

## Acts of the seminar

### “Training devices of prison service staff in Europe”

*Mrs Valerie DECROIX, director of the ÉNAP France*, presents her wishes of welcome to the delegation. She excuses the absence of *Mr. Claude DHARCOURT*, the director of the French Prison Service and ensures that he will be transmitted the whole of the debates.

*Mrs Valerie DECROIX* thanks Mr. President of the General Council of Lot-et-Garonne and points out the importance of this seminar which gathers European colleagues in order to debate and share on the problems of the penitentiary staff training. The Council of Europe also invites to have a reflection on the importance of the place of the prison staff training, which constitutes a demonstration of the quality of the penitentiary public service. The two days and half will make it possible to detail the initial and continuing training devices. The European Prison Rules (EPR), revisited in 2006, make it possible to have a common language that facilitates exchanges on the problems of recruitment, training and the mission of the penitentiary staffs. The countries represented are: Andorra, Belgium, Catalonia, Croatia, Spain, Italy, Lithuania, Norway, Romania, Sweden and Switzerland, group invited to widen by receiving other representatives of the Member States.”

#### *Speech of Mr. President of the General Council of Lot-et-Garonne:*

“Madam the Director of the ÉNAP, Madam the Head of the Unit of Prisons and Probation of the Council of Europe, Heads of European Penitentiary Schools, Ladies and Gentlemen, it is an honour and a very great pleasure to receive you in the hemicycle of the General Council of Lot-et-Garonne and to speak to you within the framework of this seminary on the training devices of the prison service staff.

The department of the Lot-et-Garonne profits from the seat of the National school of the Prison authorities, the haven of the French penitentiary culture. Are to be greeted the staff competences for their remarkable work to make function and improve the French penitentiary system. The ÉNAP has also a European scale; it contributes to develop the French penitentiary model abroad, by receiving students of other countries. The ÉNAP is the pride of the Lot-et-Garonne because it ensures an important mission of the public service: to take part in the safety of French by the execution of the sentences pronounced by justice and preventing the delinquency by the reintegration of the prisoners. The training provided by the Pole of Research in Penitentiary Sciences will be of use to the public services and the unit of the French citizens.

On the 60th birthday of the Universal Declaration of the Human Rights of 1948, the question of the human rights in the prisons must be in the middle of the priorities of our modern societies, because a democratic, strong society, must privilege the Rule of law, the justice and the absolute and intangible character of the human dignity. It is important that a democratically advanced country allow the sentences to be achieved under decent and human conditions. France and many European States endeavour to make so that the detention conditions and the prevention of ill treatment in the prison to be also a constant worry of the public action. In this context, the international organizations have much worked to the safeguard of the human rights in the prisons. It is all the sense of the international texts of reference adopted in 2006 by the Committee of the Ministers of the Council of Europe, on the one hand, the new European Prison Rules on the other hand, the Recommendations of the Council of Europe concerning provisory detention, which fixes the conditions in which the detention must be carried out and which envisages the guarantees against the abuses.

In France, the Prison Service announced, since November 2006, a programme of implementation of the European Prison Rules in the French prisons which was translated, in particular, by the integration of these last in the training of the penitentiary staffs. The debates of this seminar will make it possible to exchange on the various European practices of training, to integrate a culture of the human rights in the prison environment. That can be regarded as an important advance to improve the cause of the prisoners in Europe. Prison overpopulation constitutes a serious infringement of the human rights. It is the duty of the public administrative authorities of the European countries to implement an ambitious penitentiary policy, respectful of the rights of the prisoners. Indeed, the loss of liberty should not lead to the

deprivation of all other right, like, for example, the right to professional training, the right to perceive wages, the right to health, i.e. the right to a true reintegration project.

These elements, for their majority, have been integrated in the penitentiary bill, submitted to the Council of Ministers last July. But, for example, any trace of prison R.M.I (social minima) disappeared in the final version of the text addressed by the Minister of Justice to the Council of the State. The debates at the Parliament will make it possible, perhaps, to improve certain provisions of this text.

An enormous responsibility falls on all penitentiary staffs to improve the reintegration of these people confronted to social and family problems. The ÉNAP plays a central role in the training of the staff in compliance with the French and European Prison Rules. Continuing education must adapt to the evolutions of the prison world.

The General Council, as a community of proximity and pilot for social integration, will have to play in the years to come a reinforced role near the Prison authorities. Exchanges already took place between the Social services of the General Council and the Services of Insertion and Probation of the Prison authorities, exchanges which could in the long term be formalized by the coming into effect of the future penitentiary Law, in order to reinforce the reintegration of the prisoners at their exit. In a context, where the administrative political authorities of the European countries are subjected to the increasing pressure of the citizens, who unceasingly assert the right to safety, it is important that all the actors of the French and European public services can achieve their mission of public service, while respecting the values of humanism and dignity. Being in the world year of the human rights, work of this assembly must contribute to define the European common references in the training of penitentiary staffs. "

*Speech of Mrs. Tanja RAKUSIC-HADZIC, the representative of the Council of Europe:*

"Thanks in the name of the Council of Europe, for all that was said on its normative work and the French Prison authorities, the ÉNAP and the town of Agen for having organized this international seminar with 11 Member States of the Council of Europe. Several things have already been said on the Council of Europe, its work, on the European Prison Rules, updated in 2006. A new update is envisaged soon on the treatments of juvenile delinquents in Europe. The Council of Europe created during its 60 years of existence more than 25 resolutions and recommendations in the penitentiary field, documents available in English and French, but also in 6 or 7 other languages of the Member States. The European Prison Rules are available in more than 15 languages on the Internet site of the Council of Europe. The Council of Europe also develops instruments of surveying the quality and prevention of torture (CPT), and the third component in the new way of working in the field of the human rights and in the legal affairs, it is the technical collaboration, which main aim is align the new Member States of the Council of Europe on the levels of democracy of the older members, by launching penitentiary reforms in the new allowed and the applicant countries. Currently there is a reform project in progress in 13 countries through Europe. These programs are financed by the contributions of the Member States and also, through the co-operation with the European commission and the European Union. Currently, in the Unit of the prisons and police force there are several reforms in progress in various countries and one of the priorities of the work of the Council of Europe, in particular in technical collaboration, it is not only to improve the training of the penitentiary staff of these countries, but also to help the national authorities to establish Penitentiary Training Centres and to make so that there were a national organization to deal with the training of this personnel according to the European penitentiary Rules.

Madam the Representative of the Council of Europe expresses all her recognition to certain Training centres of Norway, Italy, United Kingdom, Ireland, which received students from the beneficiary countries, carry assistance to them and help the new members to align on the European standards. She wishes to the audience a very interesting working session. "

## General presentation of the training devices of the penitentiary staffs

### FRANCE :

Presentation by Mr. director-assistant, ÉNAP

"Here are the main principles of the prison service staff training in France:

The first principle is the total distinction between recruitment and training. The National School of Prison Authorities (ÉNAP) does not intervene in the process of recruitment; it is made entirely by the way of the contest.

The second principle: The ÉNAP is the only French institution of training of the prison staff and each year 2000 - 2500 agents in initial training and 4000 agents in continuing education are instructed.

Another major principle, it is the principle of alternation and that, whatever the duration of the training, i.e. a formal training within the establishment, alternate by an instruction on the ground, training courses in penal establishments or external establishments which receive difficult publics.

There is also the principle of the teaching progression, i.e. for any training cycle, objectives are defined by the pedagogical team of the ÉNAP, which evolve throughout the suggested training.

Another principle is the dominating place of research within ENAP. When ENAP moved in Agen in November 2000, it was decided, and it was a political decision of first importance, to set up Research in direction of ENAP, as well as the Teaching Department. This decision has two bases: to produce knowledge on the operating process of the prison authorities and the taking in charge of the prisoners, because it was noted that, globally, the university world is interested rather little in the prison world. It was, therefore, important that ENAP obtains such a structure. Secondly, it was essential as all work resulting from research had a direct influence on the evolution of the training contents.

And some words on the way, in which the formation, in general, and ENAP, in particular, is organized.

The ENAP consists of 3 large poles: Department of Teaching, Department of Research and Dissemination, the Secretary General.

The Department of Teaching is responsible for the development of the contents of the course of teaching. It comprises 5 different services, on 3 departments of teaching: The department law, institutions and penitentiary policies, the department administration and management and the department of penitentiary missions (security and rehabilitation). The provided training rejoins the decrees, elaborated by the Prison Service in Paris for each subject, which fixes the general contents of the training and then the pedagogical team of ENAP works on a training program, which will be taught at the school, subject to approval by the Prison Service.

The Department of right, penitentiary institutions and policies treat all the legal questions and work more and more on the problem of the human rights and the installation of the European Prison Rules in France, since France developed an innovative policy on the matter, ENAP belonging to the training establishments which contribute to the installation of these rules.

The Department of public administrations and management teaches the management of the establishments and the services, prisoners' treatment, social dialog and accountable and financial management.

The Department of the people placed under hand of Justice is the department which teaches knowledge of the public dealt with and which marks the duality of the mission of the prison authorities, i.e. security, safety on the one hand and insertion, reintegration on the other hand.

Therefore, these three departments of ENAP deal with all the branches, the staff management, the personnel of insertion and probation, the supervisory staffs, the officers, the technical and administrative staff.

The Department of Teaching comprises also two services: the Department of internships and schooling, guarantor of the principle of the alternation and which is charged of the evaluation of the trainees before their assignment on a post and the second, the Pole of coordination, a service which coordinates the whole of the department of teaching concerning the pedagogical phase of the training.

Beside the Management of the lesson there is also the Sub directorate of the continuing education, which proposes continuing educations to the whole of the penitentiary civil servants, this one being obligatory only very seldom.

The Department of Research and Dissemination consists of four departments: the Department (or laboratory) of research, recently distinguished in Prague for its works by the organization ICPA. There work a dozen of teachers - researchers, recruited according to their specialty: sociologists, philosophers, historians etc, who produce knowledge on the public dealt with, the matters, the actors and the devices of taking in charge of the prisoners.

The second, the Department of the documentary resources and dissemination, has the role to diffuse within the prison authorities and outside the results of the researches of the ENAP.

The third, the Department of the partnership policies and international relations which has, inter alia, the mission of organizing this type of seminar, has the role to support the development of the co-operation, the partnership with other national and international penitentiary institutions.

The fourth, the Department of evaluation and animation, has two aspects: evaluation, because all the trainees are evaluated at the end of the training and six months after their entering into duty, to then adjust the teaching course and the aspect animation, intended to propose various cultural and sporting activities to the trainees during their stay in ENAP.

The third large pole, the General Secretary is also divided into four departments: the Department of Administration and Finances, which manages the budget and the financial resources, the Department of human resources, which manages the whole of the agents assigned to ENAP, the data-processing Department and the technical Department, which maintains the 16 ha the field of the establishment.

In conclusion, some revealing figures of the symbolic system and activity of ENAP:

ENAP is an administrative public corporation financed by a subsidy of 29 millions of euro, allowed annually by the Ministry for Justice, operation costs and of personnel included. It employs 240 personnel, of which 110 ensure the teaching phase. Moreover, there are around 700 people external to ENAP who provide trainings. According to the figures of the last report, the school trained 3499 students in 2007 (students who entered in training in 2006 and 2007 and who finished it in 2007) in initial training and carried out 215 training courses within the framework of continuing education, which represents more than 18000 days of continuing education for a volume of 400 trainees."

#### ANDORRA :

*Presentation by Mr. Director of the Department of Andorran Penitentiary institutions:*

"Thanks in the name of the Principality for Andorra and of the Ministry for the Interior and Justice of Andorra, the French Prison authorities and ENAP for the invitation to this seminar.

Some words on the situation of Andorra: It is the smallest country of Europe, bordering on France, 85000 inhabitants and a surface of 460 km<sup>2</sup>. In 1993 the first Constitution of the country was adopted and a Parliament and a Government were democratically elected.

Created in 1978, the Prison Service of Andorra is a small structure, which employs approximately 65 - 70 civil servants. Since 2007, with the assistance of the Ministry of Justice, the structure tries to make known the Andorran penitentiary system and also to make it recognized through the international institutions, ENAP, and other congresses. The penitentiary Law was adopted in July 2007 and an Andorran Penitentiary Regulation, a Disciplinary Regulation, a Laboral Regulation or regulation of penitentiary work were elaborated in 2008.

Considering the small number of the penitentiary civil servants, Andorra cannot have an institution which would train only the penitentiary staff, thus their initial and continuing training is provided by multi-professional Training centers. The penitentiary trainers are trained by the ENAP, following the signature of a convention as regards formation in March 2008. This year there have been formed 2 trainers in techniques of intervention and defence, 1 trainer of shooting and 1 trainer of fire systems and artificial respiration.

According to the needs, the trainers give initial training to the penitentiary agents. Initial training last 14 weeks, and includes practice and theory. The theory training consists of the study of the penitentiary Law, the European Prison Rules, as well as the system of execution of the sentences. There are no judges of execution of the sentences and the Andorran Prison Service tries to change this. Another aspect, it is the training on of techniques of intervention, i.e. on safety, fires and first aid. One more aspect is the training of the staff in charge of the reintegration of prisoners.

At the end of the training the penitentiary agents are evaluated by an examination and then, for the following 12 months, they are also submitted to quarterly evaluation and at the end, a monthly evaluation. It is thus, an evaluation not only of the training, but also of the adaptation of this training on the ground.

Continuing training is provided in internal by the trainers, having been qualified by the ENAP. Being a small institution, collaboration with other penitentiary structures is essential.

The representative of Andorra introduces his thanks to Madam the Director of the ENAP for their collaboration and the training of their agents.”

## **BELGIUM:**

### **Speech of Mr. Director of the Belgian Prison Administration**

“The director of the Belgian Prison Administration, Mr. HANS MEURISS, accompanied by Mr. Frederic DETHIER, the Director of the French-speaking Training Centre and Mrs. Bea SCHMIDTS, counsellor of Budget, Purchases and Accounts Department, expresses his thanks to France for the invitation.

Belgium counts to approximately 10 million inhabitants and currently, 10200 prisoners for a capacity of 8400 places, i.e. an overpopulation of almost 20%. The current Cabinet decided to build 7 new establishments; therefore agents will have to be recruited. Lately, it was decided to modernize the procedure of selection and recruitment of the agents, because recruitment contests are currently organised only in Brussels and it is very difficult to find candidates. The modifications consist on the decentralization of the institution of recruitment towards the province, i.e. to organize annually 7, 8 or 9 tests for the candidates, in order to discover persons having generic and specialized competences to work in penitentiaries. The training will be lengthened from 3 to 6 months and a new system of knowledge management will be set up. The training will become increasingly necessary, because it was noted that from here 5 to 10 years Belgium will lose 35 - 40% of agents of the public service.

### **Presentation of the Director of the French-speaking Training Centre of Belgium:**

“The Belgian penitentiary system is completely separated from the system of probation.

The prison service staff training system is very young. Before, this training lasted only 4 weeks and in January 2006 it was established at 6 weeks of theoretical basic training. The penitentiary agents were meant to preferably follow this training in the 3 months following their entering into duty. But it was noted that the Penitentiaries had the tendency to send their agents in training 9 or 12 months later.

On September 1st, 2007 the duration of initial training passed to 13 weeks of alternation between the practical theory and training courses, training by mentors on the site and in different kinds of prisons: modern, old, prisons for women, to open students' prospect on other ways of working.

A particular characteristic of the training system of the Belgian penitentiary agents is the fact that the three months of training correspond to three months of training working experience, which allows immediately

after to be named on a post. A monthly evaluation of the agents is made for three months on the basis of theoretical knowledge and specific competences, such as: management of conflicts, management of communication, hierarchy relationship, etc. After three months a training report is carried out, a global note is given and the agent is definitively named, or he must prolong the training course, or even dismiss. The new recruitment system will make it possible to declare, after three months of training course, if an agent is "very apt", "apt" "less apt" or "inapt", which will allow a possible dismissal, because in Belgium the penitentiary agents have a rather important absentee rate, which does not involve inevitably their dismissal.

The Belgian penitentiary training system can annually form 450 agents, but the new system will have a capacity of 620 places. As in the others countries, the number of penitentiary agents is proportional to the number of inhabitants of the country. The mentors are people who work in the prison where the trainees do their training course and who daily survey them with a notebook of extremely detailed training course. They are formed by the French-speaking Training Centre to teach theoretical and organisational competences to the trainees, because each penitentiary has its individual practices. The work of the mentors is evaluated very positively, the echoes are very positive on the level of initial training.

Initial training teaches the organization of the penitentiary structures, the work of the penitentiary agent, the staff, and safety. 26% of the time of training is dedicated to the management of conflicts, a part to the criminal law and part to the working experience.

Continuing education is also given in the Training Centre, which annual budget is of 1, 5 million of euro. The Training Director draws up at the beginning of the year a global plan of development, a training program for all categories of personnel. A large project planned for the end of the year 2009 consists in the implementation of an evaluation of the training, which would make it possible to see its direct impact on the ground.

The director of the Belgian Prison authorities specifies that the annual budget of 1, 5 million euro does not comprise the staff expenses, and adds that on the level of the management of the prisons, modern tools will be gradually installed. At the individual level, what is called "the circle of development" was created, a kind of contract which from now on is set up between the agent and his mentor, mentioning the objectives to be reached, a tool which starts to develop more and more."

## SPAIN :

*Presentation of Mrs. the General Sub-manageress of Human Resources*

### I - COMPETENCES

In Spain, the Prison authorities depend on the General Secretary of the Penitentiary Institutions which is attached to the Ministry of the Interior.

Competences relating to penitentiary staff and more specifically to its training, are ensured by the office of the resource management, through the training service of the General Sub-directorate of Human Resources, which implements the penitentiary staff training programs.

Currently the Spanish Prison authorities pass through a transitional period. Indeed, the specific unit charged to ensure the training of penitentiary staff is the Center of Penitentiary Studies. Although it has a legal existence, it needs a

regulation framework and a suitable seat for its starting. The demolition of the old prison of Carabanchel has started and the new Center of Penitentiary Studies will be built on this surface.

## II GENERAL CHARACTERISTICS OF THE PENITENTIARY STAFF TRAINING IN SPAIN

The access to the Prison authorities is regulated by the same rules as the whole of the civil servants of the State Administration. An academic diploma is required and the applicant is tested through a series of examinations, meant to reveal if his knowledge of the special program, whose matters are officially published previously.

The characteristics of these examinations vary according to the penitentiary body, consists of written or oral tests, in addition to a series of practical cases. I.e. the penitentiary staff must have acquired theoretical knowledge to exert his function before entering into duty.

Once theoretical knowledge checked, the candidate is named "probationer" and does a period of selective training course, including theory and working experience in penitentiaries.

The awaited objectives of this period of training course are mainly:

- To obtain the technical training necessary for entering into duty
- To obtain a clear vision of the missions the staff has to improve the Penitentiary Institution
- To facilitate his progressive socio-professional insertion.

The selective course, which lasts approximately a month, must allow the acquisition of practical and specific knowledge.

During this course very specific subjects are studied, considered primordial by the administration, although they were not integrated in the theoretical program given before the contest. Currently all the professorship which collaborates in the missions of teaching in the Penitentiary Institution are occasional trainers, the institution not having fixed trainers.

The reason of this organization is the will to employ professionals who are daily in contact with the taught matter.

The intern teaching body is supplemented by an external professorship, in general university professors or private establishments, according to the topic to be approached.

After succeeding the examinations of this selective course, the "probationer" passes to another phase of practical training courses in penitentiaries.

The duration of this phase varies from three to eleven months, according to the body.

During this same phase a tutor of training course is named, who has the role of checking if the work program planned for the trainees, is correctly carried out. In addition to these tasks of practical teaching, these tutors are used as support to the new staff by allowing them a progressive and adequate incorporation in the institution.

A monitor is named for each promotion and usually they are executives specialized in tasks of safety.

The tutor also has the role to make, with the Head of establishment, an evaluation of the aptitudes and attitudes of the civil servants in training course and to specify if they were "apt" during this period of training course.

## III IT INITIAL TRAINING OF THE SUPERVISORY STAFF.

To integrate the body of the "Assistants of II" PP" mainly appointed into the tasks of monitoring inside the establishments, a baccalaureate is required.

The candidates must succeed an examination including a psycho-technical test with an eliminatory note.

Then, they must show their knowledge in the fields of criminal law, penitentiary right, public service, constitutional law, right of the European Community, in addition to some subjects of general culture and data processing.

The checking of this knowledge is carried out through a standard questionnaire test with a **QCM**.

The 2nd part of the questionnaire of evaluation is made up of a practical case on which series of questions are posed with answers to choose.

The candidate declared "allowed" must do a period of working experience which they must succeed in order to be declared civil servants.

Currently, the incarcerated population increases and the Spanish Prison authorities have an ambitious plan of construction of penitentiaries and consequently the creation of a high number of jobs is necessary.

This is why the number of jobs offered these last years and for the future years by the prison authorities is very high. Last year, 950 supervisory civil servants were recruited, this year 1010 candidates have succeeded the first selective tests and wait to pass the practice exams. For the next year Spain forecasts 2500 candidates.

The period of "working experience" is divided into three parts:

A first part is consisted of a selective course with the following characteristics:

- Duration, almost a month
- Evaluation of knowledge at the end
- Examinations organized in several cities, each one for a group of one hundred applicants
- Each course depends for its organization and its surveying on a penitentiary located in the vicinity
- Professors are penitentiary and external. The specific matters of the prison authorities, in general related to the internal security of the establishments, are given by occasional trainers coming from the establishment of reference or establishments in the vicinity. Penitentiary staffs which give courses are always specialists as well in the field in safety as in legal, behavior sciences or economic – administrative management.

The matters of this selective course are the following ones:

- Spanish penitentiary system. General statistics.
- Sociological analysis and delinquency
- Forms of organized delinquencies
- Human rights
- Systems of legal guarantees of the Spanish penitentiary system
- Members safety: electronic, architectonic and personal safety
- Coordination regarding safety and monitoring
- Safety and peripheral monitoring
- Behavior in special situations
- Control of drugs
- Personal Defense and use of the coercive means
- Peaceful resolution of conflicts
- Prisoner, psychological aspects, mental health
- Penitentiary treatment and intervention
- Telemetric control
- External self-protection
- First aid
- Extinction of fires
- Presentation of the risks of the job
- Programs of administrative management

B During this period of training courses, after the selective course previously cited, there is another phase of practical training in the penitentiaries, divided into 2 periods, with an eliminatory note:

A one month period which consists in a series of activities planned preliminarily under the direction of a tutor, released during the course of his other occupations and whose mission is to familiarize the trainee with the penitentiary environment, and to teach him the use of the techniques in an effective way in certain practical cases.

During this period, other professionals of the establishment collaborate with the tutor.



For this period, the candidates familiarize themselves with all the services of the prison. They do various training courses accompanied by the tutor and other senior agents. During this period, although they work, they have the status of a trainee and are subjected to a special schedule.

Once this phase evaluated by the tutor and the Director of the establishment, and the trainee is declared "apt", he passes to a second phase of training courses in the establishments.

He is put at contribution in several services while being still supervised by a coordinator of the training courses for 10 months. This last will be charged to give information on the aptitudes and attitudes of the trainees required for the performance of their duty.

Once this phase finished, the Director must give a professional opinion on the candidates, and if they are declared "apt", they are named as civil servants.

#### IV - CONTINUING EDUCATION OF THE SUPERVISORY STAFF.

The initial training of the supervisory staffs will be supplemented by a continuing training on particular topics, related to the various fields of the penitentiary work of a supervisor like: electronic safety, automatic identification, telemetric control, management, various programs of intervention, treatments, teachers, intermediate commands, penitentiary computer applications, etc

#### CATALONIA :

*Presentation of Mr. Director of the Center of Legal Studies and Specialized Training:*

Present his thanks.

"Spain has a much decentralized penitentiary system. A part of this system is managed by the region of Catalonia and is organized under the aegis of the Ministry for the Justice of the Self government of Catalonia, Ministry responsible for the penal system and the juvenile system.

The Ministry of Justice of Catalonia has a Center of Legal Studies and Specialized Training which has the mission of planning and organizing the training of all the personnel attached to the Ministry of Justice. This Center of Studies has a budget of 6 million of euro per annum and according to the figures of 2007, almost 12000 trainees over 15000 hours of formation, including the training courses were trained there.

The Catalan system penitentiary manages 12 prisons with 12000 prisoners what constitutes 15 to 16% of the penitentiary population of Spain. The size of the Catalan penitentiary system does not allow having a system of traditional administrative body. The penitentiary body of administrative civil servants employs about 3000 people, but also the criminologists, lawyers, psychologists, welfare workers and teachers, which makes a total of approximately 4000 people working in the penitentiary field. All the penitentiary professionals are trained by the Training Center of Legal Studies and Specialized Training. Just like ENAP, the Center of Legal Studies and Specialized Training works on the fields of research, takes part in various international activities (participates in a European program concerning the reform of the penitentiary system in Algeria); last year the Center organized seminars with the program AGIS of the European Union; the participation in this seminar is an example and the proof of the good relationships with ENAP.

Initial training for the personnel, for the technical specialists lasts 4 months, including 2 month of theory and 2 months of practice, which allow the agents to integrate the system. A particular characteristic of the Center of Legal Studies and Specialized Training of Catalonia is the fact that it has a global mission, a rather wide spectrum of activities, by training penitentiary staffs, the personnel which work with the juvenile delinquents, the specialists in the courts. Also, an agreement with the Ministry of Justice of Madrid for specific trainings as well as a convention with the Legal General Council of Spain for the training of the magistrates and the judges was signed. The medico-legal doctors are also trained there. This diversity gives to the Center a rather total ambition, used to improve various fields. "

ENAP has recently signed a protocol of co-operation with the Center of Legal Studies and Specialized Training of Catalonia.

#### CROATIA :

*Presentation of Mr. Director of the Training Center:*

Thanks ENAP for having organized this seminar.

"The Croatian penitentiary system is situated in Zagreb, its capital, where 35 experts assist the General Director and coordinate the whole of the system.

In Croatia penitentiary staff is trained in only one Training center.

Penitentiary staffs and the branches are organized in: Security Division, Legal department, Division for application of sentences and judicial police. Judicial police employs 1450 people, 610 people deal with the documents treatment, 430 with legal affairs and 18 with sector programs.

To solve the problem of prison overpopulation, new prisons are currently in construction and new activities are organized".

"The Croatian penitentiary Training center was constituted in 1990. Penitentiary staff or the Heads of prisons have the same statute of governmental body.

The functioning of the penitentiary training system is regulated by the general Law for the public service, the regulation on the modules and the conditions of the teachers of the service public, the Law on the execution or the application of the custodial sentences and the policy of education in the prison and of penitentiary staff.

The penitentiary system has the obligation to permanently train the personnel and the agents are given a training after entering into duty. The educational program targets two categories of personnel: the judicial police and administrative staff.

The contents of the training programs reflect the Croatian global policy:

*1. Initial training:* first approach. Group concerned: officers of probation. Place: Training center. Duration: 5 days. Goal: to allow the new recruits to learn the legal bases, criminology, the penal bases.

*2. Part-time course:* qualification of the personnel. Group - target: officers of probation. Duration: 8 months, includes theoretical and practical courses. Goal: to qualify the personnel who works in the penal institutions and takes part in the application of the sentences, the criminologists and the judiciary police officers.

*3. Tools and means of penitentiary work.* Group - target: civil servants of the judicial police. Place: Training center. Duration: 3, 5 days seminars each one. Goal: to know the means at their disposal for the application of their work, tools of defense against prisoners.

*4. The control of the aggressions.* Group - target: officers of probation of the judicial police and other civil servants. Duration: 4 days. Place: Penitentiary training center and institutions. Goal: to increase the aptitudes of communication and to develop the techniques of "self-service control". Contents: communications tools, active listening etc.

*5. Methods and techniques of probation:* Group - target: officers of probation. Duration: 2 days training course. Place: Training center. Goal: to improve knowledge in the field of probation.

*6. Methods and techniques of probation:* Group - target: administrative staff. Duration: 2 days. Place: Training center. Goal: to improve knowledge and the capacities in the field of probation.

*7. Penitentiary system:*

Duration: 5 seminars of 2 days. Place: Training center. Goal: to acquire and improve knowledge specific to the work with prisoners and juvenile delinquents. Contents: types, the role of groups and "leadership" within the groups.

*8. The post penal treatment of the prisoners:* Group - target: administrative staff. Duration: 3 times 2 days. Place: Training center. Goal: to learn specific knowledge for the taking in charge of the prisoners at the end of the sentence and for the drug addicted, to find treatments adapted to apply. Contents: cognitive approach and specific knowledge.

*9. Training of the very specialized civil servants.* Group - target: security staff. Duration: 3 times 4 days. Group - target: trainers. Duration: 9 days. Place: Training center and other establishments. Goal: to find the methods to apply.

*10. Training of the very specialized civil servants.* Group - target: medical staff.

Duration: 3 days. Place: Training center. Goal: to acquire knowledge on the specificity of the prison system in the context of the health of the prisoners. Contents: legal documents, the specificity of the communication with the prisoners, characteristics of the prisoners who have psychological disorders and the contribution to their education.

*11. Education of the specialized teachers:* Group - target: specialized teachers. Duration: 3 times 3 days. Place: Training center. Goal: to acquire knowledge on the specificity of the prison system. Contents: legal documents, the specificity of the communication with the prisoners, the prisoners who have an addiction to drugs.

*12. Communication in the prisons.* Group - target: all personnel in direct contact with the prisoners. Duration: 2 seminars of 2 days. Place: other establishments. Goal: to improve the faculty of communication with the prisoners. Contents: verbal and nonverbal communication.

*13. Prevention of the abuses drugs and the use of drug in the prisons.*

Group: all personnel in direct contact with the prisoners. Duration: 1 day. Place: other establishments. Goal: to decrease the use of drugs in the prison institutions. Contents: information on the types of drugs etc

*14. Infections in the prison system.*

Group: all personnel in direct contact with the prisoners. Duration: 1 day. Place: other establishments. Goal: the protection of the prison staff and the prisoners against the infectious illness.

*15. Prevention of the suicide:* Group - target: all personnel in direct contact with the prisoners. Duration: 1 day. Place: other establishments. Goal: to decrease the frequency of the suicides in the prison system. Contents: general information on the phenomenon of the suicides, the identification of the possible conditions of suicide, the procedures to be applied.

*16. Communication in the prison institutions in conflict situations.* Group - target: security officers and administrative staff. Duration: 2 days. Place: other penal establishments. Goal: to learn to the officers to solve the conflict situations with the prisoners, by the way of communication if possible. Contents: methods and techniques of negotiation, bases of psychopathology, active listening, the specificity of the communication in conflict situations etc"

## ITALY:

### *Presentation of Mr. Director-Assistant of the Institute of Penitentiary Studies:*

"This conference gives the opportunity to analyze the idea of co-operation and creation of networks between penitentiary schools, lead by the project "Penitentiary Net", in which France, Denmark, and Lithuania took part. For lack of European financing, the project could not be continued, but this seminar constitutes a new occasion to continue in this direction. The European cooperation represents the best way of improving the penitentiary system's training and Italy wishes to be one of the protagonists and actor of this development.

The Penitentiary Service of Italy is attached to the Ministry of Justice. The training of the prison staff is provided by the Training Office, which belongs to the general Directorate of the personnel and training and by the Institute of penitentiary studies.

The Institute of penitentiary studies was established in 1992 in Rome, it is a national school of continuing education and specialization of the administrative management staff or penitentiary police force. This body also deals with research at the national and international level, in partnership with universities and other agencies of research.

The Training Office deals with the continuing education and the specialization of the administrative staff and the penitentiary non-executive agents. The various devices of training are: basic training, continuing education, specific projects, specialization and qualification and integrated training.

The basic training is organized for the personnel who have just been recruited on all the levels. Its primary goal is to allow recruits to identify their tasks, obligations, and the organization of work and to provide them information concerning the regulations which are applied.

The continuing education is organized for a certain category of personnel, for example, governors, inspectors or inter-professional groups. The objective here is to update the knowledge of the new penitentiary laws and to provide orientations to adapt work to the new context.

The projects of specific training are organized for professionals or voluntaries of the administration or society, regional municipal services, departments of health or governmental organizations.

Then, there exist also a specialization of qualification for a specific category of employees in order to acquire specific competences in a certain domain.

The integrated formation is organized for employees of the penitentiary system and employees of other organizations, and is carried out in co-operation with other agencies of training. This is a very important aspect of the Italian training system, because it gathers professionals of various fields with a common goal and a common objective to facilitate the co-operation between the various institutions.

Two other devices of training are the Annual training program through which the department head allots each year to the Institute of higher learning of penitentiary studies and to the Training Office the training tasks to be carried out. The Regional training program, written by each regional management on the basis of the strategic priorities and the objectives established in the annual and multiannual plan, has the objective to build an organizational network through all the countries for the management, the control and the evaluation of the training activities.

The training courses organized and managed by the Training Office are carried out in the 9 schools of penitentiary training and in the penitentiaries of each of 16 regional penitentiary services.

The direction and executive staff's training is generally provided by the Institute of higher learning of penitentiary studies in Rome, but certain training courses take place in other training centers, according to the principle of decentralization of the training.

Efforts are made to train the non-executives, which represent more than 44.000 individuals, compared to 3600 executive or management staff. There are 58.000 people in the prisons. The penitentiary staff also includes the penitentiary body of police force.

The financial resources allotted to the training constitute approximately 21 million euro, including staff and teachers, mission and travelling expenses.

## LITHUANIA :

### *Presentation of Mr. Director of the training center.*

Thanks ENAP for having organized this seminary.

"Lithuania has 3, 5 million inhabitants.

The Lithuanian training system is not very different from those of other countries.

In Lithuania penitentiary and probation staff is given initial training and training working experience after their recruitment. The service of probation and the prison service belong to the same service.

In 1999 the training of penitentiary staff was lasting 3 months and the training of the probation staff - 4 weeks. The duration of their initial training was shortened, due to a difficulty of recruitment. Currently it's envisaged to return to three months of initial training and to carry out a longer training for the new probation personnel.

The continuing education includes seminars and training courses on short themes and has the role to update knowledge and qualifications of the personnel.

During 2008 a special program of modification of the service of probation of the office of probation was launched. The aim of this program, financed by the Ministry of Justice, is to improve the training of the probation staff and it includes training courses, cognitive programs with motivational talks and programs of evaluation. This program is very expensive but it Lithuania considers that probation is very important for its future. "

## NORWAY :

### *Speech of Mr. Director of the Training Center:*

"Thanks ENAP for having organized this seminar and presents his conviction on the importance of comparative studies, of exchanges on the best practices and the presence of a certain competition between the European schools. In October 2008 the Ministry for Justice submitted to the Parliament a document, supposed to completely revolutionize the penitentiary services of Norway and to metamorphose the training of the supervisors and officers of probation. It aims to try to bring the society into the prison, the prison into society and to try to make the walls fall. In spite of the of Norway's small size, the annual budget of the Academy is of 21 million of euro."

*Presentation by the Person in charge of the initial training of the supervisors:*

"Norway has 4, 5 million of inhabitants, but has many prisons, because some are built for only twelve prisoners.

The penitentiary training center is situated in Oslo.

Initial training is organized in the College of Prisons and all the applicants are given a 2 years training. The training cycle is rather long and its recognition as academic studies is envisaged. During their training the students are employees, but within the center they are treated like students.

The training programs for the officers last each one 6 months.

The applicants to the penitentiary Training center must:

1. Have a diploma of access to the higher learning or an equivalent working experience
2. Have the necessary maturity and a behavior compatible with the penitentiary job
3. Have carried out their military service
4. Have at least one year of working experience
5. Be 21 years old minimum
6. Pass a physical aptitude test
7. Not have had any condemnation
8. Be titular of a driving license.

*The 1st year:* 4 weeks of training at the College of the prisons, a training course and trainings in various prisons in Norway, where each trainee will have his supervisor. An examination is obligatory at the end of the first year.

*The 2nd year:* 44 weeks of formal training at the College. During the summer the trainees will work in prisons and they will have an examination for each subject studied this year.

*The 3rd year:* obligatory work, the trainees are sent in the establishments where there is a lack of staff. During this year, the trainee will not be paid any more by the Training center, but by the prison which employs them.

The formation is organized by topics:

1. Criminal procedures and related laws
2. Ethics and professionalism in penitentiary work
3. Practical work and safety
4. Criminology and criminal policy
5. Therapy of work and work in the prison environment
6. The role of the penitentiary officer.

The draft amendment of Norway's penitentiary training system envisages the setting on the same level as an university degree, with units of value so that this training can be combined with other university cycles, in order to lead to a diploma. Therefore, the 2 years formation will be equivalent to a license.

A national committee of education is charged to make an evaluation of the Norwegian penitentiary training system, which is supposed to reach the level required within 2 years."

ROMANIA :

*Presentation of Mrs. the Chief of the Training Service:*

Present the thanks of the Romanian prison authorities for the invitation to this seminar.

"The national administration of the penitentiaries depends of the Ministry of justice of Romania and has 87 penitentiary units.

The Service of professional training of the Prison Service has the goal to organize, to coordinate and prepare the formation of the penitentiary agents. The objective of this structure is the development of the career of the penitentiary civil servants by initial training and continuing education, obligatory by the law.

The specialized training is carried out by practical courses and activities, courses of development of the career, training organized in the penitentiary units, and also training organized by the units specialized in professional training.

The specialized training is organized in three phases for all the new penitentiary recruits, who occupied a function in the prison authorities by contest.

1st phase: a formation of the beginning of career, which lasts 2 weeks, intended to familiarize the new staff with the penitentiary system and its professional problems.

2nd phase: specialization in units of professional training, obligatory for all the new recruits. The specialization lasts 3 to 6 months, according to the categories of personnel.

3rd phase: a training which has the goal to develop qualities and professional practices of the agents. It is held in the penitentiary units.

The principal method of training of penitentiary staff in Romania is the continuing education, organized by the penitentiary units. It has the goal to carry out the objectives and the missions of the institution and includes several categories of training: improvement, legal formation, penitentiary management and physical preparation.

The staff training activities are held in professional training centers. In Romania there are 2 national schools of penitentiary training: one for the penitentiary agents and the other for the officers. Both offer as well initial training as continuous.

The National school for the penitentiary staff training organizes the initial training, the specialization and the improvement of penitentiary staff's level. Since 2008, the training lasts one year. A protocol of collaboration with the Republic of Moldova was signed and the school trains 10 Moldovan students each year.

The Center of training and specialization for officers of Arad trains the officers of the Prison Service.

Two other establishments which give training to the officers are: the Police Academy "Alexandru Ioan Cuza", where each year 25 future officers are trained and the studies there last 4 years, and the national Academy of information: 3 officers specialized in communication and 2 in psychology. "

**SWEDEN :**

*Presentation of Mrs. the Officer of the penitentiary service of probation:*

Thank France and ENAP for the invitation.

"The Swedish prison authorities have a seat, divided into 6 regions, each of them having its training center.

Concerning security, Sweden tends towards a system which would keep people in liberty. The courts condemn to imprisonment only if the possibility of carrying out the sentence in liberty, by accomplishing works of general interest or parole is not possible.

Sweden has a population of 9 million of inhabitants. Each day 2000 prisoners wait to be released. There are per day 5000 prisoners and 13000 condemned in liberty.

The Swedish training system has the task of training the penitentiary staff.

Penitentiary staff is recruited by the way of professional recruitment, by an evaluation of the applicants. They pass personality tests and are submitted to discussions with a psychologist. It is necessary to have a diploma of secondary studies justifying of twelve years of education. The university degree is not required, but is appreciable.

To become a probation officer, a university degree in social sciences is required, but if it is not the case, they will take a university course in a penitentiary training center, which will give them 15 units of value. Approximately 2/3 of the officers will take this university course at the Center and 1/3 have already a university degree or units of value corresponding to one year of academic works, which will be updated by a training at the Center.

All the personnel recruited, whatever their field, take 3 weeks of initial training course, which has the goal to teach them the role of the penitentiary work within the society, organizational, legal, and ethic aspects, safety and it represents especially a period meant to better determine the work of the officer.

The penitentiary or probation officers do then a training course for 5 weeks in a prison or in a probation service, where they are tested while accomplishing tasks of penitentiary work and then they return to their training center for 12 weeks of specific training courses.

The Training centers propose also different specialized trainings, alternative programs and specific trainings for the juvenile delinquents, the female population, the sexual delinquents, or specializations in security. Their duration varies from 2 days to a few weeks and at least 1000 people do these specialized trainings every year.

The Training centers cultivate an approach based on the problem itself, by studying concrete cases, the personal improvement and the self-knowledge. Students are asked to put the good questions to obtain answers which they can use during the work.

For the continuing training, the tendency is that people who are in contact with the prison environment do a training course of 2 weeks every 5 years. The goal is to update their knowledge and to inform them on the new results of research, on the innovations in the work methods.

The purpose of the training in view to become inspector or governor that lasts 37 days over 18 months in collaboration with universities is to teach how to manage a prison or a prison department, or to train persons in charge of a group of officers of probation. The applicants for the training of governor must have worked as an inspector and have a university level.

The Seat has the responsibility of the development, coordination, control, and strategy. The 6 Training centers provide the staff training and each center has its manager and its program chiefs. A part of the trainers are penitentiary staff, who achieve a period of training in our Centers and then return to their work. There are 45 - 50 external trainers in the penitentiary environment and also experts in psychology and psychiatry.

Annual figures representing groups of trained personnel:

1. Probation and penitentiary officers: 9000 persons - 45% of women.
2. Penitentiary officers: 5000 - 43% women.
3. The inspectors, governors: 49 - 46 from 2007 to 2008.

Currently the prisons of Sweden become over-populated; the sentences become longer and new prisons are being built. These factors imply the need of recruiting and forming more than 1000 additional personnel to face the extensions and to try to work in various places of the penitentiary sector. "

## SWITZERLAND :

### [Presentation of the Person in charge of the Latin continuing education of the Swiss Training Center](#)

Thanks ENAP in the name of the Swiss Penitentiary Training Center.

"Switzerland is a country of 7, 5 million inhabitants. There are approximately 6000 prisoners in 120 penal establishments, of which small prisons of only 12 prisoners and 2 supervisors, which constitute the first Swiss specificity.

The second specificity it is the Swiss federalism, i.e. a central state and 26 Member States, each one having its organization of the Prison Service and its laws, three national languages used more or less usually: French, German, Italian.

The Swiss Training Center is the only penitentiary school of Switzerland and students learn in French, German and Italian.

The 26 cantons have charged the Penitentiary Training Center to train the detention agents, who constitute the essential public of the Center in terms of initial training.

The Center does not take part in the recruitment of the personnel. The 26 local prison services, the establishments recruit their own personnel. The admission requirements are common on the whole of Switzerland.

The Swiss Center of formation is a public foundation of right. Initial training and continuing education is held on the same site, in Freiburg.

The supervisory staff are initially recruited and engaged in the establishments, trained on the ground and then they do at the Center a 15 weeks initial training of formal training during 2 years. At the end they pass examinations and must write a report. They obtain then a diploma recognized by the federal Office of professional training and technology, the equivalent of the Minister of education in France. The directors of establishments or the probation officers are not formed in initial training at the Center, they do there only continuous training courses.

The continuing training duration varies according to the specialty: 3 days, 1 week, but it can also last seven weeks, in particular for the personnel who deal with prisoners suffering of psychiatric disorders. Trainings are held for the probation officers, executives, senior officers etc.

The Center also organizes seminars of continuing education for particular groups: the health staff, the chaplains of prison, persons in charge of the agricultural domain, because in Switzerland prisons have the largest agricultural domains.

In collaboration with the University of Freiburg, the Center organizes various programs, demonstrations, penitentiary days and publications. "

*Valerie DECROIX, director of ENAP:*

"The first roundtable will relate to the general great principles of initial training. The concepts of initial training and continuing education exist in the devices of each country. The first European penitentiary rule 81-1 says: "Before entering into duty, staff shall be given a course of training in their general and specific duties and be required to pass theoretical and practical tests". "

The reporter of the 1st roundtable, *Mr. François COURTINE*, the director of the Research and dissemination of Énap:

"Of the first European penitentiary rule 81.1 we can deduce essential elements concerning initial training of penitentiary staffs in Europe:

1st: the obligation to be given a general and special initial training before entering into duty

2nd: the obligation to succeed theoretical and practical tests"

*Mr. François COURTINE* proposes to see the *way of recruitment in each country, the public of the penitentiary schools: general pre-requirements to the applicants to accede to different functions and the way of recruitment.*

*The representative of Norway:*

"In Norway the recruitment of the candidates to the Prison Service is organized at a national level. For 200 places there are approximately 1200 candidates, who must pass first of all a selection. The selection committee has to choose the ripe candidates, having values and a behavior compatible with the penitentiary service. This committee consists of a president, two governors of prison and two representatives of the syndicates, because syndicates play a major role in the prison services and in the Norwegian society, in general. They are present upon the start of recruitment and until the end of their training.



The candidates thus selected will be in trial period during 2 years, which corresponds to the period of training, and allows to see them over a rather long period in their work environment and to decide if they are suited to the function. A positive aspect of the Norwegian system is the fact that the work of the prison guards is regarded as very complex one. They have good wages and a favorable position in the society. "

#### *Representative of Spain:*

"In Spain, according to the bodies, recruitment is carried out by the way of contest, including oral and written tests. Before passing the theoretical and practical tests, the candidate must also pass a psychological test.

The theoretical tests include such matters as the right, penitentiary matter, etc.

If the candidates succeed this test, they pass to the penitentiary school for 1 month and then receive another general training under the direction of a department head of a penitentiary. Then, for 10 months they pass the practical exams on the ground and at the end obtain a diploma of civil servant.

The Spanish penitentiary system is composed of several bodies: technique, welfare workers, doctors etc. For each body there are different periods of training course, but they all do a formal training at the school and a working experience in a penitentiary. "

#### *Representative of Croatia:*

"Recruitment takes place by the way of a contest open to any adult Croatian citizen. The contest comprises a written examination on the law, the Constitution and the legal system. The maximum note of the examination is of 10 points. After having succeeded the written test, the candidate passes a conversation which can add him 10 points. The total note represents, therefore, 20 points and first 10 or 20 candidates best noted will be retained.

As the contest does not include physical tests, there's the risk to recruit personnel not ready physically to provide the mission of a penitentiary agent.

After recruitment, the agents are trained at the Training center for 8 months: 4 months of theory and 4 months of practical works. At the end of this period they must pass 4 examinations on the legislation, the criminal law and psychology, the missions of the judicial police and the use of the firearms. They will thus obtain the title of officer of the judicial police and will be allowed to work in penitentiary institutions. "

#### *Representative of Switzerland:*

"The Swiss Center for the prison staff training does not participate in the process of recruitment, which is organized at the cantonal level by the directors of the penitentiaries or the department of human resources of the Penitentiary Offices. Once the agent of detention recruited, he follows an internal initial training in institution and a cantonal formal training, condition to accede to the Center. To be allowed to accede to the basic training course, the applicant must have a 3 years professional diploma or an equivalent title or must have reached 5 years of experience at the end of this initial training which lasts 2 years. "

#### *Representative of Andorra:*

"In the Principality of Andorra the recruitment of the penitentiary agents is organized by the Prison Service and its Training Direction according to the provisions of the Law of the penitentiary body and the Regulations of the professional career.

Recruitment takes place exclusively by the way of an external contest.

The wages of a penitentiary agent are of 1800 euro per month for 13 monthly payments and it remains the same during the time of the training.

The principal conditions to accede to a penitentiary job are:

- To have less than 35 years
- To have Andorran nationality
- Not to have penal antecedents
- To have a training which corresponds at least to a patent of college, the minimum level of compulsory schooling in Andorra

The tests are organized by a Committee, chaired by a secretary of the public office, external to the Prison Service in order to guarantee the objectivity of recruitment.

The eliminatory examinations that the candidates must pass are:

- Catalan language, official language of Andorra
- Physical tests
- Psycho technical tests

The contest includes a written test on the legislation of the country, an oral test, a test on the culture of the Principality of Andorra, and another on French, English or Spanish languages.

If the candidate failed one of the eliminatory examinations, or he was considered inapt following a psycho technical test, he will not be able to represent himself to a new contest only after 6 months.

On the other hand, if the candidate succeeded his examination, but did not enter into duty because there was no place, it passes in reserve throughout for 18 month. I.e. if a vacancy appears, it will be no contest as long as this vacancy will not have been proposed to him. "

#### *Representative of France:*

"The recruitment of the penitentiary agents in France takes place by the way of an annual national contest, depending of the number of vacancies for each category of personnel.

The contest comprises two phases. Once the written (admissibility) tests succeeded, the candidate passes to the oral (admission) tests.

The minimal studies level required varies according to the category of penitentiary staff: a general school diploma is required for the supervisors, but the insertion and probation officers must have a BAC+2 minimum. For the management staff the minimal level required is the same asked for the contest of admission to the ENA.

The French contest tests are considered too theoretical, or too general, which favors a certain profile. Currently there is a commission which works on the contents of the tests in order to diversify the profiles of the people recruited in the Prison Service.

A characteristic concerning only the supervisory staff is the fact that after having succeeded the written tests, a psychologist intervenes on the level of the tests of admission. "

#### **Mr. François COURTINE:**

*The second round of table will relate to the difficulty or the facility of recruitment.*

#### *Representative of Andorra:*

"Andorra encountered enormous difficulties of recruitment a few years ago. The fact that the wages were increased of 400 euro in 2007 made that the number of candidates also increased: from 2 to 14 on a vacation. On the other hand, there are about 9 candidates out of 14 who are eliminated on the psycho technical tests. "

*Representative of Spain:*

"Spain does not encounter particular problems for the recruitment of the supervisory staff, but it is very difficult to recruit the medical staff."

*Representative of Norway:*

"In 2008 there were 1200 candidates for 180 students' vacancies. The average age is 27-28 years, adult and thus stable persons, which is appreciable. "

*Representative of France:*

"In France, paradoxically, there is more and more an inadequacy between the increasingly high level of education of the recruits and the functions which they will occupy later on. The massive recruitment campaigns increased the number of candidates: for the next session there are 1800 vacancies for supervisors and 18000 inscription files have already been retired."

*Representative of Switzerland:*

"At a national level, the Swiss system of recruitment does not encounter important problems. With the 26 cantonal prison authorities in Switzerland, the criteria of recruitment differ from a canton to another; therefore, there are problems rather at a regional level. For example in Geneva or Zurich there is a lack of candidates. This problem is due especially to the criterion of the age, because the necessary minimal age can vary from one canton to another. "

***The regulator, MR. COURTINE proposes the second topic of the day:***

***Main characteristics of the training, a general sight on: places, duration of the training, competences which it develops, etc***

*Representative of France:*

"In France penitentiary staff theoretical training takes place at the ENAP and training working experience in the various penal establishments where instructors are especially recruited to train the trainees. The training thus is organized according to the principle of alternation.

The second principle is that of the pedagogical progression, i.e. objectives of formation are fixed by cycle and training working experiences on the ground are organized in order to check the veracity of the objectives of the formation.

The duration of the training varies according to the penitentiary job: administrative staffs are given 10-14 weeks of training, management staff and insertion or probation officers - 2 years.

The training has the goal to professionalize, to teach techniques and tools to the personnel in order to be able to deal with the delinquents, the aspect knowledge of the public having a major importance. ENAP also tries to inculcate to the students strong deontological and ethic values, by the study of the human rights, European Prison Rules etc."

*Representative of Andorra:*

"As Andorra doesn't have its own training center in, taking into account the dimension of the Andorran prison authorities, the training lasts 14 weeks and represents a part-time training.  
The management staff is trained rather in continuing education, because it is considered as a career evolution.

The goal of the initial training is to teach to the penitentiary agents a maximum of knowledge and techniques on the execution of their work before their entering into duty.

The taught matters relate to the administration, human resources of the prison authorities, as well as specialized trainings: technique, legal, physical, European standards and values, hierarchical standards and values. The training on the management of the stress permits to make a final selection of the apt candidates, which was not possible before 2007, when the agents were trained only after their entering into duty.

According to their degree of implication in the Prison Service, the persons who finished initial training do a training course of 3 - 4 days in a prison of Catalonia, to know the operation of other penitentiary systems. "

#### *Representative of Switzerland:*

"The Swiss penitentiary staff training Center is the single centralized school which trains the agents of all the linguistic regions.

The training lasts 15 weeks in two phases: 9 weeks the first year and 6 weeks the second.

At the end of the first 9 weeks stage, the agents pass intermediate examinations on 6 branches and at the end of the second phase they pass a general final examination on 4 branches, which give them the possibility to obtain a federal diploma, recognized in Switzerland and the right to exercise in all the Swiss penal establishments.

The Center provides mainly theoretical courses; practical knowledge is obtained in the establishments where they work, because they are trained after entering into duty.

The training is organized over 2 years and includes 4 principal fields:

- Psychology
- Right: introduction to the right, criminal law, European Prison Rules etc. Considering the number of cantons, the EPR is the main document to indicate the general lines in order maintain a general level of knowledge for all the agents
- Medicine - psychiatry: penitentiary medicine, psychiatry, drugs etc
- Prison environment: specific themes, such as the foreigners, sexual delinquents etc."

#### *Representative of Croatia:*

"The general principles which direct the training of penitentiary staff in Croatia:

1. The work of the agents must be based on a human prisoner treatment according to the European Prison Rules
2. The problems with the prisoners must be solved through the communication, when it is possible.
3. All the employees must contribute to the safety of the penitentiary institutions
4. The penitentiary police force must know well its particular missions, its work and its tasks. "

#### *Representative of Spain:*

"Currently Spain tries to change its penitentiary training system. A new Center of penitentiary studies will be built soon in Madrid.

The matters taught are:

- Spanish penitentiary system
- General statistical
- New forms of organized delinquency
- Human rights
- Spanish legal guarantees
- Safety: electronic, architectonic and personal safety
- Procedures and methods of behavior in specific situations
- Control of drugs
- Personal defense and use of the coercive means
- Peaceful solution of the conflicts
- Internal control
- Psychological aspects and mental health
- Penitentiary treatment and interventions
- Use of telemetric means of control
- First aid, extinction of fires
- Prevention of the risks of work
- Administrative management

Currently an evaluation of the training system is being made and changes are envisaged the next years. "

#### *Representative of Norway:*

"Concerning recruitment, an important challenge and political objective in Norway is to have 50% of penitentiary agents women in the prisons and to recruit agents in ethnic minorities and also, particular populations."

The representative of Norway proposes to see whether the other countries succeed in having an equality of the sexes in the recruitment of the penitentiary agents and to recruit in particular populations.

#### *Representative of France:*

"France does not make special efforts to recruit in the ethnic minorities or in particular populations, all the candidates are equal on this point.

As for the question of the women the prison authorities recruit a rather considerable number of women, in particular in the supervisory staff category.

Contrary to Norway, France thinks almost to impose quotas in order to limit the recruitment of women - supervisors, because that poses problem for the treatment of the male prisoners.

#### *Valerie DECROIX, director of ENAP:*

"The "feminization" of the penitentiary job constitutes a difficulty for the French system, because France is almost obliged today to organize two distinct contests for the supervisory staff's recruitment. The rate of feminization of the other administrative bodies: technical, management staff, the welfare workers, does not encounter any difficulty.

For the supervisory staff the professional gestures pose problem, in particular the palpation of the male prisoners."

*Valerie DECROIX* asks the representative of Norway to explain if the missions of treatment of the public mainly male are given to the supervising agents without taking into consideration their sex.

*Representative of Norway:*

"It is indeed a problem. In all the prisons of Norway there are supervisory staff men and women. We try not to have only women in the same service, because they are not allowed to touch male prisoners. It's also the case for the prisons for women; a supervisor man cannot palpate a woman. But this approach should change soon; we should not take into consideration the sex of the agent which accomplishes the task of palpation."

*The moderator, François COURTINE,* proposes to discuss on the *status of the trainees in initial training, the status of the instructors and the evaluation of the training, in particular the devices set up by the training centers to evaluate the results of the theoretical training and the training courses on the ground.*

*Representative of Norway:*

"Norway works much on the evaluation of the results of the training, but no evaluation report was established. When the economic conditions of the society are favorable, people often change their job, especially the younger public. Currently, by this time of financial crisis, there are people who return in the penitentiary services. But no estimation of the duration persons accomplish penitentiary function was established.

The Norwegian system of penitentiary training is becoming an academic one. One of the conditions of the recruitment of the instructors it is that they must be issued from an academic environment and to have, mainly, very high diplomas in various fields. Minimum a Master or a BAC is required to the trainers who provide the training of the prison guardians. Trainers who spent two years of training in the prison, an additional training and have at least a Master are considered as the most qualified. Much effort is put to motivate the officers to obtain University or College diplomas, and return. This kind of studies is often financed by the Prison Services."

*Representative of Spain:*

"The trainees of the Spanish penitentiary training have the same status as the students of other fields.

The professors and the teachers work on the educational tasks and penitentiary education often employs occasional instructors, who are not penitentiary professionals, because we think that it is preferable to have instructors coming from different services, corresponding to the taught matter. Teaching is also provided by university professors and private companies, according to the matter.

The trainees pass a test at the end of their studies and a second test in a penitentiary, which allows or not to obtain the diploma of civil servant."

*Representative of Croatia:*

"About the evaluation: during seminars, trainees are asked to evaluate the seminar via the questionnaires. When the trainees do not have experience in this field, they are asked to fill out the same feedback form 5 years later. Answers will be compared and that will permit to see whether the knowledge acquired during the training were useful during the performance of their duty.

The penitentiary instructors are trained at the Central training school for civil servants of Croatia and all of them have a university degree."

#### *Representative of Switzerland:*

"In Switzerland, during the training the agents do not have the status of student or trainee, but the status of employee, because they are already employed by the Prison Services. They are given courses during their working time and they always depend on the establishment which employs them.

There are several kinds of trainers, having two different statuses: the occasional trainers, we try to employ rather professionals: directors of establishment, persons in charge of safety, penitentiary doctors, magistrates, who come to teach occasionally, but regularly. The other kind, those are the persons employed by the Center as permanent teachers of initial training.

Concerning the evaluation of the training: at the end of the training, the agents must succeed the final examinations, the rate of failure being of 10 -15% per year. The selection is thus not very drastic. They obtain a federal diploma of penitentiary agent; a professional diploma of tertiary not-academic level, recognized by the Ministry of education.

An evaluation of the training courses is not possible, because the agents are employees and they are evaluated in the first phase of their work experience in the establishment.

Concerning the trainers' selection, the members of the Training Center Direction propose candidatures to the subordinate bodies of the Council of foundations, which include a service competent to name the trainers. These instructors are not necessarily teachers for adults training, but they have professional competences in the penitentiary field."

#### *Representative of Andorra:*

"In Andorra there is no difference from a financial point of view between the students of the penitentiary training and the agents. A difference exists at a formal level in order to differentiate persons who aren't yet definitively named.

Since 2007 efforts are put to improve the qualification of the trainers, that's why 5 trainers of ENAP have been employed. Before, the trainers were formed by private companies, they had knowledge and capacities, but it was not adapted to the penitentiary field.

The training is permanently evaluated: when an agent succeeded the training phase, he begins another test phase of 1 year, when he will be evaluated every 3 months, in order to detect his negative points and to try to rectify them. This evaluation permits to declare the agent "apt" or not to become a penitentiary civil servant. This system is rather new and must be developed, because the rate of success is considered too high."

The representative of Andorra asks the other participants if an evaluation of the trainers is installed in their respective devices, because the evaluation is essential to check teaching competences of the trainers, which is not really the case in Andorra.

#### *Representative of France:*

"The persons recruited and trained at ENAP have the status of civil servant of the Ministry for Justice, therefore, they are remunerated. Initially they are considered as students, then trainees and finally employees. In exchange of this remuneration and this status of civil servant, they must provide a minimal service in the public administration, which varies according to the categories, 3 - 5 years.

In France there are 2 kinds of trainers: the occasional trainers and the certified trainers.

The certified trainers are penitentiary professionals who succeeded an exam to become trainer and they receive a 4 months professional training. They are the principal teaching source of ENAP; they are permanently affected to provide the pedagogical phase.

In France today may become officially certified trainers only the agents belonging to the supervisors' body. The possibility of installing towards the end of the year a 2008 new statute of trainer is currently analyzed, which will open to all of the penitentiary bodies the possibility to become certified trainers.

Unfortunately, there is a crisis of certified trainers and ENAP is obliged to recruit among the penitentiary professionals to provide initial training, a fact often criticized, in particular by the syndicates.

Another category of certified trainers intervenes on the ground and provides the link with the trainers of ENAP, according to the principle of part-time education.

There are also the occasional trainers, 700-800 persons, who teach at the school, according to their specialty and the approached themes.

Concerning the students' evaluation, all the trainings of ENAP are subject to evaluation, by theoretical tests on the courses and at the end of the training working experience, through documents, processes, techniques and feedback forms which were elaborated by the trainers working in prisons and the trainers of the school. The note of the evaluation is made up roughly speaking of 50% of the theoretical tests results and 50% of the training course results. A very low rate of failure of less than 1% is observed and this fact lets think that the organization of the notation is not appropriate.

Until now the trainers were evaluated only before their nomination. The new rules which should be adopted at the end of 2008 envisage a periodic evaluation of the trainers through the system of "pedagogic habilitation", supposed to check through tests their capacity to continue to be trainer. After 2 negative pedagogic habilitations, the Prison Service may withdraw the statute of trainer."

The moderator gives the representatives the possibility to intervene or to put different questions.

#### *Representative of Belgium:*

"Concerning the organization of recruitment contests:

An analysis concerning the recruitment procedure by big contests was carried out. In the next years, Belgium will be confronted to a lack of qualified penitentiary agents, because 35-40% of agents will take their retirement in the 10 years to come and new prisons are in construction. For this reason, their recruitment will be entrusted to the regional employment organizations, which will have to make a pre-selection of the candidates to be sent to the contests, which will be organized 7 times per annum.

The recruited personnel reflect the ethnic diversity of Belgium. The number of women who postulate and succeed the contest has increased. "

#### *Representative of Catalonia:*

"The main problem encountered by the Catalan device of initial training is the lack of objectivity in the evaluation of the training work experiences of the trainees, because it is not accomplished according to the same scales by the different trainers. This problem must be solved soon by the creation of a training register, directly relational with the conditions of the theoretical training according to the models of professional competences. "

#### *The regulator, Mr. François COURTINE:*

"**Conclusion:** In spite of the differences, each country pursues the same qualitative goals concerning penitentiary staffs. The training techniques, methodologies and tools could easily circulate between our countries. The goal of the seminary is truly to allow exchanges, not only when we meet, but also in a permanent way. "



Mr. François COURTINE thanks the speakers of this roundtable and announces a pause after which a second roundtable will start concerning the devices of continuing education.

*Valerie DECROIX, the director of ENAP:*

"The 2nd part of the morning will be dedicated to the principles of continuing education. Yesterday the participation and the contribution of each training center to the device of initial and continuous training were evoked, which are constitutive of the European Prison Rule 81-2."

*The moderator: Jacques OLLION, Head of the continuing training sub-direction, ENAP:*

"The European Prison Rule 81-2 stipulate: "Management shall ensure that, throughout their career, all staff maintain and improve their knowledge and professional capacity by attending courses of in-service training and development to be organized at suitable intervals". This rule can be declined in several proposals.

*The debate will be organized around 3 principal topics:*

1. Objectives of the continuing training
2. Methods used for the realization of continuing training
3. Continuing training contents

The penitentiary rule N° 8, which arises from the Rule N° 81-2, fixes a requirement of an appropriate training for taking charge of prisoners. This principle must be found in the programs of continuing training, which must make it possible to the personnel to progress, to have a social advancement within the prison authorities. Another obvious objective of the continuing training is the accompanying in the technical or political changes. "

*The topic N° 1: Objectives of continuing training*

*The Representative of Romania:*

"In Romania the continuing training which is organized by the prisons constitutes the principal training method of the penitentiary agents. Its goal is to carry out the missions and attributions of the institution throughout special programs. The general objectives of the continuing training are: to give general information in the field of specialty, to update professional knowledge and competences and to acquire new, to widen the field of competence of the agents by the development of interdisciplinary competences and civic education. "

*The representative of Catalonia:*

"The objectives of continuing education in Catalonia vary accordingly to the training needs of each category of personnel. Each year a system of evaluation and organization is set up in order to detect the lacks in the preparation of the personnel on their work place. Both the opinion of the chiefs and that of the personnel are asked to carry out this evaluation concerning the needs of training. "

*The representative of Belgium:*

"In Belgium the training service cannot position any more like an isolated entity, because it is member of a great entity which is the Ministry of Justice. I.e. it is necessary to re-examine each year the organizational and strategic objectives of the continuing education, to see whether there are initiatives that must be taken, in coherence with the ministerial political note and with the management plan.

In Belgium continuing training is carried out now rather with the perspective to see which are the "outputs" and the "outcomes", the effects of continuing education, because its budget should be used in a performing and correct way.

Each team of each prison must every year rehabilitate their operational plan, because they work on objectives. The establishments inform the Heads of the training Centers their needs on the training level, which are re-examined each year."

*Representative of Lithuania:*

"In Lithuania continuing training represents an update of the qualifications of the penitentiary staffs. It is always planned every 6 months at the beginning of year, and for the 2nd part of the year a continuing training program is drawn up.

The programs are created and managed each year in co-operation with the prison services and each penitentiary institution, each office of probation, which propose the sets of themes for each penitentiary service and the main axes to be integrated in the trainings. Academics, university professors, highly formed in management, social sciences create and manage the training program and work as trainers within the continuous training program and the specific plans of continuing training."

*Representative of Sweden:*

"In Sweden there are 3 types of continuing training:

1. A 15 days general continuing education, every 5 years, for all the probation officers and the staff who is in direct contact with the prisoners.
2. Training of specialization to certain tasks related to the staff's career evolution. This training consists of various programs, directed by project managers: management of aggressions, motivational conversations, management of the private life, safety, and training concerning the work environment for prison Heads etc. All these trainings are given every year, generally in the regional training centers. For example, if an evolution of the regulations of law appears, it is necessary to train all the personnel concerned and specific training courses are organized.
3. Distance learning: efforts are made to develop the use of Intranet and to develop devices of e-learning at work. Currently an important Internet training program concerning the planning of the prisoners' sentences is implemented for all the personnel."

*Representative of Italy:*

"In Italy continuing training objectives are established each year by the annual plan of formation on the basis of individualization of the needs for staff training. The regional annual plan of formation joins the training needs of the various categories of personnel or certain specific needs at a local level. Specific problems are solved by organizing specific courses. Continuing education has the role of maintaining a professional qualification level and to the progression of career in the prison services."

*The moderator, Jacques OLLION:*

Thank the speakers of the first round table.

"The objectives of continuing education in France are based primarily on techniques of security: the prisons safety, the safety of the persons, including the prevention of suicide. For the executives training, management is prevalent. In France a national objective of the Prison Service is to give at 3 days of continuing training per penitentiary agent. "

*2nd topic of the day:*

*Methods of continuing education: organization, places: school and/or ground, trainers, use of Internet and distance learning, evaluation of continuing education (because it has high costs and it is thus necessary to measure its results)*

*The representative of Italy:*

"According to the employment contract, the penitentiary police officers would have the right to have a 6 days practice training and 6 days continuing theoretic training every year. Because of the high number of personnel, it is possible to ensure this training for all these personnel only every 3 years.

For all the other staff, no law fixes a minimum of days; efforts are done to give 2 or 3 days per annum and per agent.

A characteristic of continuing training in Italy is the fact that it is organized in the neighborhood of the penitentiaries where the agents work.

Another characteristic: for the majority, it an inter-professional continuing education, but courses for only one penitentiary subject are also organized.

Concerning the distance learning, the prison authorities haven't succeeded to making it start, because a means to make work and train the agents at the same time hasn't been yet found.

Concerning the evaluation of the training; it occurs on 2 levels: internal, it is a system which aims to evaluate the level of knowledge acquired during the training and how trainees have got it. The external evaluation is vaster and has the goal to evaluate the specific results of the training courses.

A last very important objective of continuing training consists in implying in the training process different actors who intervene in the penitentiary environment, i.e. the voluntaries and representatives of other institutions, because a common language and shared objectives are the key to success of penitentiary work. "

*The moderator, Jacques OLLION:*

Thank the representative of Italy and adds that the system of continuing education of Italy has some common characteristics to those of France, which is due, undoubtedly, to their common borders. France is also concerned by the difficulty in implementing the distance learning.

*Mr. Jacques OLLION* asks the representative of Sweden *if they succeed in setting up the system of distance learning.*

*Representative of Sweden:*

"Sweden has also difficulties to set up the system of distance learning, it is a process which is in a launching phase. As in Italy, the difficulty is due to the fact that people are on their post and it is necessary to find the possibility for them to use a computer.

On the other hand, for basic initial training, the system of training by Internet is set up. Several directions are currently explored to find a more effective means of operation.

Concerning the training organization and the instructors, there are differences according to the kind of continuing training.

Penitentiary staffs must be given a 2 weeks training every 5 years in the regional training centers and the same trainers provide initial and continuing training. They don't have only the role of a teacher or professor, but that of a mentor, they work on tasks and bring their experience to give courses.

The program chiefs are trained by trainers specialized at the regional level. Their evaluation is very strict and is done over very a long period of time. Their initial training lasts 1 or 2 weeks in the regional training centers, then they return to work, where they follow their program and are filmed to be evaluated.

A large number of staffs are implied in teaching of specific trainings. It is necessary to have a centralized continuing training system, with persons responsible for a training course in particular.

The cognitive training is also made up of basic lessons, followed or not by written examination, and this is a process which follows its course and which is valid for all the fields of education.

The possibility of a permanent exchange of good practices between the countries would be very favorable to the process of the evaluation, according to the kind of the training, the field, and for an inter-professional collaboration. It will be favorable especially for the instructors and the trainers. Concerning the problem of security and the training courses on safety, we collaborate essentially with the police force and the universities, but that implies a very low number of persons. Globally, the prison authorities provide such actions, but there are also external interventions."

#### *The representative of Lithuania:*

"In Lithuania there are several kinds of continuing education and the basic idea is to try to motivate the personnel and to convince them to participate. The personnel agree to be given trainings, because thus they can obtain higher qualifications by the means of an evaluation and thus their wage increase. The process can differ from one department to another; it depends on the specialization of the personnel.

The participation in a continuing training belongs to the criteria of evaluation of each personnel. The seminars can have a very high cost, but the good qualification of the personnel is more important. The teachers who disperse these courses are paid according to their competences. External trainers come from the universities or other institutions.

In Lithuania sometimes programs can count on budgets to apply programs. For example for the programs concerning the prevention of drug, the AIDS, the program of probation, the central Department of the prisons receives financings for each program and has the possibility of organizing trainings specialized for all the concerned personnel.

Currently, in Lithuania there is not a system of distance learning. The police training center started to use this type of training; its results will perhaps make it possible to implement it in the training of the penitentiary agents. The police training center also encounters problems of communication, like Italy. "

#### *The moderator, Jacques OLLION:*

"Many countries have the same problems, the same interrogations and the same difficulties, solutions directed towards new technologies are currently studied.

Concerning the evaluation, it is true that in continuing training the tradition is to make circulate at the end of the training a formulary where the trainee will note his opinion on the quality of the trainer, on what he has learned and on the contents. It is called a "hot" evaluation. ENAP has the objective to develop gradually differed evaluations and is aware of the means that it implies. That would permit to measure on the ground at the end of 6 months the effectiveness of the agent's training, via a questionnaire sent to his hierarchically superior. It is a model of evaluation, among others, which ENAP will test. "

#### *The representative of Belgium:*

"In Belgium there is a combination of several systems of continuing training.

The federal Institute of continuing training of the federal civil servants aims at acquiring mainly generic competences. The agents can easily accede to this Institute.

The other one is the system of the training vacation and exemption of service, according to whether it is asked or not by the agent and which aims rather specific competences. This system allows to each agent to be given days of training in different institutes and even completely independent of the prison authorities for certain trainings, and aims at the acquisition of more specific competences. They are the directors of formation who decide of the need of this kind of training and generally, their opinion is largely favorable.

The "PUMP", the training system of integrated management aims a certain number of executives of the prison services. This system functions very well and is carried out in collaboration with a French-speaking and a Dutch-speaking university.

The training directors have the task to manage and prepare a global development plan for the whole of categories of penitentiary staffs. These trainings are given either in the training center, or in certain prisons, according to the nature of the request for training.

Within the context of the examinations for internal promotion, the training centers have the obligation to propose preparation trainings, which is recently done by the way of distance learning. Therefore, for the moment, only the executives profit from this kind of training by Internet, for the penitentiary agents it is not the case yet.

Concerning the evaluation, at the Federal Institute of continuing training and in the training centers, the evaluation which is done is also rather "sensitive", based on the feelings of each trainee. But it is a very difficult field and a study is in course on the differed evaluations and impact of the training in the professional environment."

#### *The representative of Catalonia:*

"In Catalonia penitentiary staffs must follow per annum 40 hours of training, which is organized in the penitentiary training center, but also within the context of the training for the syndicates and the university training. The basic training is dispersed for all the penitentiary professionals. The strategic training gives answers concerning the organization, and the specialized training aims at a certain category of personnel. These trainings are organized in the training center, in the penal establishments, but also in form of distance learning.

Continuing education in the training center is organized in form of course of 4 hours per activity during 5 days for a class of 25 trainees.

For the distance learning, there are various topics: criminal law, delinquency prevention and treatment, mental health, fingerprint identification etc. The distance learning lasts 30 hours during 6 weeks. At its end the trainees are evaluated in the training center. They are organized in groups of 40 people with a tutor, who answers their questions.

In 2008 there were 400 places in the context of distance learning, but in 2009 there will be 1000 places.

Catalonia wants to develop the system of distance learning, because the capacity of the training center is very limited, and that would give the possibility of being trained to a larger number of agents.

The personnel have the right to be given distance learning over their working time, according to the tasks, but they learn mainly at home. "

#### *The Representative of Romania:*

"In Romania there are two kinds of continuing training: the one organized by the penal establishment and another, ensured by the training centers, where the agents are given courses.

The continuing training organized by the penal establishment begins on January 15th and finishes on November 15th, and is followed of an evaluation. It is the principal type of training of all the categories of personnel. It takes into account the hierarchical relations, i.e. each chief must train the personnel which is subordinated to him and at the end of the year he has the obligation to evaluate them.

The perfecting courses take place as well in the penitentiary training centers as in other institutions-partners, according to the budget. At the beginning of each training, the trainees must fill in an initial form and at the end they must fill in a questionnaire of evaluation. These courses are organized according to the category of personnel. At the end of each year a planning of courses for the year to come is established.

The only category of personnel which has difficulties in using distance learning are the supervisors, because they didn't have the possibility of using Internet on their work place. Currently the internet learning is in the course of implementation for this category of personnel, a customer support was created and a course was already finalized. In 2009 it is envisaged to establish this system in 5 penitentiary units. "

*3rd topic of the day: "Contents of continuing training"*

Considering the time assigned to this debate and the topic which is very vast, Mr. Jacques OLLION asks the speakers to present either the main axes of the contents of the formation, or the training contents of a certain category of personnel, topics such as safety, the work relations, the reintegration, the repetition, the deontology or the sciences management. He also asks to specify if such or such kind of training is compulsory or not.

*The Representative of Romania:*

"The penitentiary supervisors represent the largest category of penitentiary staff and many efforts are put to train them. They are given as well continuing training organized in the penal establishments, as trainings of improvement, organized by the professional training centers.

The training organized in the penal establishment has the role to give the personnel theoretical and physical training, according to their specialization. The officers of safety of detention are also given a course of penitentiary management. The training of improvement given by the training centers develops various fields: psychology, education, safety etc"

*The representative of Catalonia:*

"The next years, continuing education in Catalonia will have 2 priority activities.

The 1st, it is a new training program concerning the penitentiary treatment, treatment of the recidivism. This program implies an administrative management of information, but also a technical management of the intervention. During 2009, all the personnel of treatment will be obliged to receive these courses, organized in the training center and also in other universities.

During the first quarter of 2009, it will be also necessary to train the instructors who will disperse this training from March 2009.

Another major activity concerns specific trainings on domestic violence, sexual delinquents and drugs. Each center has a specific interpretation and a specific team to intervene in each one of these three trainings. "

*The Representative of Belgium:*

"The three principal pillars of the administration global training plan are:

1. The development action which supports the priority strategic objectives of the wellbeing: first aid, extinction of fires
2. The development action which supports specific competences, for example: study days for various categories of personnel: moral advisers, chaplains, directors, accountants, with the participation of the representatives of other countries, activity which have had much success.
3. The development action which supports generic competences, for example: activities related to the managerial competences of the directors.

Generally, the trainings in Belgium are not compulsory. "

*The Representative of Lithuania:*

"The correctional systems must provide reaction methods appropriate to penitentiary work. One of the priorities of the Lithuanian penitentiary training system is to carry out this kind of training for the penitentiary staffs.

The role of the penitentiary institution being that of correcting the prisoners, since a couple of years in the training centers a work has been made to carry out this kind of continuing education, in collaboration with Swedish experts. "

*The Representative of Sweden:*

"In 2009 three units of high security will be built, the most protected establishments of Sweden. The personnel who will work there will be given a specific training program for 8 weeks: 4 weeks of theory in the training centers and 4 weeks of training working experience in the units of high security, before their opening.

Thus they will be able to put in practice in a real environment what they have learned during their formal training. This training program will be evaluated, and if it is a success, it will be continued for all the personnel which will be employed later on in these high security units. The duration, the places of this formation could to change. The program will in particular target the means of developing the prisoners, even if it is difficult to work with prisoners who were implied in organized crimes. The personnel will be also trained to safety. "

*The Representative of Italy:*

"It is important to say that the evaluation will not reach the deserved level, if it hasn't a financing especially allotted. In Italy the evaluation might be entrusted to an agency external to the prison authorities. The idea was to allot up to 10% of the training budget for this type of evaluation. But the culture of the evaluation is not yet implemented in the Italian system; it is still in phase of development.

Here are two examples of continuing education:

1. Project "organizational listening": training for the directors. This project was born from a serious problem, the suicide of 7 personnel of penitentiary police force during the first six month of 2008. We had to analyze thus if these events constituted an alarm signal and if there were a more serious problem, the negligence of the organizational wellbeing of the personnel. The principal idea of this project was to form 2 professionals - key of the same establishment, which will be able on their return to transmit their listening competences acquired during this training project of formation, it is thus a cascade system.
2. Project "the condition of the imprisoned women": a continuing training for the observation and treatment team of the penal establishments concerning the condition of the prisoners-women, who constitute a minority in the prisons. This project is also carried out by the cascade system, i.e. the directors, the commanders, the teachers and the social workers follow this formation and on their return on the work place they implement and diffuse knowledge which they had acquired.

These 2 examples represent the philosophy of the Italian system for the treatment of personnel problems. "

*The moderator, Mr. Jacques OLLION* thanks the speakers for this part of seminar and concludes that it made it possible once more to show diversity.

*Valerie DECROIX, director of ENAP:*

"The program of the morning envisages the restitution of the work carried out under groups. "

*"Specific Publics and specialized training"*

**Rule 81-3:** "Staff who are to work with specific groups of prisoners - foreign nationals, women, juveniles or mentally ill prisoners, etc – shall be given specific training for their specialized work. "

*The Representative of Switzerland:*

Reporter of the 1st group (*Andorra - Croatia - Spain - France - Switzerland*)

"During this meeting, common points and also the different points in the systems of the countries have been evoked.

*Concerning the common points:*

The majority of the countries give courses for the specific groups, particularly in initial training and continuing education, except for Andorra which so far has not seen the need of it, with only 85 imprisoned people. On the other hand, they will be concerned in 2010, because a specific center for minors will open its doors and they will have to train then the instructors because the agents of detention will have especially an external role of safety.

Croatia also does not have specific programs, but within the context of initial training, certain sets of themes are proposed, such as: health, violence, suicide, management of conflicts and these courses can be considered as trainings concerning specific groups.

The choices of the trainings, their duration, and their organization are different and related to the needs of the countries. Some organize rather multidisciplinary courses for the executives and/or give courses for the supervisors.

One of the principal points arisen relates to the prison reality. I.e. the majority of the countries of this group say that their specific groups are mixed with other prisoners, except for France, which tends to gather these specific prisoners.

During the discussions, it was also noted that all the present countries are concerned by the problem of mentally ill prisoners. Concerning the taking in charge of these mentally ill prisoners, there is a vast range of courses dispersed. But in reality a problem arise: the medical secret. France and Switzerland, in particular, live a reality which blocks the efficiency of the training given within this context to the concerned personnel.

Another evoked problem is the presence of foreigners in prisons. This reality concerns Spain and Switzerland which confirm a high rate of foreigners in their establishments and a real need of training concerning their treatment. Contrary, Andorra is less confronted with this problem, fact due certainly to the small number of prisoners. Trainings concerning the foreigners and the cultural diversity have a rather the aim to sensitize staff on these subjects. For example, Spain organizes multi-disciplinary trainings on sets of specific themes: groups of personnel are trained together on specific topics. Thus the specific questions are tackled under different angles.

The question of the sexual offenders has also been arisen. In this field, the majority of establishments mix these populations with the others, idem for the terrorists and for the people who committed certain crimes. The trainings given to the personnel have a variable duration.

It was also evoked the question of the long punishments. For France, courses are exempted to executives, agents of probation and the supervisors have some concepts. In Switzerland, the question is not particularly tackled. In the other countries, this set of themes seems to be integrated into the general training or sometimes specific courses are given on the taking in charge of the prisoners placed under high security. "

The Representative of Switzerland invites the participants to correct or add things on her report.

*The representative of France:*

"A topic tackled, but without bringing any answer and which relates also to the countries of the 2nd group relate to the moment of the training concerning specific groups. Was deplored the fact of having a very general training, without knowing the assignment of the agents and whatever their professional category. It would thus be necessary to think of a



different organization, which would make it possible to give these trainings concerning specific groups to the staff who really will work with these publics. It is not rare that the supervisors are given generalized trainings, where they learn a little about all: sexual delinquents, long punishments etc. They receive the training, are affected and enter immediately into duty. It would thus be necessary that the supervisors who work with the specific groups have the obligation to follow a specific continuing education, and even to continue their initial training before entering into duty."

*Valerie DECROIX, Director of ENAP* presents a restitution of the Workshop N°1 Groupe N°2: (*Belgium - Catalonia - Italy - Romania - Sweden*), workshop which aimed at the provisions of rule 81.3.

"A common point has been underlined since the beginning of the exchanges: the totality of the countries give specific trainings concerning the public aimed by the provisions of rule 81.3. Certain countries spoke about their experiments and their methods which, as Bruno CLEMENT specified it, includes the methods of initial training and also possible complements by continuing education. Certain participants also talked about public known as specific for which a certain number of devices of training had been implemented. It's the case in Catalonia for public with drug addicts, public concerned by family violence as well as violent delinquents.

According to the assignment of the personnel, there exist concepts of additional trainings to enable them to approach in a more relevant way the taking in charge of the concerned prisoners. Italy says that the training objectives, generally, answer a political definition either by the implementation of the training objectives, or by the anticipation of themes likely to relate to the aforesaid public. Italy announced of its experiment concerning the public with drug addicts and also the foreigners. For the latter, rather interesting methods of training have been used: initially was defined a research project on a set of themes on foreigner public, and then the training program was elaborated. It is a model which can be interesting and which has been implemented to other specific publics such as the sexual delinquents, mentally ill delinquents as well as transsexuals. Italy explained that from the research project, then the training devices, they carry out an experimentation of diffusion of training and if it is conclusive, they propose this training for the concerned staff. Generally, it is question of being able to interest the various socio-professional categories of the penitentiary jobs, but also to be able to make concern, by these devices of training, the professionals associated with penitentiary staff. Italy has been asked if the same qualified instructors intervene in the training of the penitentiary staff and that of the associated professionals, or it's a commonly shared training. The two devices exist. In Romania, in initial training all the socio-professional categories concerned receive specific devices and these sets of themes are also given again in continuing education. These trainings are consequently complementary and have a dominant place in the taking in charge of specific publics. In these devices, which approach continuing education, the concept of return of experience is integrated."

This device is applied in Romania only for the treatment of the juvenile delinquents.

This method can be interesting by its way of thinking as well by the way of nourishing the training devices as by the experience of the professionals.

For Sweden, a certain number of explanations have been given concerning different publics: sexual delinquents, drug addicted, minors, mentally ill prisoners, with the number of days suggested for each one of these sets of themes. Another subject emitted by Sweden and by Belgium relates to the projects of training for specific public which are the prisoners condemned to life. Sweden must think on the methods of staff training called to deal with long punishment prisoners. Sweden also brought lighting on the device set up in their country concerning the children, through two aspects:

The children placed with their imprisoned parents, who are indeed a specific public by their relation of parentality and by their existence, even if they are very young children. The limited age of the child, 18 months maximum, is a data shared by all the countries which agree the idea to leave the child with his imprisoned parent.

Sweden talked about its experiment precisely on this concept of specialist in childhood to also work on the relationship parents - children with the parents imprisoned, even if the children are not it always. This device is interesting, because it made it possible to widen the concept of specificity. The fact of being able to dedicate in each penal establishment a specialist in early childhood, and it is indeed penitentiary staff specifically trained to the concept of early childhood, made it possible to make the light on a particular aspect of parent of the imprisoned person. "

*The Representative of Sweden:*

"It was important to have the point of view of the child and not that of the parents. It is really very important to make the light on the children, especially to make the visit of their imprisoned parent the most pleasant possible. "

*Valerie DECROIX, director of ENAP:*

"This testimony shows that certain countries went beyond the recommendations of the Council of Europe which had taken care to widen the list of specific public. It is possible to consider other kinds of treatment in a concentric way the imprisoned person.

Lithuania talked about the existing training devices for the personnel in initial training and also methods of training by explaining why a certain number of particular competences might be sought near extra-penitentiary competences, in order to be closest to the specific needs of training for penitentiary staffs. There was also, by this search for competences, a training given to the penitentiary trainers who, in their turn, would relay the assets to implement, in a relevant way, the staff training.

Lithuania also brought a reality which had not been approached until there, namely the importance of the probation staff training. It is less difficult to act on a public placed in probation to the professionals specially trained to taking in charge these publics carrying out their sentence in a controlled but free medium. It is true that during the debates probation was little mentioned, the speeches being turned towards the devices of detention.

Belgium announced the existence of psychiatric appendices, returning on the problems of the mentally ill prisoners, problems which are indeed common to all the countries. It is difficult to deal with them in a relevant way.

Belgium also evoked the methods implemented for the taking in charge of foreigners with several examples: contents of training relating to the religion, philosophy, the concept of diversity, the concept of multi-culturality.

As for the sexual delinquents, the Belgians explained that there was no particular classification and thus, no specific training, except for the welfare staff.

Concerning the juveniles, it is a subject in evolution for Belgium, since today they have one federal center with a training given at the time of the accompaniment of the opening of this center. According to the explanations of the representative of Belgium, there exist several projects of opening of other establishments juvenile delinquents and they plan to multiply the training devices, but always within the framework of the opening and consequently of the accompaniment of the starting of this kind of establishments.

Belgium also spoke about particular trainings on sets of themes concerning safety, for example on the departments of reinforced safety already present in certain Belgian establishments, and while specifying that in these departments the imprisoned people are temporarily. I.e. these districts do not represent a general method of imprisonment, but it allows answering, at a given moment, to a need for maximum safety. For the personnel working in this type of structure of high security, a specific training was planned. The contents of this training were not evoked, but we could learn who could be these specific publics.

Belgium also announced project of training on the management of the conflicts, which can concern all the publics. It is training for internal instructors, i.e. referents who become persons-resources for the whole of the personnel working in a structure.

Sophie MORILLON, the reporter of the workshop N°1, tried to make emerge several major subjects. She proposed, but it wasn't developed, the question of mentally ill prisoners, and the importance of the multi-disciplinarity in taking in charge of these persons. But as the reporter of the preceding group specified, the question of the medical secret made debate in at least one of the two groups and this fact raises questions. It is true that in France the personnel is confronted to a certain number of problems on the diffusion of information between the colleagues in charge of the medical taking in charge of the imprisoned people, without having access to the totality of information. "

*Representative of Romania:*

"A precision: specific continuing education is carried out according to the categories of prisoners for only three categories of personnel: welfare staff, psychologists and teachers."

*François COURTINE:*

"Before setting up the workshop on the specificity of publics, had already been evoked the difficulty to discern the connection between specific public and specialized trainings. Through the debates and the various restitutions of the workshops, it appeared that there would be interesting to set up between the participants a definition of what is called "specificity", because a certain number of extremely varied criteria constitute this specificity.

We should specify if it is a :

- specificity by age,
- specificity by type of offenses or type of behavior,
- specificity by dangerousity

It would concretely be necessary to specify the kind of specificity, because a prisoner can be at the same time sexual delinquent, woman and foreigner.

The 2nd idea is the link established between the specificity and the training, the training results and there all the interlocutors affirm being confronted to the same difficulties. The moment of training depend on the quality of specificity. The penitentiary policies vary and there are different manners of the taking in charge of prisoners: undifferentiated, differentiated and individualized, so that it is difficult to answer, by the offer of training to these various moments. It is essential to have a joint base of training. All the countries recalled that in initial training the problem of specific public or minority was more or less treated, according to the matter. But as soon as the differentiations and the different kinds of individualized taking in charge are approached, it is obligatory to have continuing and continued educations, at very precise moments of the career of the professionals. The trainings are also related to the policy options of the countries. For example Italy anticipates on a certain number of risks that the society runs for certain type of delinquency. This anticipation is not inevitably shared by all the countries which organize trainings rather in answer to facts of delinquency. The increase in the sexual delinquency constitutes a problem, because so far no particular training has been envisaged. But obviously, the trainings are nevertheless eminently related to the policies of differentiations and individualization and it would be good to search to have answers of adapted specific trainings. "

*Representative of the Council of Europe:*

"This seminar was very interesting; it gave the rare occasion to meet a Training center beneficiary of the Council of Europe's assistance. The Eastern bloc and the old Soviet Union, Balkans and Turkey also profit from this program. The problems the countries are confronted to are not different from those met by the emerging countries and the new democracies. Working in cells and in a prison environment becomes increasingly difficult, which makes the staff's training very complex because it is necessary to prepare people who will be in liaison with the incarcerated population and to give them different knowledge and know-how. The requests of the society and also of the State increase.

Since 2 years the Council of Europe has set up the program "HELP" for the training at the human rights of the professionals of its 47 Member States. This program has the goal to include the human rights in the training programs for judges and prosecuting attorneys of all the countries concerned and thus to try to avoid the violations of the human rights and to decrease the number of cases which arrive at the European Court of the human rights.

During this seminar it was noticed that it would be necessary to educate more the prison guards and penitentiary staff on the human rights. The methodology of the adults' training includes extremely complex legal texts, texts of 80 pages during which several laws can be approached, laws specific to each country. How to succeed in being very close to the personnel working in prison, which are not juridical professionals or lawyers? The challenge of this training of adults is

to succeed in simplifying the laws, without losing its significance. It is necessary to show the penitentiary staff why they must be familiarized with these subjects. That could be a good idea to organize in 2010 an event related on the training of penitentiary staff and the training on the human rights. This idea will be submitted to the superiors of the Council of Europe."

The representative of the Council of Europe requires the opinion of the other participants on the possibility of organizing this event in 2010.

*Valerie DECROIX, director of Énap:*

"It is a good idea to discuss axes which would allow building the future together. It is encouraging to hear the proposal of a future meeting, taking into consideration the importance which the Council of Europe gives to the training.

*François Février* presents the restitution of the workshop N°2, a synthesis of the debates of the 2 groups on the set of themes:

*"Europe like engine of the change. "*

**Rule 81.4.** The training of all the members of the personnel must include/understand the study of the international and regional instruments of protection of the human rights, in particular the European Convention of the human rights and European Convention for the prevention of torture and the sorrows or inhuman treatments or degrading, as well as the application of the European penitentiary rules.

"By her proposal, the representative of the Council of Europe preceded the conclusion of this synthesis.

All the countries are concerned by the human rights, especially when a person works in an administration which deprives the human of his first freedom. The human rights are studied at the university, but actually they are practiced everywhere, and especially in the prisons. All the schools have the charge of teaching the human rights, which represents an obvious base of community between the various European countries, all placed under the jurisdiction of the European Court of the human rights and all are members of the Council of Europe. Consequently, the question of the human rights, their teaching and the changes which these rights can bring are a base common to the work of all.

We can speak about consensus, because the debates of this workshop constitute a kind of conference of consensus.

The most important consensus is to know what is placed behind the notion of the human rights and what must be taught about it. It is necessary to define the kind of consensus we are talking about:

□ a soft consensus, i.e. a consensus on which everyone says agree but anybody does not do anything.

□ or the human rights constitute a dynamic consensus, i.e. something used to make evolve lessons and practices.

But, what is a consensus? Actually, it is a mixture of differences and resemblances that leads the people to agree on a minimum.

He proposes:

- in a 1st point, to present through this restitution the differences noted between the participating countries
- in a 2nd point, and it will be essential, to present the resemblances listed, because what approaches is more important than what differs
- in a 3rd point, to which minimum agreement will it be possible to accede?

Concerning the teaching of the human rights, about the reference to the human rights in the penitentiary schools and the penitentiary training centers, which differences it is possible to note? Most important and most obvious is the difference in the implementation by the countries of the European standard.

From this point of view, France makes exception compared to a consensus of unanimity of the other countries. This difference in the implementation is that the majority of the countries present have an internal law, of which they say that the European law was used as basis to constitute it, so that these countries, today, refer to a law internal to the country, without making an important reference to the European standards. For example Switzerland, interesting intermediate case, which in the absence of an internal law, has integrated a reference on the European standards to the Switzerland constitution, so that there exists an "integrated" internal reference. "

*The representative of Switzerland:* "To add, in Switzerland, because of the presence of the 26 cantons, it is necessary to find guiding lines. The characteristic in Switzerland is that the European Convention on the human rights is recognized as a federal right, consequently directly applicable. The European Court of the human rights in against-recourse always exists, but considering that the courts already apply their jurisprudence, that remains an exception. For Switzerland, convention holds of the federal right and the federal constitution took again, during the last modifications, all or almost all the constitutional articles which are laid down in European convention. "

"Anyhow, a fact can be retained, for the majority of the countries; the European standard is integrated and almost transparent, because it is used in the internal rights through other texts.

For France currently it is distinct, as it does not have a penitentiary law which would refer to the European standards, so that there are 2 types of distinct standards. That has a strong importance, because if an internal law were adopted in the country, that can create a kind of detachment of the European standards, distance of not-concern of the European evolution, so much the country is focused on the internal rights. It may represent a sign of richness and quality, but that can also be a sign of inertia, because there is an internal standard and there would be no need any more to refer to another law. This 1st difference in the reception of the internal standard must be considered.

The 2nd found difference is in the process of setting in conformity of the lessons and the professional practices. Admittedly, all the countries attach a unanimous importance to the visits paid by the Committee of Prevention of Torture. Each country always refers to the lessons to be drawn from the visits of the CPT. But, except this 1st element of consensus, the countries have a different practice in their teaching. Some will grant extremely important volumes to the teaching of the European devices, 3 or 4 days, others much less, in particular for the supervisors. France, for example, grants only 4 hours to it, which is very restricted, therefore time volumes are different, in direct link with the practice, which is also undoubtedly distinct.

Certain countries seem to deliver a very theoretical teaching, very legal, very juridical one, where the reference to the standard is preserved. Other countries try to integrate the European reference in more practical teachings. Another distinct choice is that certain countries privilege initial training at the first sessions of training, whereas other countries make of the European references a priority for the continuing training.

A last difference which must be considered, it is the choice and the quality of the trainers. Certain countries, like Italy, Switzerland and others undoubtedly, appeal, by preference, to experts or academics. Teaching will thus be more theoretical and less incarnated from the penitentiary point of view. Other countries give their internal trainers, professionals, the teaching of the human rights and consequently, the manner of teaching is different.

All these differences constitute richness, but also elements of reflection, because the spirit of the teaching of the human rights is conditioned in a certain manner by all these criteria: Who intervenes? Over which duration? At which moment of the training? These questions are all so important. It is noted moreover, that the differences do not constitute essence. "

### *The representative of Italy:*

"The trainers in Italy are often members of the CPT. For example, Mr. Mauro PALMA, currently president of the CPT, is one of our usual trainers."

"Extremely fortunately, the differences do not constitute essence. In fact the resemblances are largely majority. Which are these convergences concerning teaching of the European devices of protection of the human rights? Two points are clarified: the most important, and all the countries can be proud of it, resides in the common measurement of the major importance given to the protection of the human rights. From the speeches of each school arises the fact that the human rights are important, represent an essential reference and the efforts made in term of evolution of training seem to be very important in each training center. Without wanting to upset, this speech can be representative of an inert consensus, i.e. each country can be satisfied to say that yes, importance is granted to the human rights. It is necessary to try to push a little further the analysis knowing that is it is not a question there of a soft consensus. And when analysis is thorough, that concrete elements are sought, it is obvious that it is not an inert consensus.

Some examples:

The European penitentiary Rules exist in French and English. But the majority of the countries insisted on the translation of the rules in order to immediately integrate them like a teaching reference. Romania and Italy, in particular, made this enormous effort of translation.

In certain countries, the lessons relating to the human rights is the support of protocols of internal training between the establishments and the training centers, and even of the protocols of assistance to the training. For example Romania drew up a protocol with Moldova to ensure a training relating to the human rights.

All the countries show well that the reference to the human rights represents a lever of humanization of the prisoners' treatment, a lever of progression. It is an element of strong conviction, a support for the staff training.

The formula of the Italian delegation: "the human rights and the teaching relating to the human rights constitute a strategic objective" touches the essence: the human rights are not a varnish, nor a question to be regulated when needed to then be able to do what each one wants, but it is an strategic objective of change.

Another important resemblance: the objectives of training which converge around ethical values, term used by the whole of the speakers. The human rights make it possible to integrate values, principles, to bring conviction to the trainees. In the teaching methods, also, strategies are developed to make trainees adhere. Case studies are also formulated to give to the question of the human rights a concrete dimension. In Switzerland, the reflection will relate to an observable practical case in detention. In France, the reflection will relate to the question of the relevance of the implementation of a European penitentiary rule. Even if that is not immediately connected to the European Prison Rules, in Croatia the work concerns the communication as a tool of resolution of the conflicts. In short, the European Prison Rules and the human rights are respected in case studies, professional practices.

A last element of the resemblances, they are the efforts of communication on the basis of human rights. Many schools mentioned the publication of handbooks, of supports of training for trainees and even for the professionals. At the time of the 50th birthday of the Universal declaration of the human rights, Italy made a translation and wrote a handbook. Romania, Spain and Catalonia also wrote or translated handbooks acting as guides of good practices.

The resemblances are largely more numerous than the divergences, fact that encourage to going further, and even to prepare one of the subjects which can constitute the launching base of a network of the European schools. It's the desire for further results in a community of sight, common objectives. The 3rd point and the conclusion: what is it possible to be considered as a minimum concerted on which the counties agree in term of teaching? Would it be possible to write a charter of minimum teaching relating to the human rights, which would be also an instrument of dialog with the European authorities?

In this respect there, the countries agreed on 3 distinct objectives:

1. It is of the duty of each school to grant an important time of training of the whole of the trainees from the point of view of sensitizing to the human rights, which pursue the goal to translate the European Rules into ethical value. The European Prison Rules, the European Right, constitute a deontological base common to all the European penitentiary personnel.

Therefore, 1st objective: to engage ourselves to sensitize all the public with the ethical values promoted by the European standards.

2. Not to maintain the human rights only in a theoretical dimension and to work to professional integration. It is necessary to adopt the professionalization, the professional variation of the European standards, i.e. to translate into standardized behavior the European penitentiary Rules or the European devices of the human rights, recommendations or jurisprudence. We must integrate this reference in the professional gesture, the professional behaviors.

3. More uncertain objective, because it engages also the nature of the relation between a training center and its administration, because this relationship is not the same in all the countries. But it was nevertheless noted that the schools could mutualize the references to the human rights and to act as advisers for the prisons of their country, to constitute a kind of cabinets of assistance for the institutions, of engineering, research, communication in order to help the professionals every day to work using the reference to the human rights.

This network of the European schools can find in the reference to the human rights an obvious base of mutual exchanges of good ideas, good manners of training, good manners to operationally translate the human rights. Thus to exchange good practices and to explain the encountered problems and the solutions brought, because it is noted that often for the same problem, the solutions found are the same whatever the country. "

*The representative of Italy:*

"Concerning the idea of translating into ethical standards the general principles exposed in the international standards, the work could relate to the drafting of an ethical code of the prison staff, shared at least by the represented countries. If this project is not possible, it would be good to establish at least a kind of list of principal points, so that then an ethical code to be written. That could be a synthesis of the subjects to be treated in the courses and it would be very effective because these subjects would be related to the concrete work accomplished daily by the penitentiary staff. "

TOPIC:

*"Exchanges around the installation of a European network of schools"*

*Valerie DECROIX, director of ENAP:*

"This last part of the morning could make it possible to build a common future through the contributions and the wishes of each country taking part in this seminar."

*François COURTINE, director of Research and the Dissemination, ENAP:*

"2 elements appear essential in terms of assessment to be made at the end of this seminar:

The 1st, it is the great difficulty which represents a joint work on the contents and on the form, i.e. to find the structure and the most effective organization to adopt for the perpetuation of this international collaboration. The stake, to date, is rather to try to think, with the voluntary countries, at the organization which would have to be provided the year to come so that these exchanges to be guaranteed.

There are 2 conclusions to draw from the history of the program AGIS previously set up:

1. This initiative could have been more favorable this year, because it is carried by the schools themselves, and not by a European program, with the limits which it can comprise at its end.

2. The assessment of the program AGIS is an extraordinary means for the participating countries of becoming aware of the need for creating a network. AGIS was unfortunately curtailed because the Internet site, the essential product of this exchange, can function only if the people visit and feed it.

In conclusion, these are not tools that it is necessary to lighten, but the capacity of the schools to connect to this site permanently in order to rest in touch with their international colleagues.

**The 2nd** element, it is the extraordinary positive effect which the training devices produced to reach national and European objectives and missions. Indeed, the places, the devices and the capacity of the training schools to collaborate with the persons working on the penitentiary policies make that the training centers represent strategic places to make implement a correct treatment of the prisoners, the European policies and those specific to each country.

Considering this historical aspect, we shouldn't make again errors which would consist in being satisfied with only one tool, thanks to the will and the engagement of the schools, it is necessary to increase and develop the means of communication in order to create mutual relations.

*François COURTINE* presents on slides certain sets of themes exchanged during this seminar.

The creation of networks has the goal:

1. To favor the meeting of a variety of conceptions, knowledge, tools, methods, practices of the prison staffs training devices in Europe, while guaranteeing the varieties, the economic, cultural and political differences and without erasing the conceptions and the ways of working.

2. To bring to the personnel, on the place of training and throughout their career, multi-field and multi professional contents to enrich the training programs within each country. Indeed, each country diffuses a certain number of orientations, competences, and it is interesting to be able to compare them, making thus comparative pedagogy, essential to the implementation of a European vision.

3. To increase in quality and quantity a professional corpus, i.e. our schools must have a whole of professional data centered on practices, by associating formalized and didactic knowledge with the transmission of experiments. As it was noted at the time of the workshop on the specific groups, there is systematically an alternation between theory and practice, but also between the desire of entrusting to universities a certain number of knowledge and the desire of comparing them or to associate them with the transmission of professional experiments. This will to articulate these two data sources is essential. The opposition too often marked these sectors (theory - practice, expert - personnel of the ground, person who thinks - person who makes) and it does not have sense any more. It must evolve to an intelligent interaction of the didactic knowledge built on the professional practices and the transmission of experiments.

4. To contribute to build knowledge specific to the execution of the sentences, because to date, it depends too much on peripheral knowledge. We do sociology, psychology or medicine of the prison environment. It is now necessary to be able to produce knowledge really specific to the execution of the sentences, which would also come to enrich the very unequal contribution provided by the academic disciplines in criminology, criminal science or penology. According to the history of each country, the academic traditions are different concerning the teaching of the scientific knowledge on the criminal phenomenon. The countervailing power or the constitution of a corpus of knowledge really specific to the execution of the sentences must enrich this academic knowledge and make it evolve.

5. To contribute to improve knowledge of the European citizens concerning the prison world. The trainees are also citizens; they live in the society and are consequently witnesses who can diffuse knowledge of the prison in their personal, associative, cultural, family environment. It is difficult, even impossible to conceive a penitentiary policy by disconnecting it from the economic policy of the country. With the increase of the unemployment rate, the economic difficulties, the global situation in prison gets worst. It is difficult to work in a prison, by developing ignorance towards this phenomenon. It is thus essential to pass the message to the personnel that they are not only professionals in a particular sector, but that they must also diffuse outside a certain number of messages, ethics, values, specific to their mission but also to their country.



All these reasons lead to the need for creating a European network of penitentiary schools. For the success of this creation, it is necessary that each one were convinced and it would be necessary to make a certain number of things, including 3 quoted below:

1 - The reflection of the members of this network on all the common questions concerning the penitentiary training and its organization. That will require a certain communication on the existence of this network; recruitment, selection, duration of the instruction, programs, methods of evaluation, diplomas, continuing education, etc. It is necessary thus to have a comprehensive view on what penitentiary professional training in Europe represents.

2 - To facilitate the organization of training courses, exchanges in Europe, for the benefit of the trainees of the various schools partners. One of the successes of this seminar is due to the excellent reception that certain countries accorded to the French students the last year. Currently, with this experiment, there exists a good capacity to send the students to get a truly constructive training with an evaluation and a good restitution behind. If we imagine that 10, 12 or 14 countries can provide such exchanges, then we can expect an extraordinary advance in terms of reciprocal knowledge, knowledge of the schools and especially knowledge of the future professionals who these trainees are.

3 - To organize inter-professional meetings which would allow the executives and the persons in charge of the various schools partners to exchange on the engineering of training. It would be a shame that each one remains in its school whereas there exists a network. We need that executives meet to discuss problems, to 3,4 or 5 countries, without being obliged each time to meet all on the whole of the problems. The professionals must know that they can count on external resources.

4 - To set up actions of valorization of this partnership through various supports, demonstrations, publications. Example of very precise ideas: to write a common handbook on ethics, to set up a certain number of supports which are essential to the communication concerning the desire for developing a European culture on the execution of the sentences.

What will be interesting to consider, thereafter, is the way of proceeding. Now that the true principles have been stated, it is necessary to determine very quickly the methods of creation of the network, to put them into action so that this network lives. "

*Valerie DECROIX, director of ENAP:*

"Before discussing about the methods, it is interesting, through the reasons of this desire of partnership, to think that this network could possibly contain resources for each school represented.

Through the penitentiary rules, primary source of reflection during this seminar, we can see that each school has the same questions, the same difficulties but also experience of which each one can profit. It seems important to be able to put all this matter on the common benefit of the 12 countries now represented, and even to the profit of other countries, such as Poland, Denmark, present within the framework of the 1st network AGIS. Today we are doing a synthesis of the various reasons for which we decided to act together. It would be already interesting to collect the observations or reactions concerning what has already been evoked in sub-group, in the inter-meetings or in small meetings and to deliver the opinions of the countries on these synthesized motivations. "

*The representative of Italy:*

"Italy perfectly agrees with the idea suggested by Mr. François COURTINE, because it is an idea which comes by far and which will make live again, even develop the initial idea of network. Italy is very glad to be able to take part in this

initiative for the same reasons as those evoked by Mr. François COURTINE and is disposed to be part of the pilot group which could be the engine from the operational point of view to implement this idea.

Fortunately, this proposal is made in the presence of the representative of the Council of Europe; this fact proves the importance of the assistance and the support of the European Council. It's a guarantee of the promotion of this idea in other countries and especially it reinforces the furnished efforts in the realization of this initiative.

It is very important to have a vast and complete program, but it is also essential to think, in the immediate future, to viable concrete actions in order not to get discouraged. The concrete results are an encouraging factor for the pursuit of the project."

*The representative of Lithuania:*

"Lithuania was also implied in the project AGIS and all the partners made proposals, but unfortunately the project has been stopped. There are obviously reasons for that, but a good part of work was carried out and the idea to start again this program is very favorable. Lithuania supports the project and invites all the other countries to also support it and to take part in its realization."

*Valerie DECROIX, director of ENAP:*

"It is important to underline all the importance of the presence of the representative of the Council of Europe, because living these events on line makes it possible to better become aware of the utility of the training centers for the prison staff, who accomplish complex missions."

*Tanja RAKUSIC - HADZIC, the representative of the Council of Europe:*

"The Council of Europe is very conscious of the complexity of the accomplished work and the ideas heard here, in particular the presentation of Mr. François COURTINE on the possibility of creation of a network in order to improve and strengthen the co-operation between the various schools. Another very interesting point is that the objective is not to adjust everyone to the same level, but to learn the existing differences between the countries as well as the various experiences, which seems to be one of the main aims of any network. It is very difficult to make survive such a network for practical reasons, because for any project a very effective secretariat is required.

This kind of network is very important to the development of the European co-operation because it allows establishing and putting into practice the European standards in all the penitentiary systems of the Member States. The Council of Europe supports this initiative and perhaps then it will be necessary to make specific proposals on manners of supporting and providing assistance to this initiative through the networks of contacts of the Council of Europe in Europe and beyond."

*François FEVRIER, Person in charge of the Department of Penitentiary Institutions and Policies, ENAP:*

"To continue on what has just been said and also to rebound on the Italian speech, a network has, at the same time a horizontal dimension and a vertical dimension. One cannot go on without the other for operational reasons and immediate results.

From the horizontal point of view, the network represents the conferences, the European network of the schools which will be able to exchange on different matters and to take the initiatives that the network will want to adopt.

But initially, it is necessary to identify well the vertical link of this network with the Council of Europe, which constitutes a catalyst and a supplier of the elements necessary to the life of the network.

The Council of Europe can provide at least 2 contributions:

1. A network cannot live without financing and a project of this scale deserves to be considered by a European authority, by a material assistance in cash.
2. The Council of Europe can also provide a first matter to be treated together. For example, in terms of training, all the countries are confronted to identical problems and in this respect the Council of Europe provides standards. It would be good to organize a conference of the European schools, where the schools could exchange with the Council of Europe and more precisely the CPT around some of these standards. Such a conference could allow a better understanding of the CPT standards, their better diffusion in the schools, and also make the CPT refine or evolve its standards. It would also be necessary to organize a conference of the European schools with the judges of the European Court of the Human rights, to invite them to visit the penal establishments and to see prison reality, so that the unitary theoretical point of view defended by the court, point of view legitimate and necessary, can grow rich by the observation on the ground.

Another conference could be organized with the participation of the schools and the Commissioner for human rights, because to date, he has a bilateral relationship with the states, but does not have relationships with the schools, which can constitute a relay to their speech, other than the answers of the governments.

To summarize, the Council of Europe has an interest but also a mission of "fuel" and matter supplier in this network of the schools, which can become an effective and operational interlocutor to diffuse thereafter the orientations of the Council of Europe. "

*Tanja RAKUSIC - HADZIC, the Representative of the Council of Europe:*

"Thanks for the invitation to take part in this network.

Momentarily, it is not possible to bring answers concerning these initiatives, but the message will be transmitted to the Council of Europe, to the hierarchy. These experience sharing, these common standards, must be implemented in all the European countries, in an equitable way, by taking into account the specificities of the various systems and keeping the common base, provided by the CPT, the penitentiary rules, the standards of the European Court of the Human Rights and by the European Commissioner through his bilateral relations with the various countries. That represents 47 countries and this important initiative requires many work and efforts.

Today, the representative of the Council of Europe can only promise to transmit the message relating to this initiative to the hierarchically superiors, and then will contact the network to see how the things can evolve. "

*Valerie DECROIX, director of ENAP:*

"François FEVRIER testified of concrete and important operational axes. His implication through his teachings, as his convictions around these sets of themes, genuine levers as well for the national as the European policies, are known and recognized.

She thanks also the representative of the Council of Europe for her promise made to be a relay, because the horizontal organization remains fundamental. In parallel, knowing that this horizontality will know an attraction by the concept of verticality is necessary. If this energy manages to drive the concerned countries, it is because they all have a common objective, in the respect of the diversities. The values which gather these countries are likely to make progress everyone, each one at its own rhythm.

For the starting of this program, it should be known that there will be things much more pragmatic and before leaving each other, it is important to think that we are leaving not only with the feeling of not having wasted our time, of having shared a certain number of information, but also to think that concrete engagements are taken to make live this project. The proposals or the ideas which will be made are, obviously submitted to discussion, but their purpose is to allow each speaker to be constitutive of the common future of this network. "

*The representative of Croatia:*

"The countries, including Croatia, should maybe initially provide a list of their particular specific needs, a list of the penitentiary schools and training centers needs, list which could be used as a starting point.

Sweden is about to start a program concerning the high-risk prisoners and it is a program which Croatia really needs. From this point, it could be beneficial to have a central place, where each one could express their needs and create a kind of exchange market in a centralized place more organized and more formal."

*François COURTINE, director of Research and Dissemination, ENAP:*

"Here is a whole of proposals written before and some of them during this seminar.

It is essential to recall that the 1st thing, and the easiest, is to promise to meet in 2009 for a forthcoming seminar of this kind, because it is important that human links were created between the persons in charge or the trainers of the European penitentiary schools.

The 2nd idea is more practical, and Croatia went even further, it is to constitute a pilot team, i.e. a more restricted group which would provide in the 6 or 8 months to come, the following actions:

1. To start exchanges: to transfer and diffuse the debates of this seminary, recorded and translated. We shouldn't consider this pilot team as a team of pioneers doing all the work, each member of the pilot team has the responsibility to inform 3 or 4 countries, according to their proximity. This team would be charged to make proposals concerning the bases of a network of the penitentiary schools at the assembly of 14 countries, by adding Norway and England, also very interested by this project. The tasks of this group confirm a little what has been said on the distinction between the horizontal and the vertical dimension and a certain number of concrete elements which could constitute the relations between the countries and the schools.

2. The example evoked during the evaluation of the program AGIS confirms that it is absolutely essential that the Directions of each school were implied in this network, not only the voluntaries, but also persons in charge of these schools. The fact of participating in this seminar puts each participant in situation of work, which is made today is not an associative private club, but indeed a work for each of the countries and each school. Therefore, it would be appropriate in each plan and programs to point out the principle of the European co-operation, as one of the objectives of work of the executives within each one of our schools and our countries. The network will not be able to be built on the simple will of the ones and the others. It is really necessary to request the relay in each implied country, at least on the level of the schools.

3. To envisage and organize activities. There exist already tens of ideas, such as the meetings, the bilateral contacts... This small pilot group would program, for the current year and in a reasonable and realistic way, the guiding lines to start in a concrete way so that the network were immediately productive, as Italy specified it. We must think at the difficulty to diffuse the information and to maintain relationships between the current members and the members to come. There is thus an enormous work of diffusion of information, of constitution of links using the new technologies: email, platform, site, which would allow each one and constantly to have this connection and especially to have the will to connect.

Therefore, we must think on the communication and the management of this group which has today a basic configuration, since in the long term the 47 countries are aimed. For example, Portugal, Greece, the Slovak Republic, certain countries of the center of Europe very petitioning of this kind of support, assistance and division.

It is necessary also that this group, which will have much work, imagines relatively quickly, how concretely all these details can be set up for an imminent starting."

*The representative of Italy:*

"Of personal experience, the difficulties of installation of such a project for the first time are perfectly comprehensible. It is important that all the representatives start exposing their problems on this proposal, while taking the time necessary to expose the project to their hierarchy and to take decisions. Any person who noted that a problem had not been raised has the possibility to communicate it"

*Valerie DECROIX, director of ENAP:*

"The Italian colleagues gave us a pedagogic help and their question concerning the autonomy in taking decisions is completely comprehensible. To date, it is important to know that when we leave there will be another meeting.

Reconsidering proposals made by Italy for their adhesion to the pilot group:

In the genesis of this meeting, the things evolved in a spontaneous way a few months ago: Joseph GOMEZ, person in charge of the department of the international relations at ENAP and the executive team thought that it would be good to start again the idea to found this network of European schools. There was no strategy, no method, just a desire, without however claiming to know the entire accompaniment and the strategy. These are things that it is desirable to share. The idea is to say: why not inspire of what already exists inside the network of the French public service schools, where the directions are made up in "troika", i.e. there are 3 countries which begin, as a relay engine. Three countries, because there is the one who has just made, who will make and who prepares to make. We have here the idea of the recent past, the present and the future.

If Italy joins to France, with the responsibility of the diffusion of the works of this seminary, it would remain to find the 3rd country and the constitution of the pilot group to carry out the construction of the network of the European schools would be then effective. Thereafter, as François COURTINE previously stipulated it, each of the 3 countries could be a relay for 3 other countries.

Concerning the means, to date nobody can say if the creation of a secretariat is realistic, if there are no personal involvement of the ones and the others; there is then the risk that this network does not have a real existence. The 3 countries which would engage would be then the 3 mentors, tutors or promoters, in order to ensure a regular preparation of these relays.

The proposal to integrate this pilot group will be also made to the countries which have already left the seminar: Norway, Belgium, Andorra, without forgetting that the presence of the Council of Europe could constitute a guarantee of support and assistance to the network. "

"The 2nd point which is important but which can be correlated is the organization of a seminar in 2009. Through the various sets of themes approached during this seminar, it is important that we meet the next year to treat new sets of themes. The 3 pilot countries would be the relay of experiments or exchanges, by disseminating information on what is done in exhaustive groups. It is not question to decide which country will receive or organize this seminar in 2009, but to decide to reorganize this type of meeting.

***Anyhow, the 12 countries will meet in autumn 2009!***

In the inter-meetings, the representatives of the countries exchanged their e-mails, addresses, but the creation of a data bank would facilitate the communication between the members. It would also be necessary to create a platform which could be accessible from various Internet sites that the schools use already. In each country there exists, undoubtedly, the possibility of adopting the technological advances, to share and put resources on line, under condition of a minimal protection of access to this platform to keep the confidentiality of the exchanged information. Proposals will be made to make each adherent country benefit of it.

It seems difficult to go ahead this day, but we should not forget the other proposals, in particular this concern of concrete actions, evoked on several occasions during the seminar.

The exchanges of personnel, when they are well accompanied, are very beneficial, fact proven the last year, with the obligation of schooling of the directors. It is necessary to thank all the countries which answered this request. All these exchanges and experiments brought a great richness and were lived by the trainees as a very important moment of their schooling. France will request the training abroad of its junior managers and obviously, France is ready to receive foreign trainees and to be a relay of the French penal establishments or the penitentiary services of probation and insertion. This is a request as much as an invitation. The people thus received will become also actors of communication and organizers of this network.

*Mr. Jean-François BEYNEL, the Deputy general director of the French Prison Service is absent this day, but he would have liked to present the following ideas:*

When the proposal to take part in this seminar was made to the Council of Europe, it had been specified that these days should allow to the participants to better know each other, to discuss, share and even to make prospective, objectives which can be considered today as reached.

It is important, in the name of the Director of the Prison Service and of his Assistant, to thank all the people present and to thank also the local and regional authorities for having ensured the quality of this reception. Thanks to the President of the General Council and his teams as well as to the Mayor of Agen and the whole of his teams. They enriched the seminar by showing the importance of working together and make in sort that the prison authorities are administrations which can radiate at a local and departmental, national and European level.

Thanks also to the teams of the ENAP, more especially to the department of the international relations, which are implied in a very concrete way. Thanks also to all the logistic, accompaniment teams and to all the participants in terms of animation and regulation.

According to Jean-François BEYNEL, the Deputy General Director of the French Prison Service, the organization of this seminary has three significations:

1st, evoked at the time of the opening, is the occurrence of the French presidency of the European Union. It is not an official conference, but the circumstances of this presidency represented an invitation to which France could not resist.

2nd represents the bridges likely to be made with other demonstrations, including in the penitentiary field and which take place this week. There thus was no competition with these other demonstrations. There was on the one hand a conference, organized by the direction of the Prison Service and that of the direction of legal protection of the juveniles, in Roubaix, in its new national school, conference dedicated to the set of themes of the European Agreement concerning the execution of the probatory sentences. There is also an appointment with the Council of Europe at the end of the week during which a working session on probation is also envisaged. Here is the triptych of the European events of this week.

The 3rd connection found with this seminar it is the fact that there cannot be possible reflections around the execution of the sentences without international and in particular European opening. A few years ago, it would have been difficult to envisage such cooperation actions in such important fields of the State. Times evolve and much work has been done during this last decade. The co-operation or the fact of working on the creation of a network for gathering the penitentiary training bodies is important, because the sentence and the prison form an integral part of the social life. They are more and more assumed by the citizens, not as external and remote phenomena, but as own entities. This appropriation by the civil society is also noted in all the countries of the European Union and consequently it is important to contribute to it. Evolution of the right led to the unification of corpus and rules. The decisions of the European Court of the Human rights are an expression of this fact and the European penitentiary Rules another one. This co-operation is also necessary so that the penitentiary environment could think, act and open, communicate and participate in ideological debates. It is vital to collect the good practices and the experiments of each one.

Lastly, the place of the school besides its administration is very important and, indeed, each school here represented gives to its prison services a real opportunity of improvement and promotion of its penitentiary policy. Each prison service rests the master of its public policies, but it is certain that each school has its place and its own action there to be carried out. It would be beneficial for both the administration and the school to count one on the other in order to achieve the desired evolution and to give the right direction to the prison authorities. Europe develops these various orientations of public policies and it is duty of all to subscribe to it. Europe should take into account the opportunities given by the training, which can nourish the thoughts, the reflections and the necessary evolutions, particularly concerning the European Prison Rules. ”

Valerie DECROIX expresses her thanks to all the participants and a real desire to meet very soon.