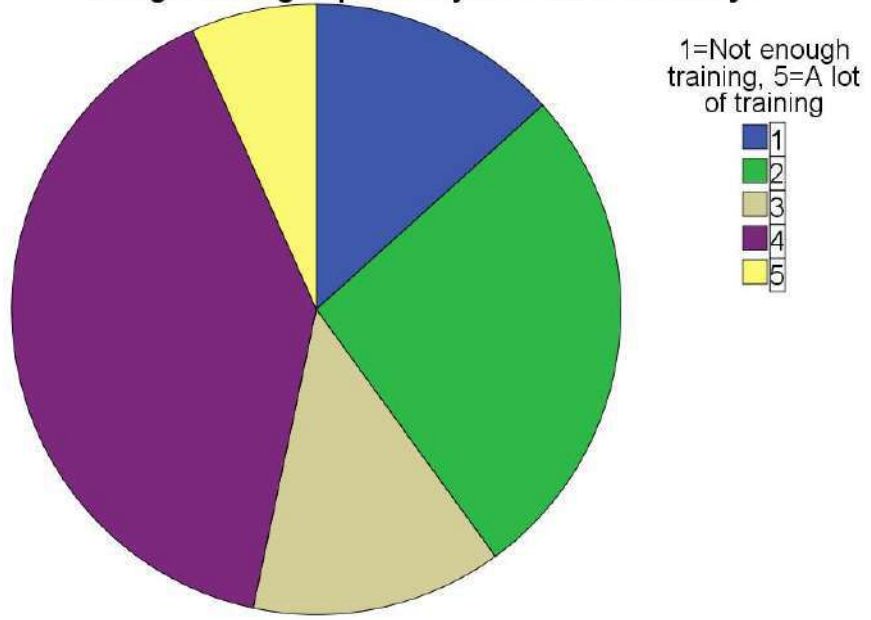


**Italian Respondees - Are you/ are your prison staff receiving enough training to perform your duties effectively?**

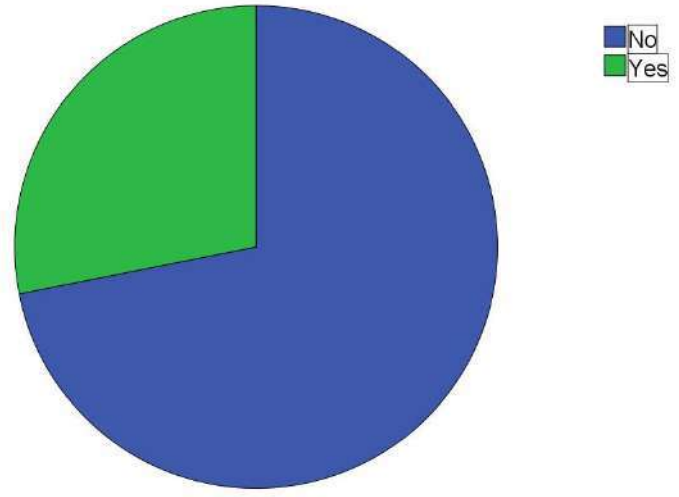


Are you/ your prison staff  
Receiving enough training to  
Perform your duties  
Effectively?

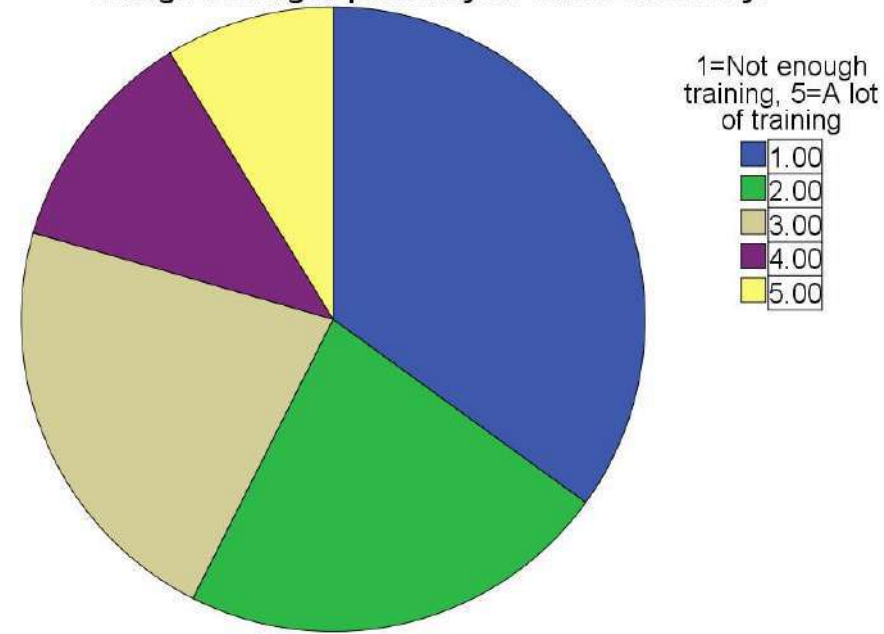
**International Respondees - Are you/ are your prison staff receiving enough training to perform your duties effectively?**



**Romanian Respondees - Are you/ are your prison staff receiving enough training to perform your duties effectively?**



**Turkish Respondees - Are you/ are your prison staff receiving enough training to perform your duties effectively?**



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How much information is there in basic training that prison work is a career?

How much information is there on development of leadership skills?

When you go to work, do you consider this a job - Public mission?

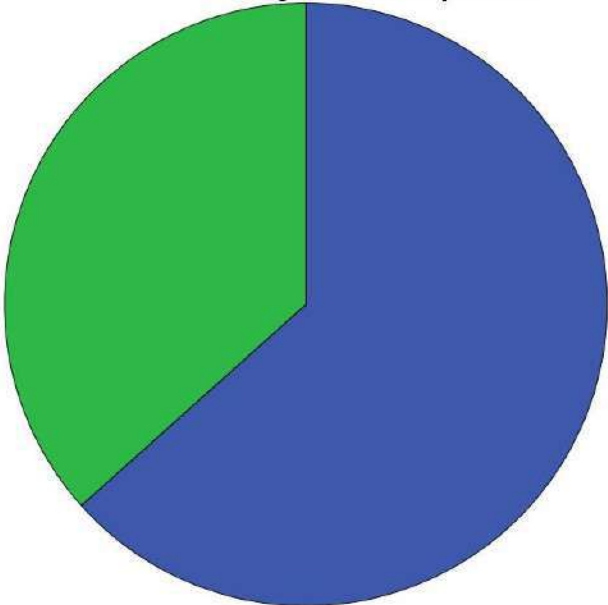
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How receptive are managerial staff to learning and development?

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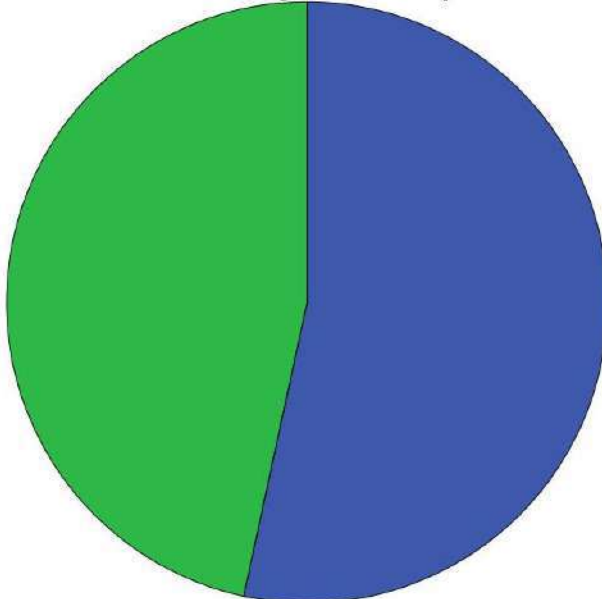


German Respondees - Do you sometimes avoid telling people that you work in prison?



No  
Yes

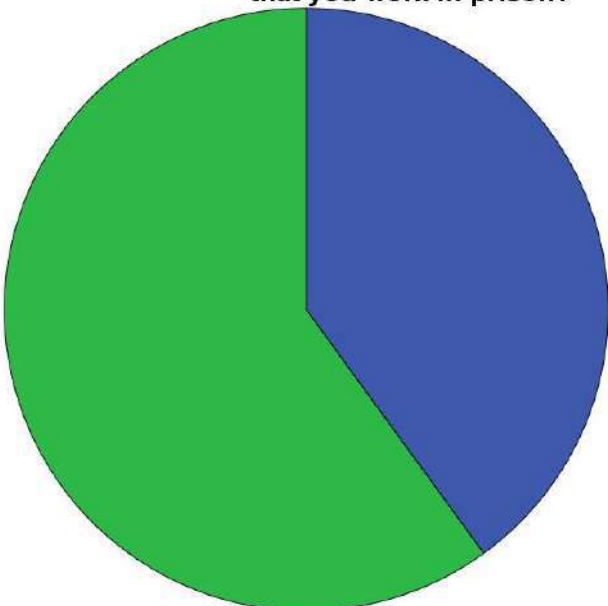
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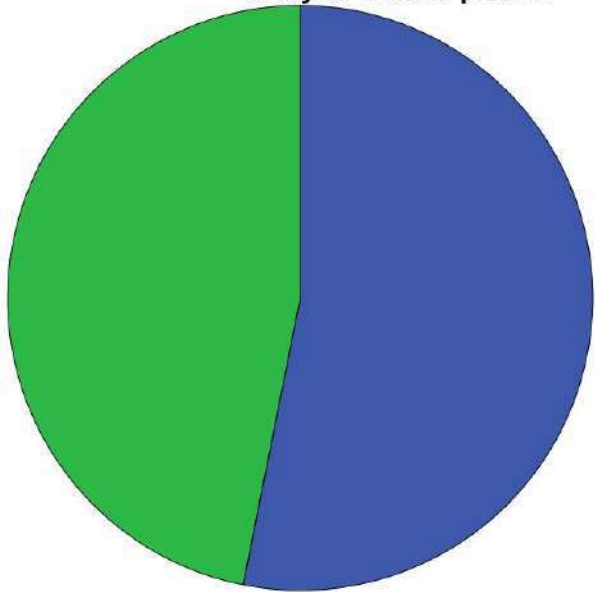
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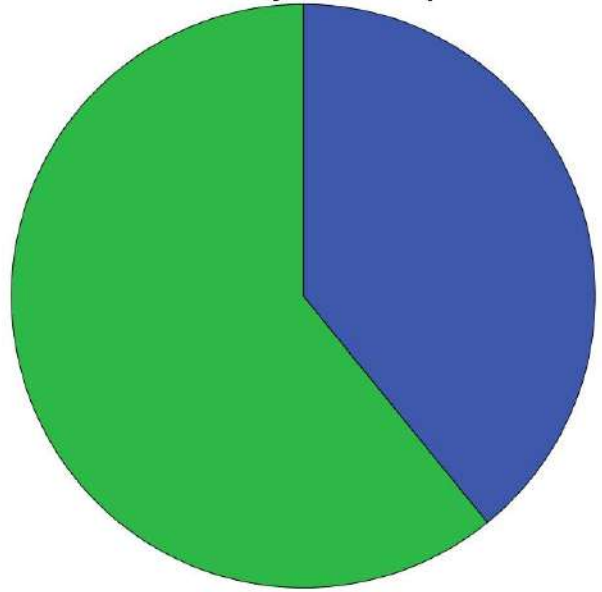
No  
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Romanian Respondees - Do you sometimes avoid telling people that you work in prison?



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## Strong positive correlations

- Wherever respondents were guided towards training opportunities, they felt they better understood the philosophy of corrections.
- Where prisons provide 'good motivation', like good salary and holidays, staff are also more likely to feel like they get enough training to do their job
- If respondents 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
- Where managerial staff are identified as open to training and learning, career opportunities more likely to be promoted outside of the prison (or vice versa?).





## Small negative correlations

- Line managers of COs are slightly less likely to think about prison as a 'public mission', but a 'career'.
- Respondents who said their salary was not enough were slightly less likely to think of prison as a 'job' rather than a 'public mission'
- Respondents who had recently joined the prison were less likely to seek out career opportunities or know if the prison supplied info.
- Respondents were slightly less likely to tell people they work in prison if
  - a) they felt they were not receiving enough training
  - b) they did not have good holidays and salary etc.
  - c) their prison does not promote work opportunities outside the prison







# How can we better align the goals of detention & rehabilitation with recruitment & retention?

- ✓ **Choose the most effective points** for career development, e.g. during basic CO training, at annual review, during potential promotion
- ✓ **Think holistically:** Pride in public service role, management open to training and wider community recruitment often came hand-in-hand
- ✓ **Motivate CO training uptake:** Irrespective of the type of training, simply feeling valued and guided towards professional development furthers understanding of rehabilitative needs and makes COs positive ambassadors





CORRECTIONS  
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## Next steps

- On the basis of these results: develop a methodology to begin or improve guidance process in prisons.
- Build an online tool for competencies-based profile for career management in corrections.
- Using this as a springboard to produce an EU wide evidence base on the need to structure prison careers more effectively: make a case for change on the European public agenda.
- To showcase learning tools: Corrections Careers  
[www.careersincorrections.com](http://www.careersincorrections.com)



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CORRECTIONS  
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# Thanks for your attention!

Stay in touch:

Dr. Alexander Vollbach, [alexander.vollbach@justiz.bremen.de](mailto:alexander.vollbach@justiz.bremen.de)

Rhianon Williams, [rhianon.williams@justiz.bremen.de](mailto:rhianon.williams@justiz.bremen.de)



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

Stakeholders Analysis in CCJ Careers, the supportive competencies, and educative needs

Inês de Castro | IPS\_Innovative Prison Systems

[ines.castro@prisonsystems.eu](mailto:ines.castro@prisonsystems.eu)



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## Stakeholders Analysis in CCJ Careers, the supportive competencies, and educative needs

- Focus on the development of a catalog of skills for Criminal Correctional staff.



- Provide in-depth knowledge of correctional staff (learning and training situations, effective methodologies, understanding the skills set needed to manage own careers.)

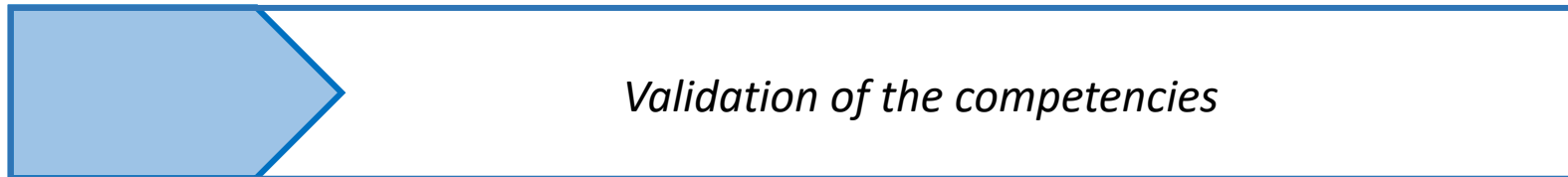
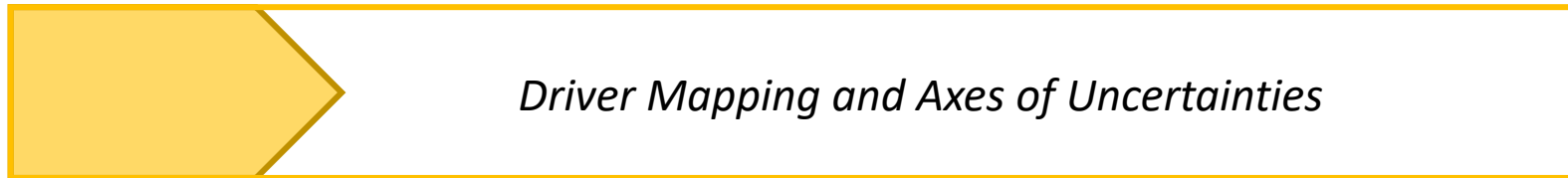




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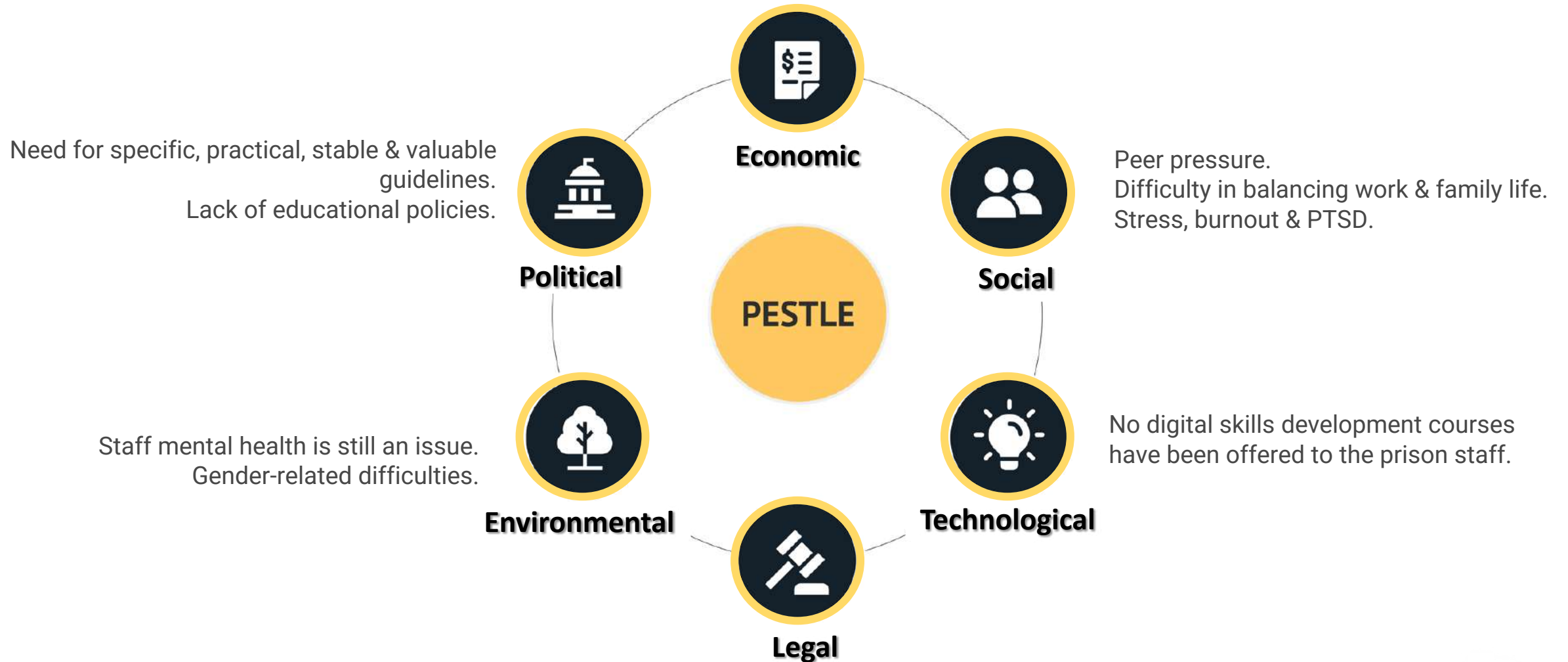
## Stakeholders Analysis in CCJ Careers, the supportive competencies, and educative needs

### Two activities:



# Driver Mapping and Axes of Uncertainties

Training activities are scarce and lack quality.  
Less quality of work.



Training and learning are crucial to keeping up with the existing laws and providing effective work.



## Validation of the competencies



Dacum workshops



Interviews



Questionnaires







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## E-Learning Modules Structure



Mental health awareness and strategies

IT in prison settings

Soft skills

Knowledge of important procedures

Know and deal with diversity among inmates

Know and deal with specialised crimes

Gender considerations





CORRECTIONS  
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## Mental health awareness and strategies



- Mental health in prison staff
- Deal with inmates who have mental illness



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CAREERS

## IT in prison settings



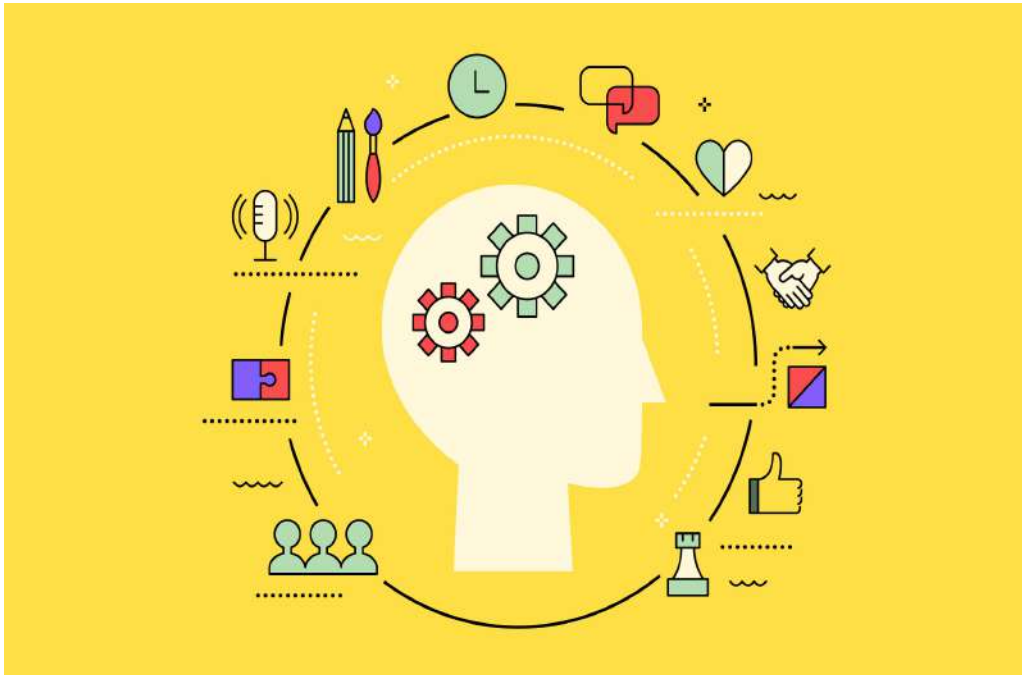
- Digitalization as capable to increase productivity and save time.



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## Soft skills

- Empathy
- Listening & communication skills
- Self-confidence
- Assertiveness
- Decision-making competencies
- Self-control
- Emotional awareness
- Stress management







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## Knowledge of important procedures



- Knowledge of specific procedures inherent to the job role.
- Know how to support inmates' safety.
- Dealing with critical and challenging situations.
- Conflict resolution techniques .



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CAREERS

## Know and deal with diversity among inmates



- Culture
- Language
- Age
- Religion



## Know and deal with specialised crimes



- Cybercrimes
- Terrorism/radicalisation
- Drugs
- Organised crime
- Mafia



## Gender considerations



- Particular challenges (e.g., dealing with male inmates, tackling de-escalating violence)





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

Thank you for your attention

Inês de Castro | IPS\_Innovative Prison Systems  
[ines.castro@prisonsystems.eu](mailto:ines.castro@prisonsystems.eu)



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INNOVATIVE  
PRISON SYSTEMS





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

## GENDER DIFFERENCES AND ISSUES



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## ABOUT CEIPES

***CEIPES – International Centre for the Promotion of Education and Development*** is a global association founded in 2007 in Palermo (Sicily) with the aim of empowering people, organizations and communities by promoting innovation, education, work and experience.



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CAREERS

## **CEIPES AREAS OF INTERVENTION**

The main areas of intervention are articulated in Units as follow:

- Unit 1**  Innovation, Technology, Sustainability and Entrepreneurship
- Unit 2**  Human and Civil Rights
- Unit 3**  Art, Culture, Design and Gamification
- Unit 4**  Well-being, Sport and Disability

The project CCJ4C is part of the Human and Civil Right Unit



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CAREERS

## CEIPES CONTRIBUTION FOR CCJ4C

Within other contributions, specifically within *Work Package 4 - Development of learning tools & resources to bridge the policy context and the learning context in an interactive environment* CEIPES has created a module of pre-assessment and a survey of post -assessment on deconstructing gender stereotypes

The module and the survey have been created to help correctional staff to increase awareness about the topic and to facilitate a change of perspective and therefore behavior



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**CORRECTIONS**  
CAREERS

## **DECONSTRUCT GENDER STEREOTYPES – THE MODULE**

The module provides exercises, videos and assessments for correctional staff (prison officers, administrative staff, management and human resources).

The module does not aim to exhaust the topic, but rather to carry out practical activities that can stimulate a constructive dialogue between colleagues, encouraging further research.

Overall, the module:

-  Introduces to correctional staff the concept of gender stereotypes
-  Highlights the female perspective (barriers and challenges)



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## DECONSTRUCT GENDER STEREOTYPES MODULE – STRUCTURE

The module is divided into 4 sections:

- ➔ Gender stereotype: some basics to start
- ➔ Inside women perspective
- ➔ Which are the limits that female officers experience in the penitentiary system?
- ➔ Gender mainstreaming strategy

Depending on the level of awareness assessed with some initial questions it is possible to be directed to the right session to start the exercises



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## **DECONSTRUCT GENDER STEREOTYPES MODULE - SECTION 1**

*Some basics to start*

In our society, gender discriminations are still pervasive.

Perpetration of stereotypes and gender inequalities also rely in the language as it shapes the way in which we think and we act.

This section provides definitions of Stereotypes, Gender, Gender stereotypes, Gender stereotyping



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## DECONSTRUCT GENDER STEREOTYPES MODULE - SECTION 1

*Some basics to start*

The proposed activity:

➔ Asking participants to associate gender (male/female) to specific jobs (lawyers, nurses, judges etc).

The activity helps to understand the gender stereotypes linked to the different jobs and it foresees a discussion at the end of it to discuss on prejudices related to professions.



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## **DECONSTRUCT GENDER STEREOTYPES MODULE - SECTION 2**

### *Inside women perspective*

Connecting the topic of gender stereotypes to the penitentiary system, the first thing that comes into mind is that this type of job is a “male job”.

Most of the time, according to research on the field, female penitentiary officers have to face discriminations, remaining marginalised. The factors that trigger this marginalisation, are mostly connected to the belief that women have less physical strength than man.

If on one hand physical strength can be helpful in a crisis moment on the other hand the first step preferred to address critical moments is communication.

Verbal communication is the most powerful tool and communicational skills are degenerated.



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## DECONSTRUCT GENDER STEREOTYPES MODULE - SECTION 2

*Inside women perspective*

The proposed activity:



Video – Behind Bars: Rookie Year: Quiet Officer Finds Her Voice (Officer Stories Pt. 5 - Lilly) | A&E

Source:

<https://www.youtube.com/watch?v=d8Tj7vn7xnA>



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## DECONSTRUCT GENDER STEREOTYPES MODULE - SECTION 3

*Which are the limits that female officers experience in the penitentiary system?*

The main limits and barriers for women could be divided into three dimensions:

**Recruitment** - The obstacles in the phase of recruitment are related to the emphasis given to physical fitness and force at the expense of the interpersonal and transversal skills

**Career advancement** - Due to discrimination and gender bias women can experience the glass ceiling that block them to advance holding positions of prestige and power as in top command or supervisor. Women are also disincentivised to challenge the traditional masculine roles because they don't have a role model to follow or for fear of further isolation and possible harassment.

**Workplace** - Female officers could experience catcalling, sexualisation and sexual harassment, especially if they work in a male prison. Women can experience this behaviour from inmates but also from their co-workers. Training, action and sensibilisation are required and needed.



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## DECONSTRUCT GENDER STEREOTYPES MODULE - SECTION 3

*Which are the limits that female officers experience in the penitentiary system?*

The activity proposed:

- ➔ A group of mixed officers will be divided into 2 groups
- ➔ They will be asked to cluster on a table structured into two sections “challenges” and “consequences”

After working in small groups, they share with the big group which are their findings  
starting the discussion on them



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## DECONSTRUCT GENDER STEREOTYPES MODULE - SECTION 4

### *Gender mainstreaming strategy*

Gender mainstreaming strategy is the practice to include gender-sensitive employment and policies to ensure that women and men can both benefit equally.

Some steps to take towards the implementation of a gender mainstreaming strategy inside the penitentiary system could be

- ➔ training the staff on gender sensitivity, sexual misconduct, discrimination issues;
- ➔ ensuring women representatives at all levels;
- ➔ encouraging the involvement of female staff in the development of the prison system.





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## DECONSTRUCT GENDER STEREOTYPES MODULE - SECTION 4

### *Gender mainstreaming strategy*

The activity proposed:

➔ It is linked to the second exercise, the participants after find the challenge start to reflect on the possible resolution of them.

➔ The group is divided into small groups and after reflecting on the “challenges” and “consequences” for each challenge they are asked to answer to the question “how to overcome this?”

➔ After working in small groups, they share with the big group their findings and start the discussion on them.



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## DECONSTRUCT GENDER STEREOTYPES -THE POST ASSESSMENT SURVEY

The survey intends to recall the contents of the module to assess its impact and to facilitate a change of perspective and therefore of behaviors.

It aims at assessing whether staff is in command of a shared gender- sensitive “glossary”, if it’s able to put on “gender glasses” to read their working context and if it’s ready to adopt a women perspective.

- ➔ The survey presents one scenario for each of the module sections presented above.
- ➔ Each scenario presents a circumstance about which correctional staff is asked to respond between two possible options on how to react/ behave.

Depending on the answer the recall of the specific module section related to it can be used as a tool and source to reflect and discuss.



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## DECONSTRUCT GENDER STEREOTYPES - SOURCES

UNPOL (2015), United Nations Police Gender Toolkit – Standardised Best Practice on Gender Mainstreaming in Peacekeeping – *Handbook*

Deans, C. (2019). Gender Inequality: The Struggle Female Police Officers Face in the Masculine Culture of Policing.

The New York Times, “Should Women work in men’s prisons? These women say yes” - <https://www.nytimes.com/2018/11/21/reader-center/women-prison-workers.html>

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The World Health Organisation [https://www.who.int/health-topics/gender#tab=tab\\_1](https://www.who.int/health-topics/gender#tab=tab_1)



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# THANKS FOR YOUR ATTENTION!

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

The online environment



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## An on-line environment for:

- learning experiences for the correctional staff related to developing and improving career management competencies
- capacity building experiences for the HR context of criminal correctional justice, in providing assistance for career guidance
  - assist in self-assessing of competences, against the competence profile,
  - provide a learning solution scenario based on the assessment and on support materials available from previous activities
  - provide a personal development planning tool which assists correctional staff (and their HR manager if the case) to plan and evaluate progress in career management competencies.



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## Functional requirements:

- A log in based, with differentiated levels of access
- A stand-alone tool, with a reference to the project website
- The tool have 3 major components all developed based on the competencies profile: Assessment / self-assessment; Diagnosis profile and remedial solutions; Learning blueprint;
- ***Changed: accessible over the on-line system but also in offline versions;***



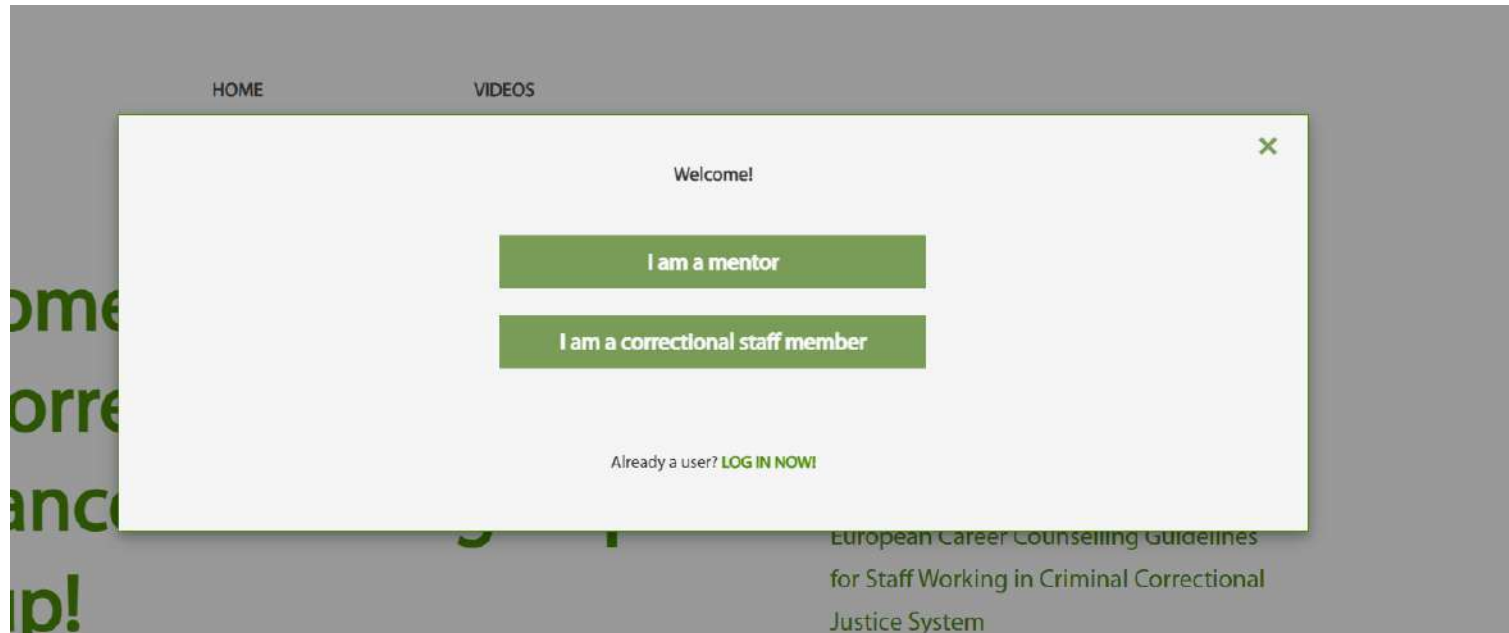
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## A log in based, with differentiated levels of access



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**A stand-alone tool, with a reference to the project website**

WEBSITE



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HOME

VIDEOS

**Welcome to**



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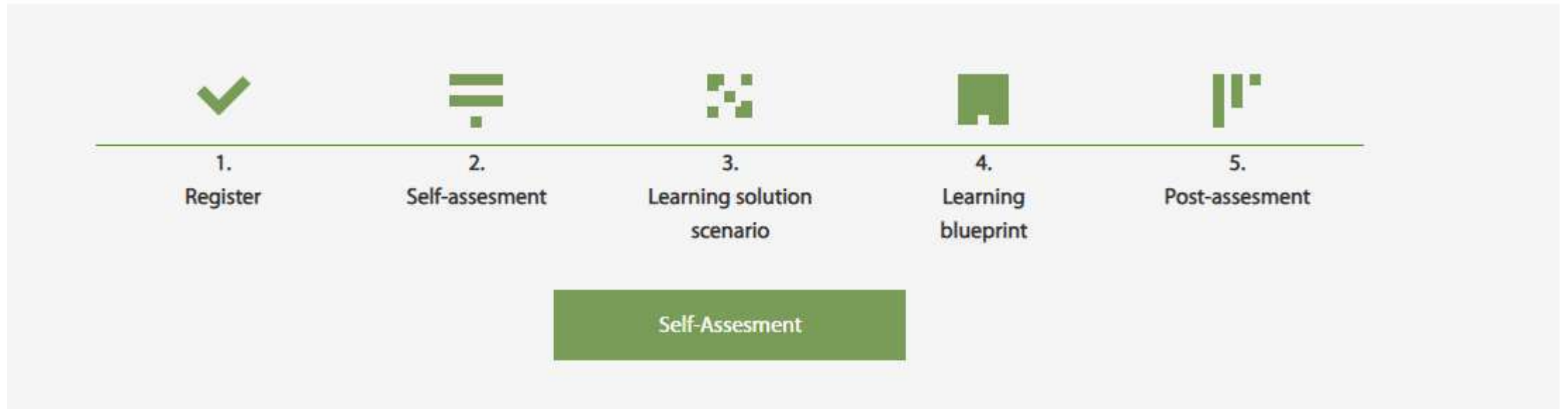
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## Assessment / self-assessment



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## Assessment / self-assessment

### Self-assessment

Know your abilities and possibilities

#### Deconstruct the gender stereotypes

*How would you define what stereotype is:*

- A conventional and pre-built model
- A part of your identity
- A more immediate way to express your idea

*Do you think that gender stereotypes give the perceptions that some attitudes and behaviours are inappropriate for women?*

- Yes
- No



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## Diagnosis profile and remedial solutions

### Your courses

Here you see all your courses that you were assigned and have selected from the self-assessment test. Click on one of the modules to start!

Please note that only your first unit completion will be saved for the learning blueprint. After finishing a unit you will have the possibility to review it.

- Digital skills for correctional staff
- Organized crime and gangs
- Deconstruct the gender stereotypes
- Mental Health Survival Kit
- Stress management
- Assertive communication
- Self confidence



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## Learning blueprint



### About

[greta.fake@fake.gmail.com](mailto:greta.fake@fake.gmail.com)  
Lithuania  
Another organization

I want a mentor

Get Learning Blueprint



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## Learning blueprint

Learning blueprint 2 / 26 100%

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**PERSON INFORMATION**

User full name: Greta Volodzkaitė  
Organization: Another organization  
Line of work: Education  
Country: Lithuania  
Qualification: Other

**SELECTED MODULES**



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skill up!**



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

## Mental health awareness and strategies

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## Mental health awareness and strategies



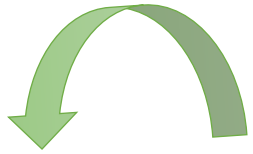
- Mental health of prison staff
- Dealing with inmates who have mental health needs





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## Mental health awareness and strategies



**Pre-Assessment**



**Post-Assessment**

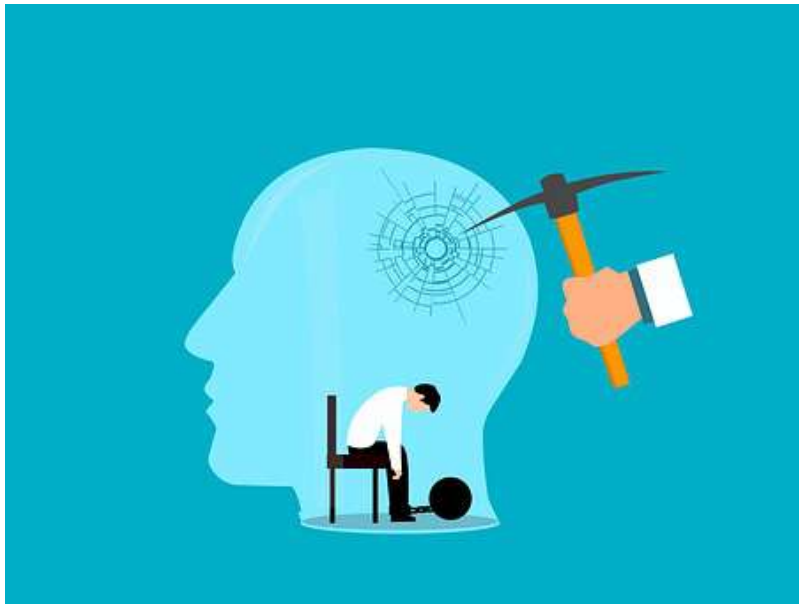




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## Mental health awareness and strategies

### Mental health of prison staff



Mental Health Awareness	10 min
Anxiety	25 min
Post-Traumatic Stress Disorder (PTSD)	15 min
Managing Anger & Resolving Conflicts	30 min
Strategies to balance work challenges with family and personal time	10 min
Alcohol and drugs related to work pressure – A miracle worker?	10 min
Referral practices and resources	7 min
Developing an Action Plan	20 min



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## Mental health awareness



What is Mental Health?

Prison settings as hazardous environments.

Impact of adverse events and long-term poor working environments.

Knowledge as your best weapon to counteract.



*Did you know that officers who establish strong psychological resources and are mentally well before a critical incident, are less likely to have difficulties after the incident?*



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## Anxiety

What is anxiety?

Common Anxiety symptoms.

4 different ways that anxiety may affect someone.

What keeps anxiety going?

Anxiety Checklist.

Tips on how you can prevent and manage your anxiety.





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## Post-Traumatic Stress Disorder (PTSD)



What is PTSD?

What does PTSD look like?

Prison environment as potentially traumatic.

PTSD Checklist.

Activity myths and facts.



*Did you know that prison staff, have a rate six times higher than the general population to develop PTSD?*



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## Managing Anger & Resolving Conflicts



What is anger?

Difference between anger and aggression.

How do I deal with anger in my job?

The power of assertiveness.

Conflict Resolution Model.

Peacekeeping skills that you be included in daily work.

Strategies for managing anger.



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## Strategies to balance work with family and personal time



What is a work-life conflict?

Manifestations of work-life conflicts.

Strategies to find a balance.



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## Strategies to balance work with family and personal time

Have you ever felt bored and tired of your routine?

- Yes.
- No.



If yes. This can be a consequence of not having a **hobby**, where you can occupy your time and mind with other activities other than work.

If yes. That could be a direct consequence of not having established **boundaries** and **rules** about what can be asked and shared.



Have you ever felt pressured by your family and friends to talk about your job and share stories?

- Yes.
- No.





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## Alcohol and drugs related to work pressure – A miracle worker?



What does stress entail?

Dangerous of using drugs or alcohol to cope.

Withdrawal symptoms.

Healthy ways to manage work pressure.



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## Referral practices and resources



Strategies to overcome troubles and take care of mental health.  
Examples of programs that promote good health in the workplace.  
Importance of looking for specialized support.



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## Developing an Action Plan



What is an action plan?

How can it be beneficial to you?

Important aspects to have in mind when developing an Action Plan.

Steps to create an Action Plan.

Example guide.



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## Mental health awareness and strategies

### Deal with inmates who have mental illness



Duty of care: Recognising common mental illnesses in prisons	10 min
Recognising factors in prisons which exacerbate – or cause – mental health issues	15 min
Developing a ‘whole-prison’ response to mental health awareness	15 min
Prisoners’ perceptions of mental health support in prison	10 min
Families and partners of prisoners	10 min
Mental wellbeing, preparation for release and through-the-gate mental health care	15 min
Mental Health Awareness Champions: managing change in your prison	10 min
Further resources for mental health capacity building	5 min







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One third of  
Europe's  
nearly  
500,000  
prisoners  
leave prison  
every year

## Bremen Ministry of Justice and Constitution:

### Dealing with Inmates Who Have Mental Health Needs

- World Health Organisation: mental health provision in prison should be comparable with public health services on the outside
- The European Prison Rules: provision should be made for prisoners who have mental health needs (§47 ) alongside equivalent treatment for other communicable and non-communicable diseases prevalent in – or even caused by - prison.
- Yet at an average of 21.3% rates of suicide in Europe's prisons are standardly higher than the general adult male population of that country.
- Interaction between prisons and society is huge – both sides benefit when care is improved.



## Prisoners' perceptions of mental health care in prison:

- Prison degrade dignity, increases isolation, decreases autonomy.
- Even short stays can damage social, financial and employment ties to their community.
- Knock-on effects on their families on the outside – stigma, debt, shame.
- Pre-trial detainees suffer from the added insecurity of not knowing how long.



## Impact of increased mental health issues on prisons and prison staff

- Increased violence
- Increased uncertainty: Lack of screening instruments which detect individuals at risk of acting violently
- Increased vulnerability of specific groups
- Difficult to create a therapeutic atmosphere inside prison, but staff training has a measurable impact on inmates.
- Pre and post release support reduces the risk of poor mental health outcomes but multi-agency collaboration is hard to achieve.
- Mental health knowledge among general and medical staff improves costs effectiveness of prison
- More quality exchange and beds in secure psychiatric wings improves pressure on front line staff



## 2.1 – 2.2 Recognising factors in prisons which exacerbate – or cause – mental health issues

- **2.1 Duty of care: Recognising common mental illness in prisons**
- **2.1.1 Mental health conditions common in prisoners**

**2.1.2 What are the warning signs of potential prisoner mental health issues?** Isolation and lack of mental stimulation; Drug misuse; Negative relationships with prison staff “circle of stress,”; **Bullying**; Lack of family contact.





## 2.3

# Developing a 'whole- prison' response to mental health awareness

- **2.3.1 Mental health and substance misuse**
- **2.3.2 Mental health and older and/or vulnerable prisoners**
- **2.3.3 Mental health and female prisoners**
- **2.3.4 Mental health and juvenile detainees**
- **2.3.5 Mental health and pre-trial detainees**

A whole prison approach to **training, engaging family, detecting signs, ensuring a transparent and accessible mental health service and building on successes.**



## 2.4 - 2.6 Involving families, civil society and through the gate care

- **2.4.1 Prisoners' perceptions of mental health support in prison**
- **2.5 Families and partners of prisoners**
  - **2.5.1 How can I involve families and carers to support prisoners' mental health?**
- **2.6 Mental wellbeing, preparation for release and through the gate mental health care**
  - **2.6.1 Strategies to involve civil society organisations in rehabilitation and reintegration**
  - **2.6.2 Strategies to involve peer support in through the gate care**



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## 2.7 – 2.9 Building an approach for your prison

- **2.7 Mental Health Awareness Champions: managing change in your prison**
- **2.7.1 Developing an Action Plan for a ‘whole-prison approach’**
- **2.8 Further resources for mental health capacity building**
- **2.9 Learning Summary and self assessment**



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

Thank you for your attention



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# SOFT SKILLS INCLUDING NEURODIVERSITY



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# 1. STRESS MANAGEMENT

- ❑ Stress has a significant influence in the correctional career, depending on the personality of each of the employees, directly or indirectly, on any level, without our consent, affecting our personality, our behaviour, our cognitive function, our health and, last but not least, our ability to work.
- ❑ The employees learn about stress, and how its mechanism can be better mastered. When working in the penitentiary system, various demanding and stressful situations are encountered. Frequently, stress management skills will make our job easier.
- ❑ The content of the module was structured in several lessons, in order to make it as easy as possible to go through, and acquire the necessary knowledge.







**CORRECTIONS**  
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# 1. STRESS MANAGEMENT

1. Definition of stress;
2. Fundamental types of stress and theories of stress;
3. Occupational stress;
4. Practices and exercises to reduce professional stress in prisons.



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# 1. STRESS MANAGEMENT

- ❑ **Definition of stress** – information about what stress is and what are the goals and premises of this process;
- ❑ **Fundamental types of stress and theories of stress** -theories of stress and the difference between eustress and distress;
- ❑ **Occupational stress** - information about occupational stress, what is the source of stress, its consequences, as well as some methods to combat occupational stress;
- ❑ **Practices and exercises to reduce professional stress in prisons** - information about the most used practices and exercises to reduce professional stress in prison (very useful information that can help employees both personally and professionally).







## 2. ASSERTIVE COMMUNICATION

- ❑ Here we have information about assertive communication, what it means, how we can acquire the quality of assertive communication through communication techniques and examples corresponding to each technique, in order to understand and to apply easily the recommended techniques.
- ❑ The activities carried out within the prison system mainly involve communication - between different people, between colleagues, between staff and prisoners or between staff and people outside the prison. That is why communication is an essential skill and an assertive communication style is mandatory.
- ❑ The content of this assertive communication section is divided into 3 lessons, through which the employee acquires the appropriate knowledge needed, in order to communicate assertively.



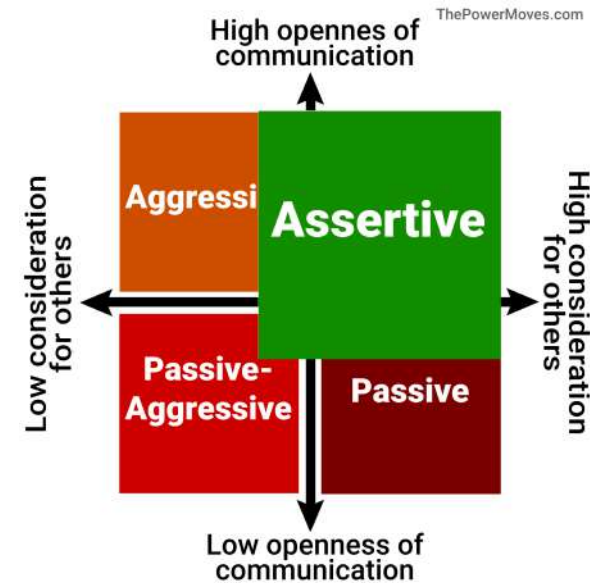
Assertive  
Communication





## 2. ASSERTIVE COMMUNICATION

1. What is assertive communication?
2. How can you be assertive?
3. Assertive communication techniques.





## 2. ASSERTIVE COMMUNICATION

- ❑ Assertive communication is a useful skill for the penitentiary system, as a means of expressing thoughts and feelings openly, honestly, respectfully, giving arguments for things that are relevant to us, things that have bothered us, and how we would prefer things to develop in the future.
- ❑ In short, assertive communication is used as a way of making yourself understood to others and at the same time respecting the rights, opinions and feelings of the people in front of you. By being persuasive, honest and calm, you can offer a different, sometimes more realistic opinion from the majority, you can highlight a possible problem or a consequence of a behaviour.

### **Assertive**

*Appropriately  
honest, direct,  
self-enhancing,  
expressive, self-  
confident,  
empathic to  
emotions of  
all involved.*

*I clearly express that  
we both have  
rights and needs"*







## 3. SELF-CONFIDENCE

- ❑ This module contains information about self-confidence, what it means, what is the difference between self-confidence and self-esteem and some useful tips on how to trust yourself in your profession. We consider that self-confidence is very important for a person that is working in criminal correctional justice system.
- ❑ The content of this module is composed of 3 lessons, which leads to acquiring sufficient knowledge about self-confidence related to the profession inside the penitentiary system.







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## 3. SELF-CONFIDENCE

1. Self-confidence and self-esteem;
2. The importance of confidence and self-esteem in our lives;
3. How to trust yourself in relation to your profession.



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### 3. SELF-CONFIDENCE

- ❑ A high level of self-confidence brings happiness and fulfilment, even when we are speaking about our profession. Typically, when we are confident in our abilities, the fulfilment and joy of success is more pronounced. Also, when we are confident in our abilities, we will feel more energised and motivated to achieve our goals.
- ❑ Self-confidence focuses on future performance, rooted in experiences and performance, referring to our general perception of the potential we have mastered.





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*Thank You!*

**NEURODIVERSITY**



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

## Digital skills for correctional staff



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## Why, To whom, How?

### Why ?

- The today prison daily life is more and more relayed on technology
- Most of the correctional staff have the basic necessary skills as *digital citizens* which allow them to operate at a certain level but, the technology develops and there is a clear need to keep up with.
- In different prison services the level and type of technology used is different but there is a clear tendency to relay more on digital technology in the future

### To whom?

- The info presented is helpful for prison officers to identify the main types of digital means used in prison and their specificity

### How?

- In a duration of an approximately 1 hour (including videos and materials), the current module is intended to give a brief view over the **reasons of using the digital technology** and the **types of digital means used in prison**, some consideration, and examples of **using digitalization in the prison environment** and its **benefits** for inmates and some consideration regarding the **COVID19 impact**.



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## Types of digital means used in prison

- Integrated surveillance systems (that includes video cameras, sensors)
- Security measures (scanners for people and luggage's, for access based on cards or fingerprint etc.)
- Body cams, communication systems, personal security alarm systems
- Video conferencing and on line visits systems
- All types of programs used in prison as well in the rest of society (Office suite, programs for finance, HR Management, File Management, etc) but also specialized programs as Prisoners Management System, Risk assessment tool)
  - E-learning platform for both staff and inmates
  - Education using ICT (the classes may be equipped with computer, digital board, beemer/projector, sound systems etc)
  - Self service terminals for inmates (some of them with integrated solutions as Prison Cloud)
  - Cell phone blocking and jamming devices, safety systems on admittance
  - Filling and handling requests electronically



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## **The rationality of using technology in prison,** Potential beneficial effects of digitization in prison

- ✓ Reduces the level of tension felt by detainees
  - ✓ Reduces physical contact between detainees and prison staff and the time spent by staff in direct contact with detainees
  - ✓ Facilitates contact with the outside environment, with the family, improves relationships with people from outside
  - ✓ Reduces the number of transfers between prisons
  - ✓ Extends the security means
  - ✓ Reduces costs (the biggest part of any prison budget is represented by salary costs)
- 
- ✓ Provides opportunities for prisoners to build skills (including IT skills) and assist in their rehabilitation.
  - ✓ Provides prisoners with the ability to be more responsible for themselves and to develop a sense of autonomy
  - ✓ Improves relationships between prisoners and between prisoners and staff, thereby reducing prison violence
  - ✓ Increases staff job satisfaction
  - ✓ Facilitates finding job offers



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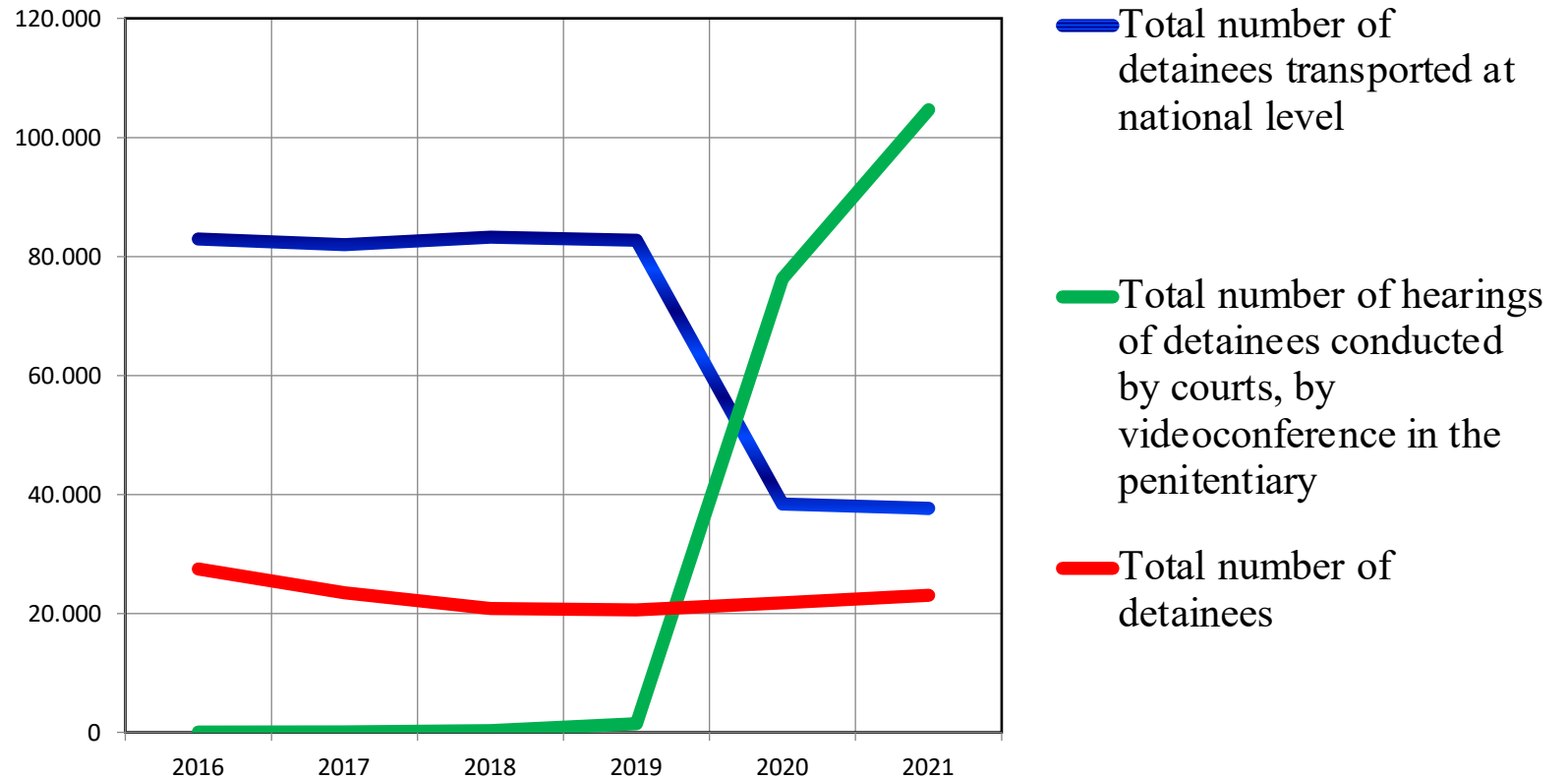


## COVID challenges – versus digital world, The trend of transfers compared to the trend of hearings by videoconference, in the Romanian penitentiary system, for 2016-2021

❖ **Decrease in transfers** between prisons (from **82.887** transferred detainees in **2016**, to **37.654** transferred detainees in **2021**);

❖ **Increase in the use of video conferencing by courts** in a pandemic context (from **49** hearings in 2016 to **104.643** hearings in 2021);

❖ The number of detainees fluctuated on a downward trend from **27.455** in 2016, to **22.989** in 2021.





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## Digital technologies in the penitentiary system - their use and benefits for detainees and prison staff

- on-line communication, e-mail, e-learning
- telephony and shopping applications
- digital info-kiosks,



- digitization stimulates the so called “digital literacy” of prisoners
- development of services by which the prisoner is allowed to have an active role, that increases prisoner’s sense of autonomy
- safer environment for staff and prisoners



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

## Organized Crime and Gangs



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# Pre-assessment survey

## Section 1: Introduction to organized crime

1. How would you define organized crime?
  - a. It is crime done by organizations **(assign section to user)**
  - b. It is criminal operations working to profit from illegal acts **(suggest section to user)**
  - c. There are various definitions **(assign section to user)**
2. Do you think that organized crime is happening in your country and surroundings?
  - a. Yes **(assign section to user)**
  - b. No **(do not suggest section to the user)**
3. Are you able to identify all areas of organized crime and gangs?
  - a. Yes **(do not suggest section to the user)**
  - b. No **(assign section to user)**

## Section 2: Women in organized crime

1. What is your perception of the different genders working with organized crime?
  - a. This industry is dominated by men only **(assign section to user)**
  - b. I am aware of the position women have in organized crime and gangs nowadays **(assign section to user)**
  - c. I have a lot of experience identifying the roles of women in this industry **(do not suggest section to the user)**
2. Do you believe that learning about women in organized crime is relevant to your field of work?
  - a. Yes **(assign section to user)**
  - b. No **(do not suggest section to the user)**
3. Would you think that the style of work in organized crime differs with women leading the activities?
  - a. Yes, I believe they have different motivations to men **(assign section to user)**
  - b. No, the style is the same – only the gender changes **(assign section to user)**
  - c. I do not have enough knowledge on this topic to answer **(assign section to user)**

## Section 3: How does a person become a gang member?

1. What is your knowledge of the term 'grooming'?
  - a. I am not familiar with this term **(assign section to user)**
  - b. It is the process when gangs decide on their visual identity **(assign section to user)**
  - c. It is the process where gangs find new young members **(suggest section to user)**







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# Introduction to the Module

- Various elements of organized crime
- Institution of gangs
- Conversation starter for a complex topic
- Basic idea of processes and complexity for correctional staff
- 3-hour estimated duration and workload
- Multiple Choice final assessment



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# Main Types of Organized Crime and Gangs

- Smuggling of migrants
- Drug trafficking
- Firearms trafficking
- Human trafficking
- Environmental crime
- Counterfeit products
- Maritime piracy
- Cybercrime
- Women in organized crime
- Gangs - what are they?





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# Further Learning and Discussion

- Discuss findings with colleagues and management
- Administrative staff and management can provide context-specific expertise
- Pre-testing questions to redirect learning
- Final assessment to gauge expanded knowledge



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# Introduction to the Course on Organized Crime and Gangs

- Course overview
- Aims to provide practical understanding of organized crime and gangs
- Includes informative videos to spark interest and encourage discussion



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# Defining Organized Crime

- Organized crime is an ongoing criminal operation that profits from illegal activities
- Characteristics of organized crime include long-term business plans, well-thought-out crimes, and protection through force, threats, monopoly power, or corruption
- Organized crime does not require a formal hierarchy or membership continuity and can be large or small





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# Transnational Organized Crime

- Transnational organized crime includes crimes planned, carried out, or that influence national lines
- It mimics the structural characteristics of the licit sector and leverages international trading activities
- International institutions such as Interpol, Europol, and the United Nations work to fight against organized crime



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# Organized Crime Activities

- Organized crime activities are opportunistic and evolving in response to market needs
- These activities include smuggling of migrants, drugs trafficking, firearms trafficking, human trafficking, environmental crime, counterfeit products, maritime piracy, and cybercrime
- Video recommendation: Misha Glenny investigates global crime networks (subtitles in 32 languages) - <https://www.youtube.com/watch?v=XO1Me-MY-Q0>



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# Illicit Trades: Smuggling of Migrants, Drug Trafficking, and Firearms Trafficking

Illicit trades pose a significant threat to human security and global stability. This presentation will examine three of the most critical illicit trades, including smuggling of migrants, drug trafficking, and firearms trafficking. We will discuss the impact of these trades on society and explore the measures taken to combat them.







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# Smuggling of Migrants

- Definition and explanation of the phenomenon
- Exploitation of vulnerable populations and reasons behind the migration
- The Protocol and other legal instruments to combat migrant smuggling
- Video: Khalid Koser at TEDxGhent on "What migrant smuggling pays?"

<https://www.youtube.com/watch?v=F5maJgYcSI0>



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# Drug Trafficking

- The worldwide illegal trade of narcotics, its consequences and impact on society
- Cocaine and heroin consumption statistics and their regional distribution
- Afghan heroin trafficking routes and the income distribution among Afghan farmers, businesses, and drug traffickers
- The predicted increase in drug use globally by 2030



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# Firearms Trafficking

- Firearms as a tool for organized crime, drug trafficking, and human trafficking
- The devastating effects of gun violence worldwide
- The need for targeted interventions and criminal justice responses to combat firearms trafficking
- Video: How Do Cartels Get Their Weapons? | Trafficked with Mariana van Zeller

<https://www.youtube.com/watch?v=dMayrvVOMOo>



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# Conclusion

Illicit trades such as smuggling of migrants, drug trafficking, and firearms trafficking pose a significant threat to human security and global stability. However, international organizations such as the UNODC are working tirelessly to combat these issues. It is essential to continue to raise awareness and develop measures to stop these illegal trades, protecting vulnerable populations and promoting a safer world for all.



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# Human trafficking

The process of recruiting, transporting, transferring, harbouring, or receiving persons for profit by force, fraud, or deception. It is a crime that affects men, women, and children of all ages and backgrounds. Traffickers use violence, false promises of work and school, and phony employment agencies to fool and coerce their victims. Human trafficking is done for sexual exploitation, forced labor, debt bondage, domestic servitude, organ removal, forced begging, child soldiers, and forced marriage. To understand what human trafficking is and how to spot it, two videos are recommended, "What is Human Trafficking?" and "How to Spot Human Trafficking."

<https://www.youtube.com/watch?v=35uM5VMrZas>



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# Environmental crime

Refers to a range of activities that violate environmental laws and pose a significant threat to the environment or human health. These violations include the improper waste collection, transportation, recovery, or disposal of hazardous substances; the illegal operation of plants where dangerous activities are performed, or hazardous substances are stored; killing, devastation, possession, or trade of protected wild animal or plant species, and the production, importation, exportation, marketing, or use of ozone-depleting substances. As part of EMPACT 2022-2025, environmental crime is one of the EU's goals in the fight against severe and organized crime



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# Counterfeit products

Refer to products that are sold as something they are not, and it is usually a cooperative effort because the goal is always profit.

Counterfeit products range from high-end consumer luxury goods like watches, perfumes, or leather goods to business-to-business products like machinery, chemicals, or spare parts, to everyday consumer goods like toys, pharmaceuticals, cosmetics, and foodstuffs. Some counterfeit products, such as pharmaceuticals, spare parts, and toys, are of poor quality, posing severe health and safety risks. A recommended video on this topic is "How Fake Handbags Fund Terrorism and Organized Crime."

<https://www.youtube.com/watch?v=5UH7uTpTa44>



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# Cybercrime

Is a type of international crime that is constantly changing, and the rising involvement of organized crime groups adds to the complexity of the crime as it takes place in the borderless area of cyberspace. Cybercrime can be divided into internet-specific crimes, fraud and forgeries on the internet, and unlawful internet content. Cybercriminals and their victims can be found in many parts of the world, and their consequences can spread across societies, underscoring the need for an immediate, dynamic, and worldwide response. A video recommended to learn more about cybercrime is "The Secret World of Cybercrime." <https://www.youtube.com/watch?v=3mR9PfEOFFo>



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# Women's participation in organized crime

A vital aspect of the organized crime topic. Women's participation in organized criminal activities, such as street gangs, mafias, and illegal transnational markets, including human trafficking, human smuggling, and drug trafficking, is increasing. A recommended video on this topic is "Women Are on the Rise in Organized Crime."

<https://www.youtube.com/watch?v=WziwxftAkug>



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# Conclusion

A gang is a group of associates, acquaintances, or family members with a defined leadership and internal organization who identify with or claim authority over territory in a community and participate in illegal, perhaps violent activities, either individually or collectively. Although gangs lack an organized structure, they are sufficiently structured to be likened to other criminal groups, such as human trafficking and terrorism. Specific roles and hierarchies exist; the missions are illegal and revolve around gaining profit and power.



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- <https://www.unodc.org/unodc/en/firearms-protocol/index.html>
- [https://www.unodc.org/documents/data-and-analysis/tocta/TOCTA\\_Report\\_2010\\_low\\_res.pdf](https://www.unodc.org/documents/data-and-analysis/tocta/TOCTA_Report_2010_low_res.pdf)
- <https://www.unodc.org/unodc/en/data-and-analysis/the-cocaine-market.html>
- [https://www.unodc.org/res/wdr2021/field/WDR21\\_Booklet\\_4.pdf](https://www.unodc.org/res/wdr2021/field/WDR21_Booklet_4.pdf)
- [https://www.unodc.org/res/wdr2021/field/WDR21\\_Booklet\\_4.pdf](https://www.unodc.org/res/wdr2021/field/WDR21_Booklet_4.pdf)
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# Thank you for your attention!

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

## Perspectives on career in correctional services Policy proposal



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Policy  
context

Stakeholders  
analysis

Learning tools

Policy recommendations

- what is the situation in supporting career guidance in CCJ?
- why it needs addressing?
- what are the current threats?
- what are our proposed tools within the project?



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21.09.2022



10.10.2022



17.10.2022



20.10.2022



25.10.2022



## Bucharest International seminar 2/3.11.2022



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## Recommendations

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*1. **Allow sufficient time** for the applicants (newcomers) to understand the specific of the work. The induction process should be sufficient to better prepare the new commers.*

*2. It is of outmost important to clarify which is **the trajectory that a new prison officer can have, what are the requirements and obligation for each function.** A clear description should be done, and this should be available for consultation.*

*3. The promotion should be done after enough time spent in service – minimum years required, and **minimum experience in management position should be clearly defined.***



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## Recommendations

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*4. The contractual conditions should be clear and remain unchanged during the contract – no worse condition on pension (for ex.) than those at the beginning of the contract.*

*5. There should be **factors of motivation/ bonuses** for those who decide and who can work after the minimum conditions of pension are fulfilled.*

*6. There should be available **enough training** for each position in the chart.*

*7. There should be **enough staff**, following a standard, to reduce the stress and burnout. Perhaps a European standard should be proposed.*



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## Recommendations

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8. Having in mind that no country has a **prison career counselling** this **should be a position mandatory for all services** or should be mentioned express into the job description of the HR responsible.

9. The **salary provided should be sufficient** to represent a motivational factor.

10. **Working conditions**, (as well as detainees living conditions), **should be decent**. It seems that in the countries where the labour inspection is independent and organized outside the prison, the working conditions are better.



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## **Recommendations**

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**11. Each prison service should start a program targeting wellbeing and work/life balance. We should focus on the elements that will lead at increasing life expectancy for staff working in prison.**

**12. The working program of the prison officers should always be a subject of discussion/negotiation with the employees' representatives (trade unions). Quite often, the impossibility of choosing the right program impacts on turnover.**

**13. There should be organized an European campaign regarding prison careers using the good results obtained by each of the prison services to improve the image of the profession.**



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## Recommendations

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14. *Having in mind that there is not enough training for all the prison officers become very important the **role of the mentors**. Each prison service should start a program of identifying the mentors, train them, bonify them and recognize mentoring as part of the job.*

15. *Recruitment is almost everywhere transparent but, in some cases, due to the lack of application in fact there is no competition process. So, it become very important to **clearly define the requirements and the job description** to get the right person.*



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## Recommendations

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16 There are certain differences regarding the number of applicants for prison service. Those who do advertising (Romanian prison service) have more applicants. Therefore, it is recommended to **organize campaigns to recruit keeping in mind the geographical location for education and recruitment of new employees.**

17. It is recommendable to have **collaboration with job centres or vocational centres to promote prison work.**

18. Prison administration should be encouraged to **organize training programs for prison staff in collaboration with universities.** Also, the training schools of the prison service should be recognized by the general education system and should provide the **qualifications/ recognitions in the labour market.**



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## **Recommendations**

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19. There should be **flexibility regarding relocation of staff** between units or between corps. This will allow either to better balance the work life with personal life either will offer chances to advance in career if there are any opportunities in prisons other the one you work in.

20. There should be **investment done in training the leaders/manager** show to provide support and how to create a good working environment. This also includes the discussions and counselling of the staff.

**The prison services should pay more attention to comply with Recommendation Rec(2006)2-rev of the Committee of Ministers to member States on the European Prison Rules, part V – Management and staff**



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# Thank you!

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