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Digitalisation in Corrections Recidivism Reduction

DIGICOR Profile of Competencies and Training Curricula

Freie Hansestadt Bremen · IPS Innovative Prison Systems · Service Public Fédéral Justice · DGRSP · European Strategies Consulting

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Prison staff's digital competence profile

Privileging the information previously gathered (IO1 and IO2), this activity aims to transpose identified skills and competencies in need of consolidation into a multidimensional curriculum.

The latter will focus specifically on the prison officers and supporting education staff's digital readiness and ability to successfully implement and manage technological solutions in inmate education/employability and digital literacy/social inclusion.

Such an original curriculum will seek to correspond to the needs-assessment exercised carried out throughout IO1, while adhering to the "Guidelines regarding recruitment, selection, education, training and professional development of prison and probation staff", specifically in what concerns the use of IT (Council of Europe, 2019, p. 12).

1. The Digital Competence Framework for Citizens

According to the Digital Competence Framework for Citizens (DigComp 2.2)[1], digital competence is one of the Key Competences for Lifelong Learning and "*it involves the confident, critical, and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking."*[2] *These competences are* ***a combination of knowledge, skills and attitudes****, in other words, they are composed of concepts and facts (i.e. knowledge), descriptions of skills (e.g. the ability to carry out processes) and attitudes (e.g. a disposition, a mindset to act). Key competences are developed throughout life*."

[1] Vuorikari, R., Kluzer, S. and Punie, Y., DigComp 2.2: The Digital Competence Framework for Citizens - With new examples of knowledge, skills and attitudes, EUR 31006 EN, Publications Office of the European Union, Luxembourg, 2022, ISBN 978-92-76-48882-8, doi:10.2760/115376, JRC128415. Available here: https://digital-skills-jobs.europa.eu/en/latest/news/latest-update-digcomp-22-now-published

[2] Council Recommendation on Key Competences for Life-long Learning, 22 May 2018, ST 9009 2018 INIT.

The prison staff digital competences profile considers the inclusion of the proposed DigComp 2.2. competences (to be developed according to specific professional profiles), namely the following competences:

Competence area	Competences
Information and data literacy	Browsing, searching, and filtering data, information, and digital content Evaluating data, information, and digital content Managing data, information, and digital content
Communication and collaboration	Interacting through digital technologies Sharing through digital technologies Engaging citizenship through digital technologies Collaborating through digital technologies
Digital content creation	Developing digital content Integrating and re-elaborating digital content Copyright and licences Programming
Safety	Protecting devices Protecting personal data and privacy Protecting health and well-being
Problem solving	Solving technical problems Identifying needs and technological responses Creatively using digital technology Identifying digital competence gaps
Interacting with Artificial Intelligence systems	

In the framework of the DIGICOR project **we will refer only to specific knowledge skills and attitudes related to the interaction, use and implementation of digital technologies in prison and probation context**.

Training to develop the competences indicated in the DigComp 2.2. framework should be provided by correctional services as part of prison staff ongoing training plans.

2. Interacting, using, and implementing Digital Correctional Technologies

Interacting, using, and implementing Digital Correctional Technologies: Understanding and using digital technologies that will impact on an individual's capacity to be better integrated into society without committing new crimes.

3. Requirements (currently not included) of citizens' digital competence

Requirement 1:

Prison and probation staff should be aware that digital technologies are used in different ways in today's society and in correctional services around the world, and that these can affect various aspects of prison operations and staff and inmate's lives.

- **Knowledge (K):** Digital and communication technologies are applied in different contexts from industry to leisure, e.g., in education, policing, medicine, banking etc. and have the potential to create a big impact on inmate's and correctional staff's lives. Knowledge of these technologies, its potential benefits, and specific contexts of use in corrections is key for modern correctional staff.

Requirement 2:

Prison and probation staff should be able to implement and interact with day-to-day digital communication and digital technologies in correctional context.

- **Skills (S):** e.g., use and operate inmate telephony system; use and operate an e-learning system, monitoring learners progress, generating reports or designing learning content; use schedule and monitor a video visitation or virtual court hearing.

Requirement 3:

Prison and probation staff be wary that many correctional digital technologies collect user's interaction data for security purposes, to improve services or to induce user behaviour.

- **Attitude (A)**: e.g. A critical attitude allows seeing opportunities, but also weigh risks, for example in areas designed to protect privacy and to ensure inmate's and staff safety.

The proposed curricula are focused on the development of **awareness**, **knowledge, and attitudes**. It **does not imply the development of specific skills needed to master each of the technologies and digital solutions** described.

4. Proposed curricula

Objectives:
Support prison officers and education staff's digital readiness and ability to successfully interact, use and promote technological solutions in inmate education/employability and digital literacy/social inclusion.

Module 0. Introduction to the e-learning platform

Module I. Digital Systems and Services in Corrections

Chapter 1: Course objectives
Chapter 2: Overview of Digital Systems and Services in corrections
Chapter 3: Prison technologies
Chapter 4: Probation technologies

Module II. Inmate communications

Chapter 1: The importance of inmate's communications: promoting security and family/community links

Chapter 2: Prison telephony: technologies and trends (including the description of cases and possible delivery devices)
Chapter 3: Advantages for the organisation and staff

Chapter 4: Video-calls and video-visitation: technologies and trends (including the description of cases and possible delivery devices)
Chapter 5: Advantages for the organisation and staff

Chapter 6: E-mail/text/digital letters: technologies and trends (including the description of cases and possible delivery devices)
Chapter 7: Advantages for the organisation and staff

Chapter 8: Key success factors in implementing a project in a prison) – reserved for prison directors/prison administration staff

Chapter 9: General recommendations for market interaction and procurement procedures – reserved for prison directors/prison administration staff)

Module III. Education, e-learning, and access to online resources

Chapter 1: The importance of prison education
Chapter 2: Technologies and trends (including the description of cases and possible delivery devices)

Chapter 3: Advantages for the organisation and staff

Chapter 4: Key success factors in implementing a project in a prison) – reserved for prison directors/prison administration staff

Chapter 5: General recommendations for market interaction and procurement procedures – reserved for prison directors/prison administration staff

Module IV. Digital self-service solutions

Chapter 1: The importance of implementing digital inmate self-service solutions
Chapter 2: Technologies and trends (including the description of cases and possible delivery devices)
Chapter 3: Advantages for the organisation and staff

Chapter 4: Key success factors in implementing a project in a prison) – reserved for prison directors/prison administration staff

Chapter 5: General recommendations for market interaction and procurement procedures – reserved for prison directors/prison administration staff

Module V. Training and treatment using Virtual and Augmented reality

Chapter 1: VR an AR for training and treatment in prisons
Chapter 2: Technologies and trends (including the description of cases and possible delivery devices)
Chapter 3: Training of staff
Chapter 4: Advantages for the organisation and staff

Chapter 5: Key success factors in implementing a project in a prison) – reserved for prison directors/prison administration staff

Chapter 6: General recommendations for market interaction and procurement procedures – reserved for prison directors/prison administration staff)

Module VI. Videoconference with courts

Chapter 1: The importance of videoconference with courts
Chapter 2: Technologies and trends
(Including the description of cases)
Chapter 3: Advantages for the organisation and staff

Chapter 4: Key success factors in implementing a project in a prison) – reserved for prison directors/prison administration staff

Chapter 5: General recommendations for market interaction and procurement procedures – reserved for prison directors/prison administration staff)

Module VII. Telemedicine

Chapter 1: The importance telemedicine and e-health in corrections
Chapter 2: Technologies and trends (including the description of cases and possible delivery devices)
Chapter 3: Advantages for the organisation and staff

Chapter 4: Key success factors in implementing a project in a prison) – reserved for prison directors/prison administration staff

Chapter 5: General recommendations for market interaction and procurement procedures – reserved for prison directors/prison administration staff)

Module VIII. Offender and Case Management Systems

Chapter 1: The use offender and case management systems in prisons and probation
Chapter 2: Technologies and trends (including the description of examples)
Chapter 3: Mobility solutions to support staff operations
Chapter 4: Ethical concerns and regulations
Chapter 5: Advantages for the organisation and staff

Chapter 6: Key success factors in implementing a project in a prison) – reserved for prison directors/prison administration staff

Chapter 7: General recommendations for market interaction and procurement procedures – reserved for prison directors/prison administration staff

Module IX: Electronic monitoring in prisons and probation

Chapter 1: The need for offender monitoring in prison and probation contexts
Chapter 2: Technologies and trends (including the description of cases and possible delivery devices)
Chapter 3: Advantages for the organisation and staff

Chapter 4: Key success factors in implementing a project in a prison) – reserved for prison directors/prison administration staff

Chapter 5: General recommendations for market interaction and procurement procedures – reserved for prison directors/prison administration staff

Module X: Smart Prisons and digital transformation in corrections

Chapter 1: The discussion on "smart prisons"?
Chapter 2: The integration of digital technologies and services
Chapter 3: Examples of "smart prison" initiatives
Chapter 4: Designing a digital transformation strategy

Chapter 5: Key success factors in implementing a project in a prison) – reserved for prison directors/prison administration staff

Module XI. Artificial Intelligence in corrections

Chapter 1: The use of artificial intelligence in prisons and probation
Chapter 2: Technologies and trends (including the description of examples)
Chapter 3: Ethical concerns and regulations
Chapter 4: Advantages for the organisation and staff

Chapter 5: Key success factors in implementing a project in a prison) – reserved for prison directors/prison administration staff

Module XII. Train the trainer programme

Chapter 1: Who should participate in the training
Chapter 2: How to animate the online blended learning and online training sessions
Chapter 3: How to use of the resources made available by the DIGICOR project
Chapter 4: Training evaluation

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Digitalisation in corrections towards reduced recidivism

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