



SIG2 – Dynamic Security

**Training to achieve the mindset and culture needed to create
dynamic security**

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SIG2 –Dynamic Security

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COMPARE



SHAPE



DEVELOP

Finland
Belgium
Estonia
Norway

SIG2 –Dynamic Security

Mandate

A comparison of European training on the topic Dynamic security and highlight some best practices, a description of minimum standards for training on the topic based on international regulations and guidelines and a practical handbook for developing training curricula.



COMPARE



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Content

Chapters

European Comparison & Best Practices

How is Dynamic security approached in the participating group members countries? A selection of best practices.

Minimum Standards

The minimum requirements for education/training on these topics, taking into account the European/international guidelines and regulations.

Handbook – guidelines for training

A guideline for establishing a training curriculum on the respective topic – what should be included, what kind of methodology is most appropriate and effective.

Ch. 1 European Comparison & Best Practices

Belgium: Enneagram

- A tool for self-awareness and communication.
- Both inmates and staff are trained in the same tool.
- Trained in the same communication tool inmates and staff have access to a new way of metacommunication for conflict resolution and emotional reactivity control.
- This teaching of the same tool on both sides of the bars is a new path to achieve good dynamic security.

Ch. 1 European Comparison & Best Practices

Finland: Personal contact officer

- Interactive work as a new approach to promote Dynamic Security.
- The job profiles of the personal officers have been adjusted combining both relational-rehabilitative and control elements.
- The personal offices bear a wholistic responsibility for rehabilitation, security and case management tasks.
- The prison officer training has also been updated with Dynamic Security and relational work elements.

Ch. 1 European Comparison & Best Practices

Norway: The training in Norway is a combination of theory and practice including on-the job training in prisons. Norwegian prison officers are generalists with responsibility for both security and rehabilitation.

Risk management

- The training to achieve knowledge and skills into routines for daily risk assessment with a view to ensuring the safety of inmates, staff, and society and understand the static, dynamic and organisational security as measures of risk reduction.

Ch. 1 European Comparison & Best Practices

Estonia: Simulation training

- A prison officer must learn different skills where they take use of psychology, law, ethics, communicative, surveillance and tactical skills. In this regard, properly supported and supervised simulation training is a good option.
- An integrated learning system means that subjects are taught with a multi-disciplinary approach and that teachers from different disciplines are present to supervise the situation. In the learning process, it is wise to start step by step, adding new subjects to the simulation cell one at a time. At the end of the training, all the topics are practiced together.

Ch. 2 Minimum standards

General considerations

- Change or develop mindset and culture
- Different regimes – maximum security vs open prisons
- Staff ratio
- Organization and management

Training to achieve... Culture needed to

Ch. 2 Minimum standards

Human rights and human dignity

Professional commitment and ethics

Staff – prisoner relationship

Meaningful activities

Security and safety for staff and prisoners

Quality of trainers

Ch. 3 Handbook – guidelines for training

How to build a training curricula.

- Intro - Why is it relevant
- Goal
- Target group - participant prerequisites
- Contents
- Methodology
- Evaluation
- Framework

Ch. 3 Handbook – guideline for training

Methodology

In the area of methodology, we have several angles on how teaching can be organized and how to facilitate learning processes which we believe will influence the mindset and create the culture necessary to develop a good standard of Dynamic Security.

Ch. 3 Handbook – guideline for training

Mentorship – on-the job training

- A mentoring system with close cooperation between the training academy and training prisons.
- Develop the students skills, acquired experience, and increased awareness of their own professional role through observation, interaction, and practical work in the field under the guidance of a mentor.
- Mentors should have a relevant professional qualification and experience of high standard.



THANK YOU!

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