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Staff training need analysis

Project "Innovation, Development and Communication for a better education in Prison System" - 2014-1-RO01-KA204-002936 (IDECOM)

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Foreword

The project “Innovation, Development and Communication for a better education in the Prison System” 2014-1-RO01-KA204-002936 (IDECOM) is a strategic partnership for adult education, financed by the European Commission under the **Erasmus+** program.

The strategic partnership contains eight **partners** from five countries:

- 1) *Centrul Român de Studii Penitenciare (West University of Timisoara) - Romania*
- 2) *Penitenciarul Timisoara (Timisoara Prison) - Romania*
- 3) *Centrul pentru Promovarea Invatarii Permanente - Romania*
- 4) *Department of Penitentiary Institutions - Moldova*
- 5) *Innovative Prison Systems (Qualify Just - IT Solutions and Consultancy Lda)- Portugal*
- 6) *General Directorate of Prisons and Detention Houses - Turkey*
- 7) *European Organization of Prison and Correctional Services - Nederland*
- 8) *Universidade da Beira Interior (BSafe LAB) - Portugal*

The **aim** of the IDECOM project is the development and testing of new educational methods in the training of prison staff covering transversal skills like: communication, teamwork competences, ICT, innovation and entrepreneurship.

In this framework, the project **objectives** are:

- to identify common prison staff needs in the field of transversal skills, such as those referred above;
- to develop a new and innovative curricula, training programs and manuals for prison staff relevant in fields like: communication, teamwork competences, ICT, innovation and entrepreneurship.

In the end, the most important expected **results** of this project will be:

- Staff training need analysis study in the competences addressed by the project
- Transnational learning platform (Learning Management Systems)
- Three training courses curricula and three manuals regarding: "Communication, ICT and Teamwork Competencies in Prison", "Develop Prison Staffs' Innovation" and "Entrepreneurship for Prison Staff"
- "Education and Training Innovative Actions Catalogue"
- Training activities with 144 prison staff from Romania, Portugal, Turkey and Moldavia in developing transversal skills;
- Quality and evaluation report;
- Dissemination and exploitation report.

The present report aims to present the steps followed in accomplishing the first two objectives of IDECOM project, namely the *staff training need analysis* (O1), conducted in the four partner countries, all in the context of the *existent training programs review* (O2).

The structure of this report is organized in four main parts: the first chapter will briefly describe and compare the existent training programs that partners from each country (Romania, Moldavia, Turkey and Portugal) found as examples of good practices in their local prison systems, in the field of the skills targeted by IDECOM project (communication, teamwork competences, ICT, innovation and entrepreneurship), as a starting point in understanding the context in which our project takes place; the second chapter will present the method and steps covered in developing the self assessment survey for prison staff training needs, targeting the same five skills; the third chapter brings up a field research, analysing data gathered from applying the survey to four groups of prison staff respondents, one in each partner country; in the last chapter we will draw some conclusions upon the prison staff training needs in the four countries (Romania, Moldavia, Turkey and Portugal) and we'll discuss some recommendations.

The main authors of this report are the researchers from the West University of Timisoara (Centrul Român de Studii Penitenciare): Andreea Ionescu, PhD, Assistant Lecturer, and Octavian Repolschi, PhD Lecturer. All the other partner teams gave their support, especially by providing data and feedback. Special thanks to Cristina Busuioc, on behalf of the managing partner team, Timisoara Prison.

Chapter 1

Background of the study. Existent training programs review

1.1 Introduction

As one intellectual output of IDECOM project (O2), this chapter brings up a *comparison between the four partner countries, regarding the existent training programs conducted in prison systems*, which focus on the transversal skills: innovation, entrepreneurship, communication, teamwork, and ICT. The critical review will compare trainings in terms of format, philosophy, methods, prison systems suitability, pedagogical resources, period covered, sessions, content, curricula and other dimensions.

This synthesis of best practice examples is aimed to be a reference point for developing the curricula in our project's trainings.

Procedurally, the first step was to create a document with blank fields, regarding the dimensions considered as most relevant for partners in order to compare training practices, curricula and programs. Each country had the task to identify three training programs – as best practices. Thus the partners searched for training curricula and programs in their own countries, fill in the framework, assess the trainings found and select the three most promising.

Based on the assumption that the special trainings for prison staff in the partner countries may not have focused specifically on communication, ICT, teamwork, innovation and entrepreneurship, the template gave the option of describing fields of training or programs close to this project's objectives. The partners were asked to fill in the template with a short description of how prisons staff trainings are generally done in their country.

In the second step, the partners from Romania, Moldova, Turkey and Portugal had to review their local prison systems training programs focused on skills targeted by IDECOM: communication, ICT, teamwork, innovation and entrepreneurship or similar fields and then choose three best training programs for prison staff from each country and introduce the relevant information into the given template.

1.2 Comparison and critical review

1.2.1 Short description of how prison staff training is made in the partner countries

In **Romania** the staff cannot be employed in the prison system unless they have initial professional qualifications, i.e. completed study programs for prison under-officers (*Școala Națională de Pregătire a Agenților de Penitenciare Tîrgu Ocna*), university programs for prison officers (*Academia de Politie "Alexandru Ioan Cuza"*)

Bucharest), or other university or college study programs for specialists (like social worker, psychologist, economist, lawyer, nurse, physician).

The Ministry of Justice Order no. 2855/C from 29 October 2004 approved the methodology for organizing trainings in the penitentiary system. According to this, training in the Romanian penitentiary system uses the following main methods: e-learning platforms, workshops, work meetings, conferences and training sessions on various topics, training before entering the service, practical applications, and demonstration exercises.

The specialists, who had not completed specific university studies or a special school for prison staff, have to attend a specific initial training program. If their work experience in the field exceeds 3 years, they only have to enroll in a short professional training program organized by the National Administration of Prisons. Staff who have less than 3 years of experience are considered *debutant in profession* and will have to attend three training programs during the first year:

- *debutant in career course* (2 weeks) – at the working place;
- *specialization training* (6 months for security staff and 3 months for the rest) – in a prison system centre or school; subjects studied included social reintegration, detention regime, security, prison management, prison administration, firearms use, physical skills.
- *practical skills* – working under supervision.

All prison staff have the duty to attend continuous training using e-learning platforms. A number of 60 hours per year is allocated for this study.

In **Turkey**, all processes related to staff training, namely staff training planning, implementation and development, are carried out under the leadership of General Directorate of Prisons and Detention Houses – but through participation of several stakeholders or partners such as universities, Union of Turkish Bar Associations, etc. The training programs and materials are developed by Staff Training Centers trainers and General Directorate experts and their quality assurance controls and sign-off are being carried out by Education Board. Education Board consists of representatives of: Minister of Justice, Court of Cassation Department of Law, Council of State Department, Gazi University Education Faculty Academics, Turgut Özal University Financial and Administrative Sciences Faculty Academics, Çankaya University Law Faculty Academics, General Directorate of Prisons and Detention Houses, Union of Turkish Bar Associations and Religious Affairs Presidency.

In the **Moldavian** prison system the initial and continuous training for prison staff is organized by the Training Centre which is subordinated to the Department of Penitentiary Institutions in Moldova.

The training Centre organizes three training modules:

1. Initial training for under-officers newly employed in the prison system
2. Initial training for officers newly employed in prison system
3. Continuous training for prison staff (officers and under-officers).

The prison system initial and continuous training of staff is conducted by the Training Centre (which has 8 specialist and various experts in the prison system and other fields of activity, such as the Prosecution, National Anti-Corruption Center, Center for Human Rights, etc.).

In the **Portuguese** prison system, the management of training activities includes the following steps:

- data collection about staff training needs;
- development of the training plan;
- development, monitoring and evaluation of internal and external training, divided into the following categories: initial training, continuous training/formation in thematic areas of transversal and specific training, which includes retraining programs
- other short-term activities, such as: meetings, conferences, workshops, seminars, etc.;
- self-training;
- training assessment;
- analysis, reporting of results.

1.2.2 Training programs description, comparison and critical review

Because IDECOM project aims to build up three training curriculums ("*Communication, ICT and Teamwork Competencies in Prison*", "*Develop Prison Staffs' Innovation*" and "*Entrepreneurship for Prison Staff*") and to run trainings focused on enhancing the five before mentioned transversal prison staff skills (communication, ICT, teamwork, innovation and entrepreneurship), the partners from Romania, Moldavia, Turkey and Portugal have analyzed the existent prison staff training programs in their countries regarding these transversal skills.

a. COMMUNICATION

In **Romania**, The EEA and Norway Grants 2009-2014 funded project "*Strengthening the prison system capacity of the human resources development on prison staff*" ("*Consolidarea capacității sistemului penitenciar de dezvoltare a resurselor umane cu privire la personalul de penitenciare*") elaborated a national strategy for human resources in the prison system ("*Strategia de Resurse umane a sistemului administrației penitenciare pentru perioada 2015–2018*").

Its strategic objectives include: developing tools for assessing training needs; developing skills in the prison system up to an excellence level; and improving organizational communication. As we can see, the improving of communication is a very important aspect.

In the Romanian prison system, there are no prison staff training programs focused on the important specific aspects of communication. Still, we can mention a few training activities targeting communication, such as those developed through European projects, as well as guides or manuals focused on communication techniques or other connected skills.

For instance, in the project "*The return of former convicts to the labor market and their integration into society*"¹/*"Revenirea fostilor detinuti pe piata muncii si integrarea lor in societate"* there have been developed two training modules for prison staff. One module was focused on communication techniques and was delivered by the West University of Timisoara project partner. A training guide was

¹ Co-financed by the European Social Fund through the Sectorial Operational Program Human Resources Development 2007-2013, <http://en.suntemprodusulmediului.ro/>

also developed in support of the communication activities (*Communication Techniques*, Alexiu, M.T. and David, G.). Between 01.03.2011 and 28.02.2014, 483 prison employees were trained in Communication Techniques and Conflict Resolution Means. The 20 hours training module was structured as a set of face-to-face sessions. The human and pedagogical resources were financed from the project's budget.

Another project, "*The Dialogue Itinerary*" / "*Itinerariul Dialog*"² delivered a training program for prison staff focused on social dialogue. The training program was developed by the Portuguese partner Innovative Prison System (QUALIFY JUST - IT Solutions and Consulting, LTD).

Among the training topics we can mention: social dialogue, decent work, conflict management, negotiation, implementation agreements, communication, meetings management, implementation of agreements.

The beneficiaries of this training in social dialogue were the employers and employees from the prison system. The training methodology used was face-to-face teaching (using active methods), online teaching (through a learning platform), theory and practice of group work (collaborative activities, challenges/assignments). The training content totalized 105 training hours of which 25 hours of theory and 80 hours of practical activities over a period of 3 months. The training stages were placed within the project implementation period, that is, 1 February 2013 - 30 November 2014. The project also financed and delivered in July 2013 a pedagogical resource - a manual titled *Training program in social dialogue/Program de formare in dialogul social*, developed by the Portuguese partner, Qualify Just IT Solutions and Consulting LTD.

The project "*Convicts Liberty Aid Project*" financed by the European Commission also included among its outcomes a guide called *Dialogical Communication and Intervention Toolkit*. This manual contains guidelines and tools aiming to prepare inmates for release by using the dialogical method of communication³.

Also we would like to mention the short training program developed by the National Administration of Prisons of Romania and the Arad Prison, in order to be used for prison officers in the Arad Training Center for Prison Officers. The training manual *Communication in the prison environment*, written by Comisar de penitenciare Maria Sorina Togoie and Inspector de penitenciare Liliana Hurezan in 2012, is focused on the development of communication skills in the work with inmates and contains: general information regarding communication; communication and self-image; and negotiation techniques. The methodology consists of face-to-face training employing expositions and debates.

In the **Turkish** prison system there is not a separate or independent course dealing with communication in prison, but communication is included in several training programs such as Candidate Staff Training or On-The-Job Training Program,

² Financed by the Norwegian Financial Mechanism 2009-2014, in the Decent Work Program and Tripartite Dialogue, <http://www.snlp.ro/stiri-si-noutati/articole-publicate/589-itinerariul-dialog-primul-proiect-cu-finanare-extern-implementat-de-snlp.html>

³ <http://clap-project.eu/test-ingleza/wp-3-materials/>

in which there are modules/classes/lessons allocated to communication. “Communication” lessons are planned under 8 major training programs which are:

- 1) *On-The-Job Training Program* (6 sessions of this program is allocated to communication)
- 2) *Candidate Staff Training Program* (2 sessions allocated to communication)
- 3) *Pre-Service Training Program* (20 sessions allocated to communication)
- 4) *Juvenile Intervention Program 'Ardiç' Training Program* (7 sessions allocated to communication)
- 5) *Personal Development Training Program* (5 sessions allocated to communication)
- 6) *Motivation Training Program* (4 sessions allocated to communication)
- 7) *Group Leadership Program* (3 sessions allocated to communication)
- 8) *Teamwork and Communication Program* (7 sessions allocated to communication).

The aim of the *Communication* trainings is to help the staff acquire the knowledge and skills related to various forms of communication such as verbal, non-verbal, oral or written.

These trainings are developed by the Staff Training Centers and their quality assurance controls and sign-off are done by The Education Board. Most of the current Communication modules were developed in 2006. The target attendants or beneficiaries of Communication trainings are all prison staff, of all ranks; however, the main beneficiaries are the prison officers, chief prison officers, administrative officers and psycho-social service staff. The main training methodology is face-to-face classroom training, but starting with this year most courses are being integrated into the distance learning system, thus becoming mixt. Training is both theoretical and practical and generally interactive.

There are 5 Staff Training Centers which are financed by the Ministry of Justice’s General Directorate of Prisons and Detention Houses. The training staff is also assigned by the General Directorate of Prisons and Detention Houses. The trainer staff consists of former prison staff and field experts. The training materials, including the program, are developed by these Training Centers and quality-controlled and approved by the Education Board.

In the **Moldavian** prison system there is no separate or independent course about communication in prison. The prison system’s initial and continuous training for prison staff is organized by the Training Centre which is subordinated to the Department of Penitentiary Institutions of Moldova. The Training Centre organizes three trainings, namely “Initial training for under-officers newly employed in the prison system” “Initial training for officers newly employed in the prison system” and “Continuous training for prison staff (officers and under-officers)”.

The training programs developed by the Training Centre aims to achieve a thorough professional training, by educating the students in the spirit of truth and justice. It also focuses on enhancing professional skills through practice in the penitentiary system of the Republic of Moldova. Its emphasis is on the knowledge and application of laws adopted by the Parliament and the Government, and on orders and instructions issued by the Ministry of Justice.

In the **Portuguese** prison system too there are no separate or independent courses dealing with communication in prison. In some training programs for prison staff they included a training regarding the subject of communication. As an example, we present the training course named *Guard-Inmate interaction*.

The objectives of training are:

- to endow the trainees with knowledge to communicate effectively with prisoners, by optimizing the communication process and promoting active listening;
- to establish a dynamic of balanced interaction with prisoners within the institutional values and standards;
- to sensitize/raise trainees' awareness of the importance of attitude and image in dealing with prisoners.

The program content includes themes like: guard–inmate interaction; communication as a generic approach; main components of the communication process; barriers to communication; professional attitude; reflection on the prison daily life; practical exercises - *role playing*; videograms viewing.

The first training edition subordinated to this thematic, promoted and organized by Direção-Geral de Reinserção e Serviços Prisionais-Portugal, took place in 2012. The beneficiaries were the prison officers. The training methods used were: active methods; expository, demonstrative and interrogative methods. The period of training was 12 hours. In addition to the courses mentioned, Direção-Geral de Reinserção e Serviços Prisionais-Portugal, promoted Working actions in Team, Conflict Management and Organization and Information Management, cross-level - addressed to all professional groups – including prison officers, senior technicians for education/rehabilitation, technical assistants, operating workers, health professionals, IT staff.

b. ICT

In **Romania** an ICT training for prison staff was developed within the European project "*ICT training courses at European standards in the Romanian prison system*"⁴. The project brought together Euroaptitudini S.A. and the National Administration for Prisons of Romania. The project was focused on providing ICT training courses (ECDL START / COMPLETE / EqualSkills) for persons serving custodial sentences of imprisonment and for employees of the prison system. The

⁴ [POSDRU/96/6.2/S/60031](http://www.euroaptitudini.ro), co-financed by Fondul Social European in Programul Operațional Sectorial Dezvoltarea Resurselor Umane 2007-2013 (<http://www.euroaptitudini.ro>)

main objective was to improve the prison system by developing the skills of the human resource working for the prison system as well as the approach adopted in working with or for persons serving a custodial sentence. The training for prison staff was ECDL START and for trainers ECDL COMPLETE. ECDL START training contains 40 hours and includes the following modules: using a computer and organizing files; text editing (Word 2010); Excel 2010; information and communication on the internet. The training methodology used include theoretical and practical trainings and on-line methods. The project's period of trainings was 1.10.2010-30.09.2013. The human resources were both from the Penitentiary system and from Euroaptitudini S.A. As part of the project it was developed the manual *ECDL START* (2011), authored by Raluca Constantin.

In the **Turkish, Portuguese and Moldovan** prison systems there were no courses especially developed for prison staff.

c. TEAMWORK

In **Turkey** there are no independent courses for prison staff about teamwork, but the subject has been taught as part of several larger training programs.

The subject about teamwork is included in programs such as:

- *Teamwork and Problem-solving Skills* (under On-The-Job Training Program): 4 sessions
- *Teamwork and Leadership* (under Candidate Staff Training Program): 6 sessions
- *Teamwork* (under Pre-Service Training Program): 4 sessions
- *Teamwork* (under Juvenile Intervention Program 'Ardıç' Training Program): 7 sessions
- *Teamwork* (under Personal Development Training Program): 3 sessions
- *Teamwork* (under Motivation Training Program): 3 sessions
- *Teamwork and Communication* (On-The-Job Training Program): 25 sessions

The aim of the *Teamwork trainings* is to help the staff acquire the knowledge, principles and skills related to teamwork. These trainings are developed by the Staff Training Centers and their quality assurance controls and sign-off are done by The Education Board. Most current Teamwork modules were revised in 2010. The target audience or beneficiaries of Teamwork trainings are all prison staff, of all ranks; however, the main beneficiary is operational staff, namely, prison officers, chief prison officers, deputy governors, administrative officers and psycho-social service staff. The main training methodology is face-to-face classroom training, but starting with 2015, most courses are being integrated into the distance learning system and thus are becoming mixt. Training is both theoretical and practical and generally interactive.

In the **Portuguese** prison system there is no independent course for prison staff dedicated to teamwork, but the subject has been taught under several training

programs. In this context we can mention the *Initial Training Course* aimed at prison guard officers/wardens, which includes the module "Behaviour in Prison Environment".

The objectives of this module are:

- to develop personal relationship skills, assertive communication, active listening;
- to equip trainees with basic concepts and knowledge in security matters, hygiene, occupational health/safety at work and basic life support;
- to promote attitudes and behaviours facilitating cohesion and effectiveness of teams;
- to identify and implement personal strategies for managing working stress;
- to analyse the interaction of professional demands and personal life.

The program's themes include: interpersonal relationships, teamwork, stress management, active listening, guard-inmate interaction, suicide prevention, basic life support, health and safety at work, the workshop - *Prison Guard: Choosing a career, following a course*.

The latest edition of the initial training course took place in 2012, with duration of eight months - about 1085 hours (including internship - training at work, in prisons) and it was promoted and organized by Direção-Geral de Reinserção e Serviços Prisionais-Portugal. The behavioural module, lasting for 84 hours, is a fundamental part of the curriculum of the initial training course. Currently there is an ongoing competition procedure for admission to a new edition of the initial training course, for 400 trainees.

The course coordination structure includes:

- Director of the course
- Scientific and Pedagogical/Educational Coordination Council
- Mentoring and Monitoring Internships Unit
- Organization Unit and Training Management

The beneficiaries were 238 trainees admitted to the competition procedure to occupy the vacancies for prison guards/wardens career. The training methodology used was: simulated practice, practice in a work context, theoretical exposure, observation practices (study visits), physical training and other active teaching methods.

In **Romania** and **Moldova** there is no separate or independent course entitled '*Teamwork* especially made for prison staff.

d. INNOVATION

In **Moldova**, the Training Centre, which is subordinated to the Department of Penitentiary Institutions of Moldova, developed the trainings *Initial training for under-officers newly employed in the prison system* (598 hours), *Initial training for officers newly employed in the prison system* (100 hours) and *Continuous training for prison staff* (officers and under-officers – 48 hours).

The general objectives of these programs are:

- fulfilling the tasks stipulated by the regulations of the penitentiary system, establishing and using the most effective ways to achieve them;
- improving the performance of service by the updating and diversification of knowledge;
- improving the skills in applying modern methodologies and intensive use of technical means;
- educating the students in the spirit of devotion and responsibility in working to eliminate all forms of illegality and abuse;
- to develop teaching initiative, creativity and motivation necessary to ensure the proper carrying out of the specific tasks.

As we can see a part of training touches on the aim of developing prison staff's creativity.

In the teaching process trainers employ traditional methods of teaching such as face-to-face, but also various creative techniques (brainstorming, role play, case study, etc.). Theoretical knowledge is combined with practical demonstrations, sometimes through videos and photos, and the carrying out of practical lessons in prisons.

In **Romania, Portugal and Turkey** our research found no courses dedicated to developing innovative skills in prison staff.

e. ENTREPRENEURSHIP

In the **Portuguese** prison system, the entrepreneurship training for prison staff does not have a special module, but there exists a program dedicated to the management of training in prison, called *Training Activities Management in Prison Environment*. This training program is focused on: knowing the different types of education and vocational training running in the educational program of the prison, in accord with the needs and available supply; the use of monitoring and evaluation tools of education; vocational training in prisons; the impact assessment indicators of the courses. Two of these courses, promoted and organized by Direção-Geral de Reinserção e Serviços Prisionais-Portugal, have already taken place.

The beneficiaries of the training were: the deputy directors of prisons; educational officers and other technical staff allocated to prison treatment services with responsibilities in the design of educational projects and training plans; prison guards who work in the area of prison treatment, particularly in monitoring the

educational and vocational training courses. The training methodology used was the lecture method, followed by the demonstrative and active method. The period of training is 6 hours.

In **Romania, Turkey and Moldova** our research found no courses dedicated to developing entrepreneurial skills of prison staff.

1.3 Comparison results synthesis

Training course which will be developed in IDECOM project	Existing training			
	Romania	Turkey	Moldova	Portugal
1."Communication, ICT and teamwork competencies in prison"	<p>-training module "Communication Techniques" and guide <i>Communication Techniques</i> Author: Teodor Mircea Alexiu and George David (http://www.suntemprodusulmediului.ro)</p> <p>- manual "Program de formare in dialogul social"- chapter communication"(http://www.snlp.ro)</p> <p>- manual <i>Communication in prison environment</i> (2012) Author: Comisar de penitenciare Maria Sorina Togoie and Inspector de penitenciare Liliana Hurezan</p> <p>- ECDL START training and manual <i>ECDL START</i> (2011), author Raluca Constantin. (http://www.euroaptitudini.ro)</p>	<p>- On-The-Job Training Program (6 sessions about communication, 4 about teamwork)</p> <p>- Candidate Staff Training Program (2 sessions about communication, 6 about teamwork)</p> <p>- Pre-Service Training Program (20 sessions about communication, 4 about teamwork)</p> <p>- Juvenile Intervention Program 'Ardıç' Training Program (7 sessions about communication, 7 about teamwork)</p> <p>- Personal Development Training Program (5 sessions about communication, 3 about teamwork)</p> <p>- Motivation Training Program (4 sessions about communication, 3 about team work)</p> <p>- Group Leadership Program (3 sessions about communication)</p> <p>-Teamwork and Communication Program (7 sessions about communication, 25 about team work)</p>	<p>- "Initial training for under-officers newly employed in prison system", session dedicated to communication</p> <p>- "Initial training for officers newly employed in prison system", session dedicated to communication</p> <p>- "Continuous training for prison staff (officers and under-officers), session dedicated to communication</p>	<p>- "Initial Training Course" aimed at prison guard officers/wardens in which is included the module "Behaviour in Prison Environment"</p> <p>- training course called "Guard-Inmate interaction," module general communication, main components of the communication process, barriers to communication</p>
2."Develop prison staff innovation"	-no training	-no training	-module "Developing teaching initiative and creativity "in "Initial training for under-officers newly employed in prison" "Initial training for officers newly employed in prison system" and "Continuous training for prison staff	-no training

3. "Entrepreneurship for prison staff"	-no training	-no training	-no training	-training: "Training Activities Management in Prison Environment". It includes subjects like: developing the educational project, monitoring and evaluation tools, impact assessment indicators
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The best training curricula and programs found

Using the national information sent by partners from Romania, Turkey, Portugal and Moldova we made a comparison. The results are presented in the table below:

Training course which will be developed during the IDECOM project	Training sessions/courses
1. "Communication, ICT and teamwork competencies in prison"	-Teamwork and Communication Program (7 sessions about communication, 25 about team work) -TURKEY - ECDL START training for prison staff - (40 sessions) - ROMANIA
2. "Develop prison staffs' innovation"	- session about "Developing teaching initiative and creativity - Moldova
3. "Entrepreneurship for prison staff"	- training: "Training Activities Management in Prison Environment" session dedicated to developing the educational project, monitoring and evaluation tools, impact assessment indicators

In terms of training methodology, we would like to mention that the most effective is the training that employs: face-to-face presentations, debates, exercises, interactive methods, on-line sessions, on-the-job practical trainings. The partners project teams had to analyze the training methods and they considered the best three methods are: interactive methods(active teaching methods, interrogative methods), creative techniques (role play, case study, brainstorming) and simulated practice.

In conclusion, the three training courses which will be developed during the project are novel and will be adapted to prison staff needs. Regarding the first course about communication, ICT and teamwork, our findings show that there are some materials that can be improved, whereas the last two courses, dedicated to innovation and entrepreneurship, will be very new within the prison systems realm. The information from this chapter will be used to the extracting of key insights employable in future training curricula and programs development.

Chapter 2

Methodology. Self assessment survey development

2.1 Introduction

As stated by the IDECOM project, the first intellectual output (O1) consists in *identifying common prison staff needs in the field of five transversal skills*: communication, teamwork, ICT, innovation and entrepreneurship.

The result will be a document comparing prison staff self assessment on the competences addressed by the project. This analysis will allow us to understand target group skills gaps. This output includes the skills assessment survey, which will be included in the learning management system and which will be applied to training applicants. In the same time, this output can be used by other prisons and prison systems.

In order to achieve this task, two main steps were needed and have been accomplished.

They represent the activities of this period and they can be summarized as it follows:

- ✓ *Online skills self assessment survey development (O1-A1)* – as a part of the preparation phase; all the methodological steps and actions involved in constructing the *questionnaire* will be presented in this chapter of the report;
- ✓ *Online skills self assessment survey deployment and report (O1-A2)* – as well as a part of the preparation phase; the group selection method, guidelines for applying the survey, as well as the methodological steps followed in collecting and analyzing data will make the subject of the next chapter.

2.2 Methodological steps in developing the self assessment survey

In the *Online skills self assessment survey development* phase (A1), our main aim was the creation of a self-assessment tool for measuring the level of project targeted skills in prison staff communication, teamwork, ICT, innovation and entrepreneurship.

Step 1. Indicators list

A first step in elaborating the questionnaire was ***defining a list of relevant indicators*** for each of the above mentioned skills.

For this reason, the leading partner of this activity (Centrul Român de Studii Penitenciare – West University of Timisoara) designed an initial template, with blank spaces for each partner to be able to insert more indicators for each of the five skills.

In reviewing literature, conceptualizing general indicators (behaviours) for the skills and creating this template, the leading partner received support from Innovative Prison Systems and CPIP.

Step 2. Completing indicators list

The second step aimed to **make sure the list of indicators is complete and relevant**. On the one hand, it consisted in sending this template by the leading organization to all the other partners (from Romania, Moldova, Turkey and Portugal) and inviting all teams to fill in the list with other indicators they considered relevant for each skill. Within two weeks time, all partners sent back their list of indicators.

Gathering all lists and integrating input, a general document was created (Annex 1).

Step 3. First version of the survey

With all this data collected, **a first version of the survey was created**. We have selected the most frequently mentioned indicators from in all partners lists, having in mind that an experts validation phase will follow and also (more than previewed in the project application) an organizational validation.

This way, the first version of the self assessment of prison staff training needs survey included 24 items, presenting the selected indicators as behaviour descriptions. In order to assure a wider perspective (an individual performance level, a self-awareness of training need level, and a personal perception upon the organizational level), the survey was inviting respondents to rate their answers on Likert scales (5 points) to three main questions about each behaviour: “How easy is for you to perform this behaviour?”, “How much training do you think you need in order to develop this behaviour?” and “How much training do you think your colleagues?”. Extra items addressed respondents: gender, age, job in the prison and studies.

Step 4. Experts validation of the survey

The leading organization partner sent the survey, in the next step, to all four countries prison services organizations and BSafe Lab, for pre-testing it.

Each organization selected a small group of respondents (6 experts each), applied the questionnaire and sent their feedback.

The requested feedback was organized by the following questions, placed at the end of the survey: “Which other items specific for the prison environment would you add?”, “Which items would you delete or modify and how?”, “Which items were difficult for you to understand and how would you rephrase them?”, “How long did it take you to fill in the questionnaire?”, “Other feedback from the filling in process and suggestions.”

Feedback from all partners allowed leading partner to update the survey, but not before validating it at an organizational level as well.

Step 5. Organizational validation of the survey

In order to ensure more **relevance** in selecting items to include in the questionnaire, an extra step was added to the initial plan from the IDECOM application.

For not influencing respondents by our first selection of items, the general list of indicators (Annex 1) was attached to an official letter, which was then sent to the HR managers from the National Administration of Prisons in each partner country.

They were invited to choose the 6 most relevant indicators on each category of skills addressed by the project, in terms of need for training staff, according to their organization's policies and standards.

Even though the two weeks deadline was given also for this task, some field barriers were encountered in the process.

The leading organization partner from the West University of Timisoara was receiving constant support from the project manager organization, Timisoara Prison. All teams from partner countries worked together for overcoming critical situations and completing all tasks.

After receiving all letters filled in by the HR managers in National Administration of Prisons (Romania, Moldova, Portugal and Turkey), list were compared and all components/indicators marked by 3 or 4 countries out of 4, were selected for being added in the last version of the survey. One more comparison was performed, in the sense that only indicators which were not already included in the survey were selected to be translated into items for the last version of the survey.

Step 6. Final version of the survey

With all above being said, the feedback from experts and HR managers from NAP in each partner country was integrated by the leading organization research team, updating the existing items in the survey and creating some more.

In the end, the final version of the *Self Assessment of Prison Staff Training Needs Survey* presented 39 items (behaviour descriptions), with responses options guided by the same three questions: ("How easy is for you to perform this behaviour?", "How much training do you think you need in order to develop this behaviour?" and "How much training do you think your colleagues?"), on 5 point Likert scales. Just as in the first version, extra items addressed respondents: gender, age, job in the prison, experience on the present job and studies.

Step 7. Translation of the survey's last version

The leading partner explained to all project teams in Turkey and Portugal the survey translation procedure and the Romanian researchers did the same for the version applied in Moldova and Romania.

The recommended procedure for translation was the *retroversion* (translating from the English version to the other language, then back to English; if one finds differences between this second translation into English and the original English version, there is a need revise the translation into foreign language; the procedure is repeated till the English translation would perfectly match the original words).

In another week time, *Self Assessment of Prison Staff Training Needs Survey* was translated into Romanian, Turkish and Portuguese.

Overlapping in time with the above presented steps, the researchers' team from the West University of Timisoara (Centrul Român de Studii Penitenciare) conducted other activities linked to the second set of actions in O1, *Online skills self assessment survey deployment and report (A2)*. The detailed methodological principles and steps will be detailed in the following chapter of this report.

At this point, we can only mention the main directions in which the activities were focused:

- informing the partner teams about the sampling procedure (defining criteria and representative number of subjects per country);
- collecting e-mail addresses from all selected prison staff respondents in Romania, Moldova, Turkey and Portugal;
- uploading the translated electronic versions of the survey for each partner country;
- sending private e-mail invitation to each selected prison staff respondents in the partner countries;
- collecting data and performing the analysis;
- unblocking communication processes.

The IDECOM project manager, Timisoara Prison, was constantly involved and offered support in completing the tasks, as well as all the other partner teams from Romania, Moldova, Turkey and Portugal.

Chapter 3

Prison staff training needs assessment. Methodology and data analysis

3.1. The dimensions, items/questions, and variables of the investigation

The independent variables that will be taken into consideration for each partner in the project could then be summarized as follows:

a. **country (code: C)**: Moldova, Portugal, Romania, Turkey

b. **gender (code: G)**: M, F

c. **education (code E)**: middle school, vocational school, high school, post=secondary school, faculty, masters, doctorate, post-doctorate

d. **type of position occupied in the penitentiary system (code: P)**: security, administration, social reintegration/education, top/middle management

e. **seniority (code S)**: open-ended question

In order to obtain more accurate data, another parameter should be taken into consideration. The observation refers to the existence of different types of prisons regimes in each country that could significantly influence the answers to the survey. These prison regime types are: maximum security prisons (**PMS**), prisons with closed regime (**PCR**), prisons with half-open regime (**PHOR**), prisons with open regime (**POR**). The supplementary parameter - **type of prison regime**, will influence the selection of the 10 individuals. Therefore, we have added the following parameter:

(a) **prison regime (code: R)**: maximum security, closed regime, half-opened regime, opened regime.

For the those prisons where this parameter is irrelevant, we have proposed the following answer option: "it is not the case".

Therefore, each partner into the project was asked to provide the following data, simultaneously with the e-mail addresses of the individuals included in the sample:

- (1) The total number of prisons in the country
- (2) The total number of prison staff in the country
- (3) The total number of individuals in each category mentioned above in each country: management staff, administrative staff, educational staff, security staff
- (4) Total number of prisons from each category: maximum security prisons, prisons with closed regime, prisons with half-open regime, prisons with open regime.

The survey will be administered via e-mail through a platform (EUSurvey⁵).

3.2 The dimensions of the problems to be investigated

There are three types of evaluative functions that could help us estimate the training needs of the prison staff on the complex parameters we are interested in: **the communication skills (COM)**, **ICT skills (ICT)**, **teamwork competencies (TWC)**, **innovation skills (INN)**, and **entrepreneurship skills (ENT)**. Those evaluative functions are referring to the self evaluation (**SELF-SKILL**) of the skills the individual possesses on each domain of the investigation (**COM, ICT, TWC, INN, ENT**), then the self evaluation of its own training needs on the respective domains of investigation (**SELF-TRAIN**), and finally on the self evaluation of the team's needs for training on the respective domain of investigation (**TEAM-TRAIN**). We could summarize the total dependent parameters on the following table:

PARAM.	SELF-SKILL	SELF-TRAIN	TEAM-TRAIN
COM	COM_SS	COM_ST	COM_TT
ICT	ICT_SS	ICT_ST	ICT_TT
TWC	TWC_SS	TWC_ST	TWC_TT
INN	INN_SS	INN_ST	INN_TT
ENT	ENT_SS	ENT_ST	ENT_TT

Table 1. The dependent parameters for the evaluation of the prison staff training needs

Each of the dimensions of the investigations (the complex parameters mentioned above) are furthermore divided into different considered relevant indicators for the particular dimension.

Thus, for the **COM** dimension (complex parameter) the relevant indicators translated into questions were considered to be the following:

- (1)**COM1: Q1** in the questionnaire
- (2)**COM2: Q2** in the questionnaire
- (3)**COM3: Q3** in the questionnaire
- (4)**COM4: Q4** in the questionnaire
- (5)**COM5: Q5** in the questionnaire
- (6)**COM6: Q6** in the questionnaire

⁵ the url of the platform: <https://ec.europa.eu/eusurvey/home/welcome>

(7)**COM7: Q22** in the questionnaire

(8)**COM8: Q33** in the questionnaire

For the **ITC** dimension (complex parameter) the relevant indicators translated into questions were considered to be the following:

(1)**ITC1: Q7** in the questionnaire

(2)**ITC2: Q29** in the questionnaire

(3)**ITC3: Q30** in the questionnaire

(4)**ITC4: Q31** in the questionnaire

(5)**ITC5: Q32** in the questionnaire

For the **TWC** dimension (complex parameter) the relevant indicators translated into questions were considered to be the following:

(1)**TWC1: Q8** in the questionnaire

(2)**TWC2: Q9** in the questionnaire

(3)**TWC3: Q10** in the questionnaire

(4)**TWC4: Q11** in the questionnaire

(5)**TWC5: Q26** in the questionnaire

(6)**TWC6: Q27** in the questionnaire

(7)**TWC7: Q34** in the questionnaire

(8)**TWC8: Q37** in the questionnaire

For the **INN** dimension (complex parameter) the relevant indicators translated into questions were considered to be the following:

(1)**INN2: Q13** in the questionnaire

(2)**INN2: Q14** in the questionnaire

(3)**INN3: Q16** in the questionnaire

(4)**INN4: Q24** in the questionnaire

(5)**INN5: Q25** in the questionnaire

(6)**INN6: Q35** in the questionnaire

(7)**INN7: Q36** in the questionnaire

(8)**INN8: Q38** in the questionnaire

(9)**INN9: Q39** in the questionnaire

For the **ENT** dimension (complex parameter) the relevant indicators translated into questions were considered to be the following:

- (1)**ENT1: Q12** in the questionnaire
- (2)**ENT2: Q15** in the questionnaire
- (3)**ENT3: Q17** in the questionnaire
- (4)**ENT4: Q18** in the questionnaire
- (5)**ENT5: Q19** in the questionnaire
- (6)**ENT6: Q20** in the questionnaire
- (7)**ENT7: Q21** in the questionnaire
- (8)**ENT8: Q23** in the questionnaire
- (9)**ENT9: Q28** in the questionnaire

Thus the complex dependent function variables COM, ITC, TWC, INN, and ENT will be defined as composed from the subsequent variables accordingly:

- (1)**COM (COM1, COM2, COM3, COM4, COM5, COM6, COM7, COM8)**
- (2)**ITC (ITC1, ITC2, ITC3, ITC4, ITC5)**
- (3)**TWC (TWC1, TWC2, TWC3, TWC4, TWC5, TWC6, TWC7, TWC8)**
- (4)**INN (INN1, INN2, INN3, INN4, INN5, INN6, INN7, INN8, INN9)**
- (5)**ENT (ENT1, ENT2, ENT3, ENT4, ENT5, ENT6, ENT7, ENT8, ENT9)**

These complex dependent variables will be studied in their relation with the independent variables described above: **C, G, E, P, S, R.**

The statistical information considered relevant for each dimension (complex dependent variable) will be: the average, and the mode.

As the possible results for each variable composing the dimensions in the study range are: “I don’t know”, “Not at all”, “A little”, “Enough”, “A lot”, we are measuring the self evaluating need for training for individuals and teams with “an inverted spectrum” approach. Thus, for each answer we would assign the following numerical values, corresponding with our evaluation for the self-evaluating need for training:

- “I don’t know”: 5
- “Not at all”: 4
- “A little”: 3
- “Enough”: 2

- “A lot”: 1

This kind of quantification will be applied to each level of analysis, from the elementary variables to the complex variables.

3.3 The population of the survey

The entire population of the survey was represented by the sum of all individuals that are working at the date of the project in all the prisons from all the four countries included in the project: Moldova, Portugal, Romania, and Turkey.

3.3.1 The sample and sampling procedure

For reasons that involve the relative homogeneity of the population of prison staff, and also the high expenses involved in the process of selecting a representative sample from a population, the West University of Timișoara partner in the IDECOM Project has decided to use a **quota sampling procedure of selection**.

Therefore, from the entire population of prison staff, calculated as the sum of all the prison staff from the all four countries involved in the project (Moldova, Portugal, Romania, Turkey) we extracted a sample of just 40 individuals from each country.

These individuals were organized in four categories:

- **management staff (MS)**
- **security staff (SS)**
- **social reintegration/educational staff (SRES)**
- **administrative staff (AS)**

Each category was composed of 10 individuals.

The proportional correction with the number of prison staff and number of persons on each category was realised accordingly.

3.3.2 The necessary data for sampling:

- Each partner in the project provided 40 prison staff individuals in total
- Each partner in the project provided 10 individuals for each category:
 - 10 individuals from the management staff,
 - 10 individuals from the security staff,
 - 10 individuals from the educational staff and
 - 10 individuals from the administrative staff.

For Turkey, the distribution of the prison staff selected for the survey takes into account the prison regime parameter accordingly. Thus, the selection procedure for the prison staff was made as follows:

- for Management Staff - 10 individuals
 - 1 individual from PMS
 - 7 individuals from PCR
 - 2 individuals from POR
- for Social Reintegration/Educational Staff - 10 individuals
 - 1 individual from PMS
 - 7 individuals from PCR
 - 2 individuals from POR
- for Security Staff - 10 individuals
 - 1 individual from PMS
 - 8 individuals from PCR
 - 1 individual from POR
- for Administrative Staff - 10 individuals
 - 1 individual from PMS
 - 7 individuals from PCR
 - 2 individuals from POR

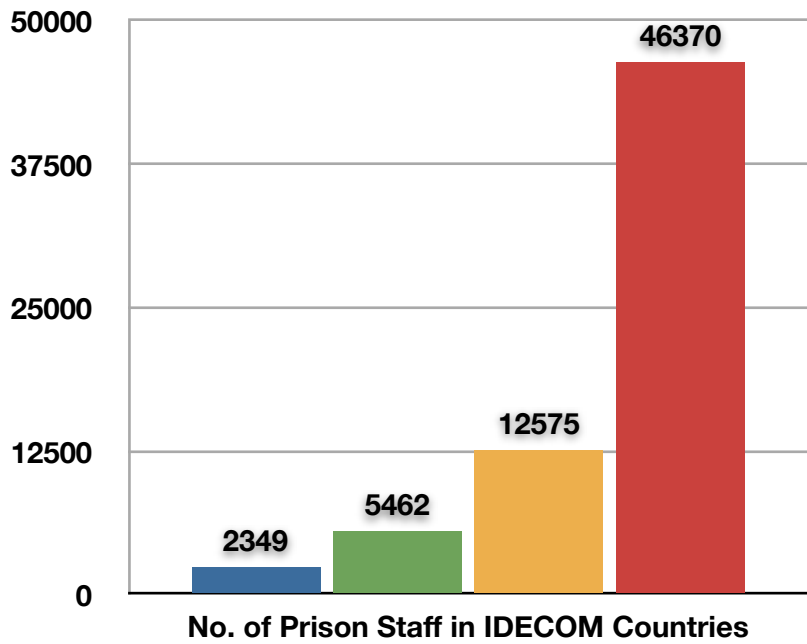
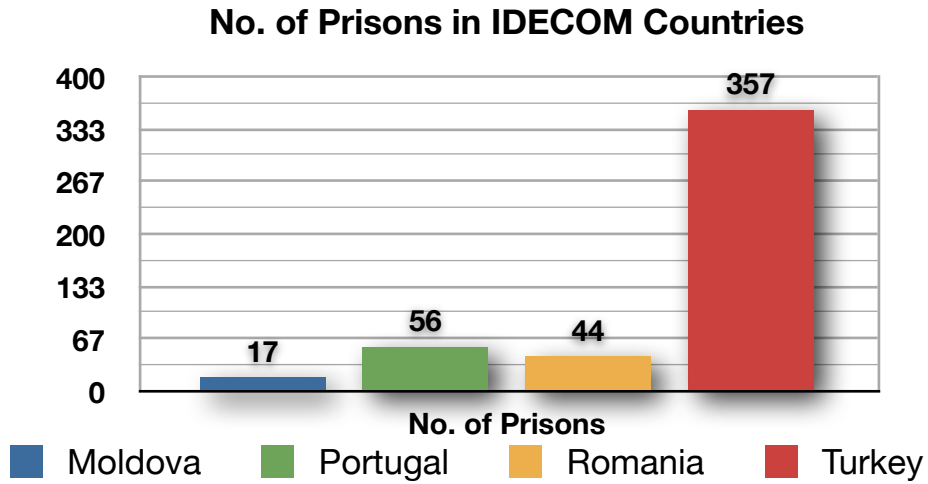
The values above were calculated as an approximation with the proportion of the respective category of personnel in different types of prison regimes. As an example, in the care of SRES, the proportion of the SRES personnel in the corresponding prison regimes is calculated to be the following:

- in PMS - 5.18 %
- in PCR - 76.67 %
- in PHOR - 0 %

•in POR - 18.15 %

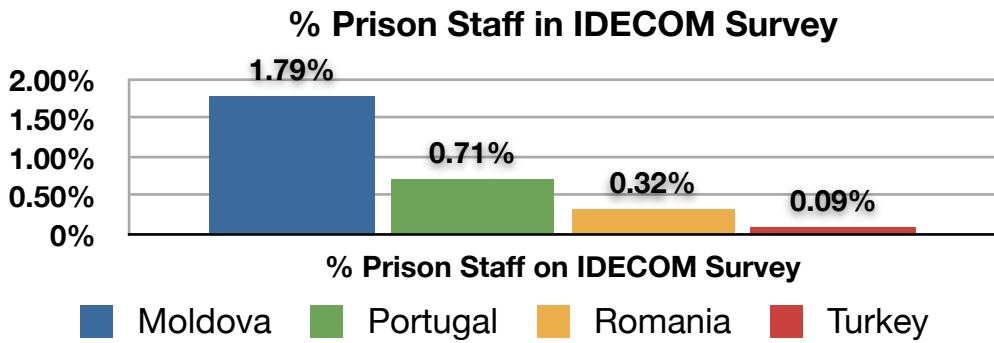
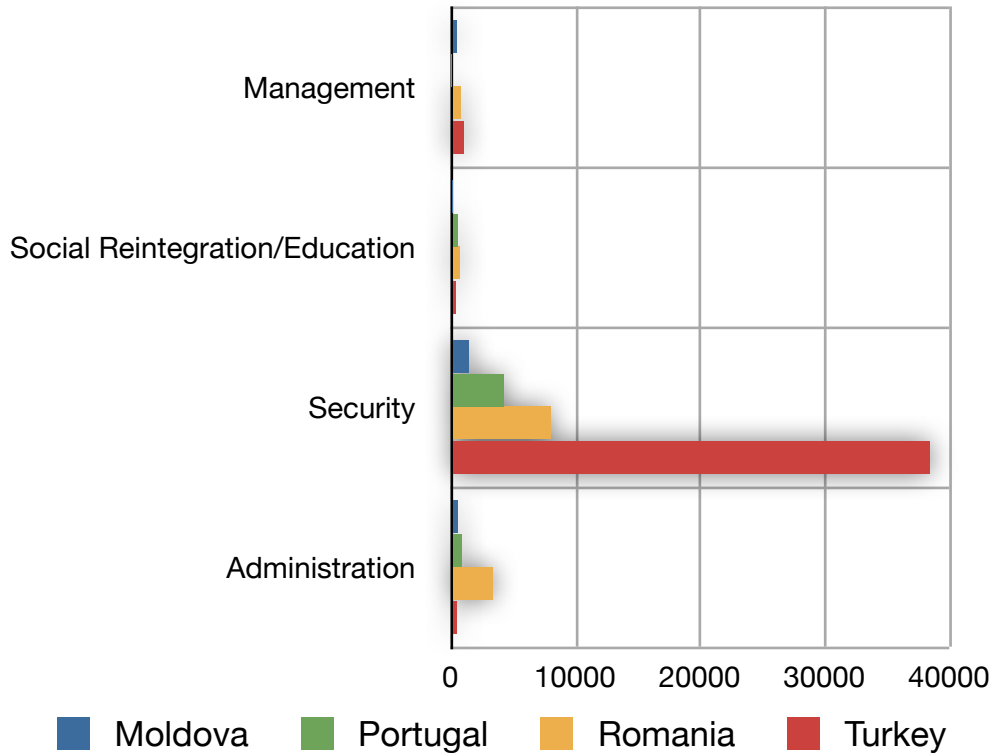
Therefore, we have approximated the number of SRES that belongs to each type of prison regime as follows: 1 SRES from PMS, 7 SRES from PCR, and 2 from POR.

The same approximation was used in the other cases of MS, SS, and AS.



■ Moldova ■ Portugal ■ Romania ■ Turkey

Distribution of Prison Staff Positions in IDECOM Countries



3.4 The description, analysis, and interpretation of the data from the online applied survey

A. Self Evaluation of the abilities/competencies under investigation (SELF-SKILL):

- How easy is for you to perform this behaviour?

B. Self Evaluation of the need for training for the abilities/competencies under investigation (SELF-TRAIN):

- How much training do you think you need in order to develop this behaviour?

C. Self Evaluation of team's need for training of the abilities/competencies under investigation (TEAM-TRAIN):

- How much training do you think your colleagues need in order to develop this behaviour?

3.4.1 COMMUNICATION SKILLS (COM)

Q1: *Efficient communication with inmates with special needs (they don't speak the national state language; low level of literacy; a certain level of disability, such as retard, dyslexia, autism, hypo auditory hearing etc.; prone to conflict etc.).*

Q2: *Efficient communication with inmates without special needs.*

Q3: *To check the message I receive (by asking additional questions; by reading again the material, whenever possible etc.).*

Q4: *Understanding the non-verbal language of those with whom I interact.*

Q5: *Making sure, by alternative methods, that the written message I send was fully understood by others (by using graphs, schemas, pictograms; by reading loud the short messages etc.).*

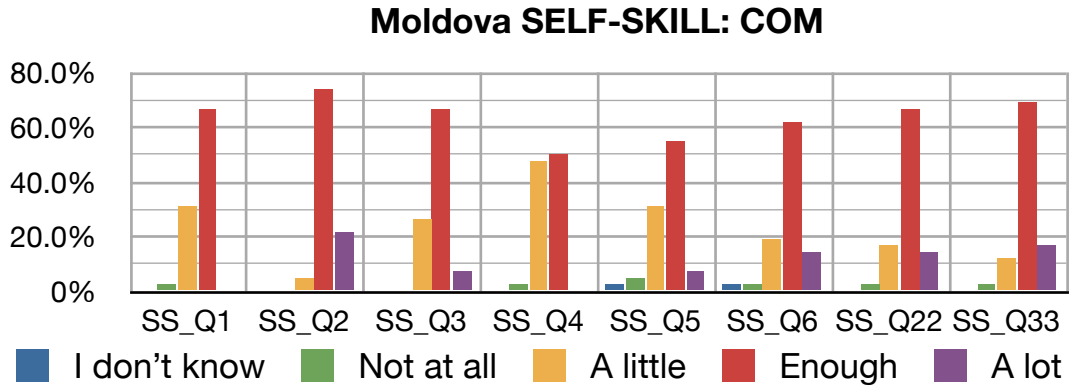
Q6: *Asking communication partner to request clarifications when he/she doesn't understand something.*

Q22: *Negotiating with communication partners (colleagues, inmates, external partners etc.)*

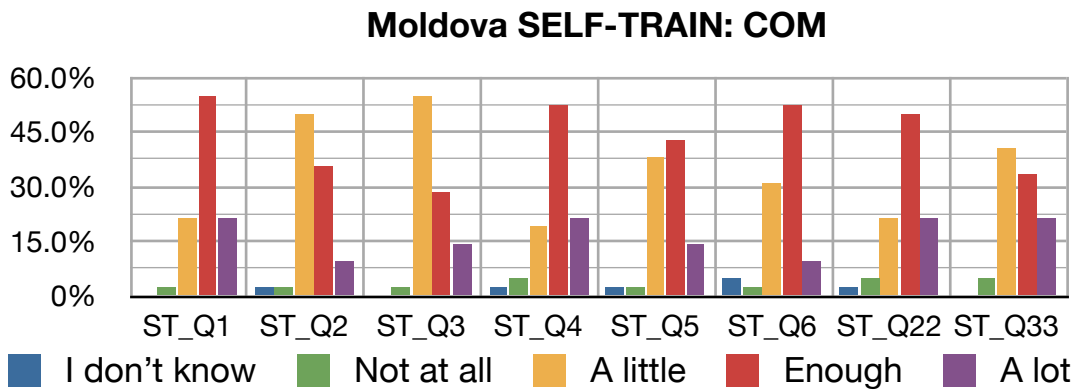
Q33: *Communicating information in a clear and concise manner, making logical arguments, with the right word selection, in order to be understood.*

3.4.1.1 MOLDOVA

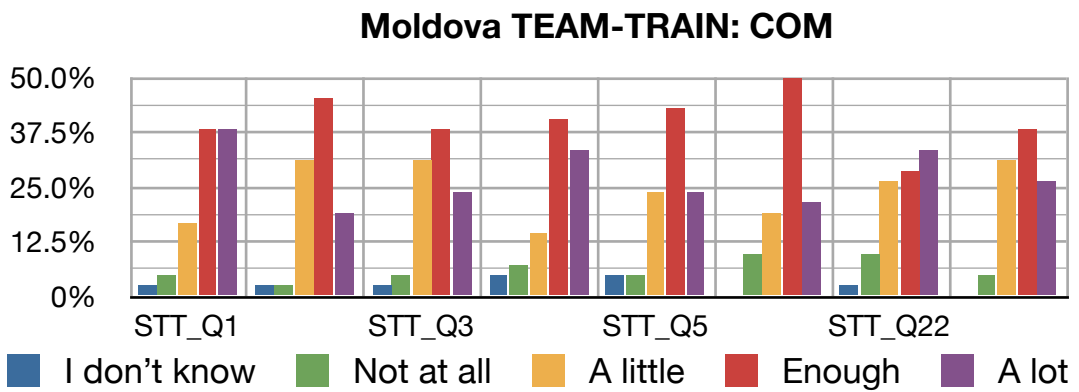
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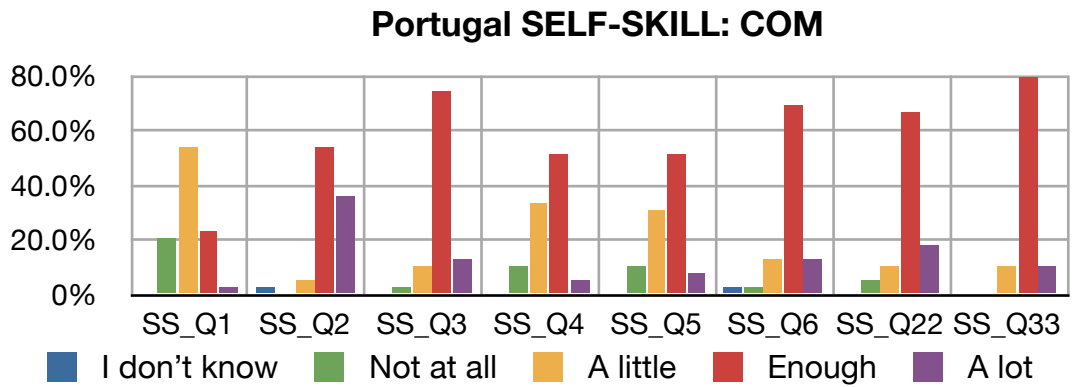


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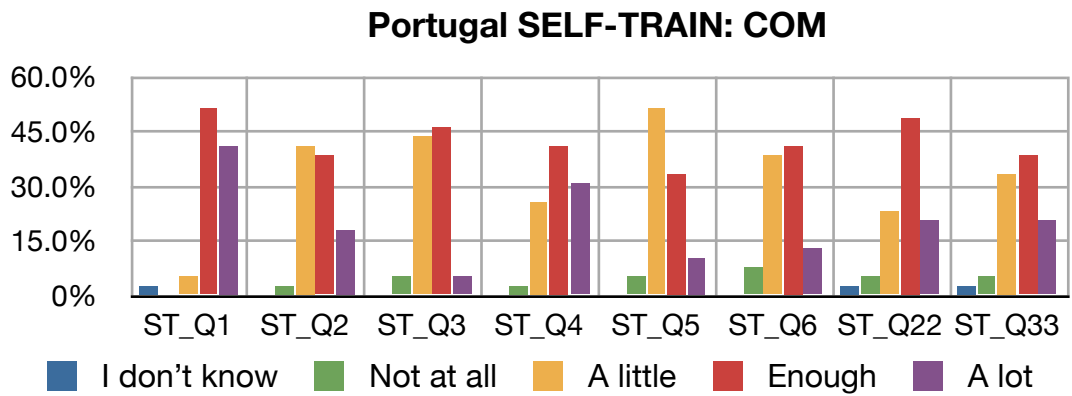


3.4.1.2 PORTUGAL

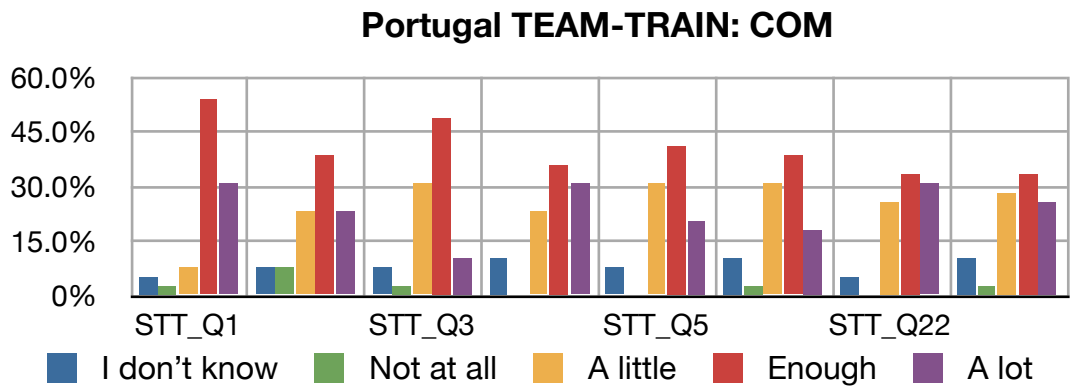
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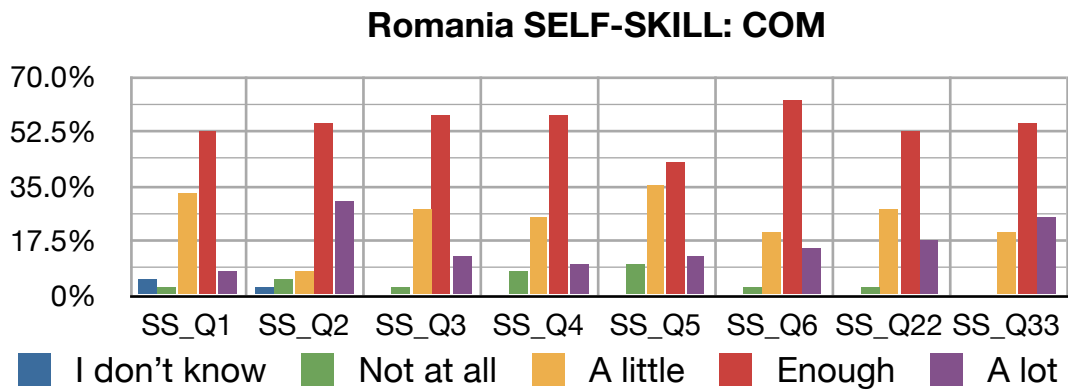


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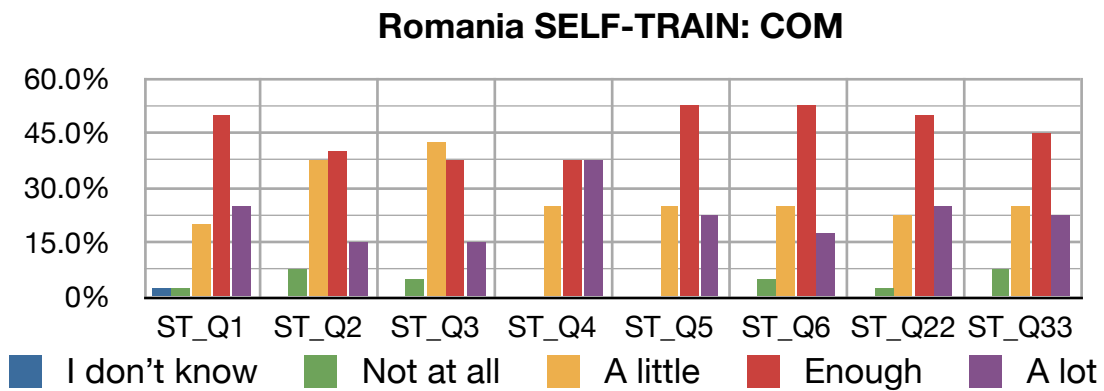


3.4.1.3 ROMANIA

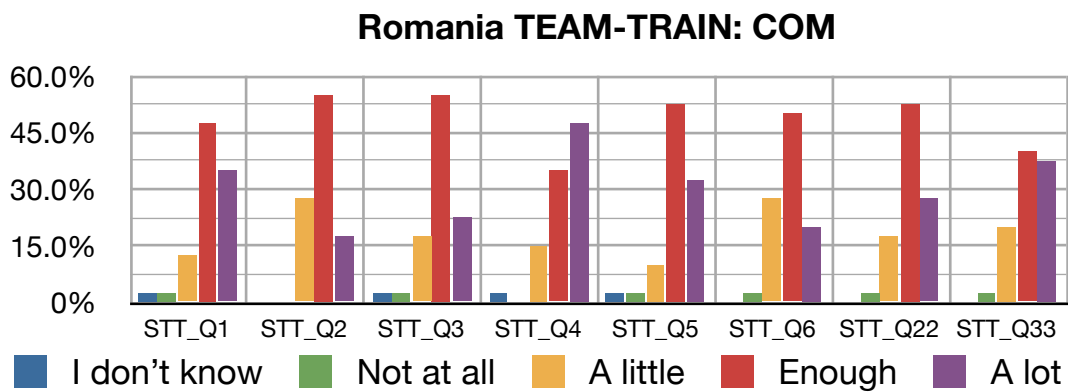
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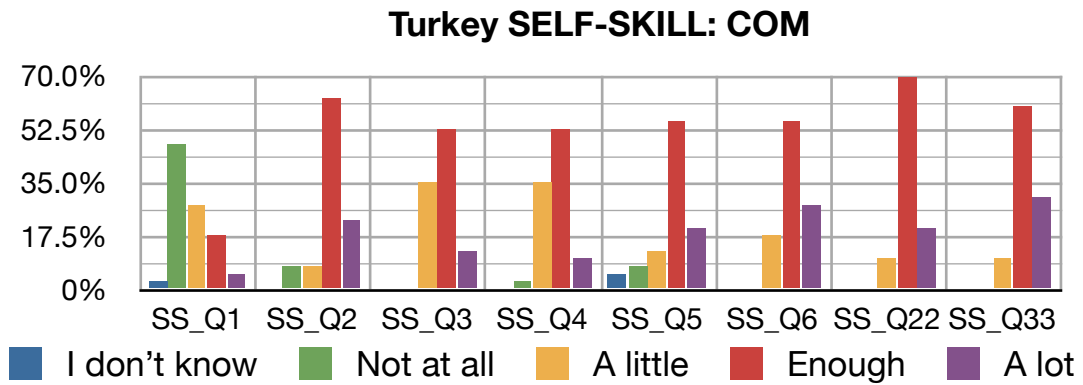


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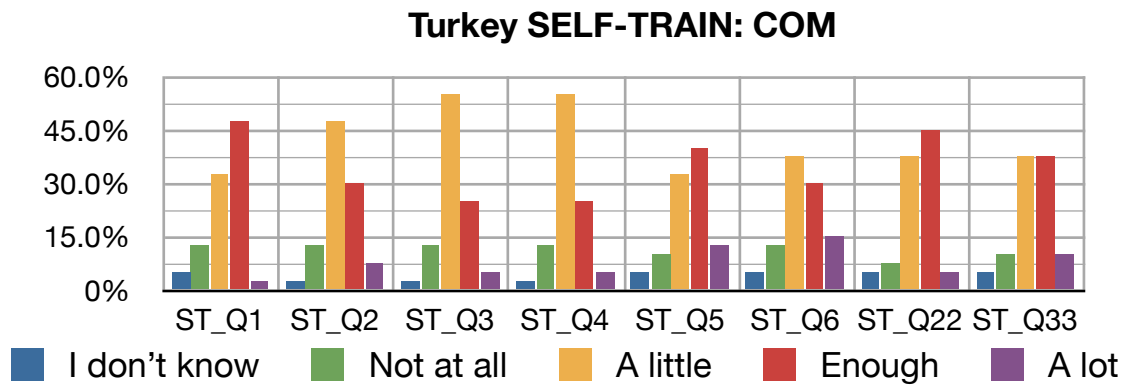


3.4.1.4 TURKEY

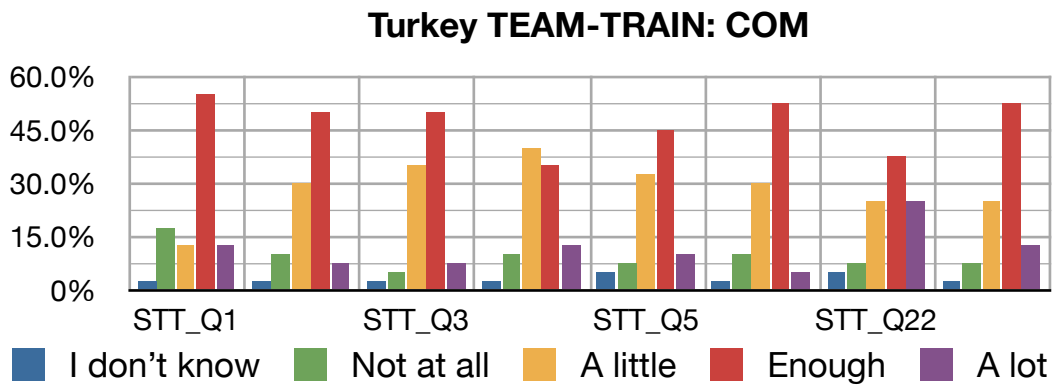
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3.4.2 ICT SKILLS (ICT)

Q7: *Using virtual space (internet, intranet, forums, e-learning, communities of practice) or professional software for communicating, at work, with other national or foreign specialists*

Q29: *Using basic Microsoft Office **Word** features at work (in order to: create a new document; open and edit an already existent document; print a document)*

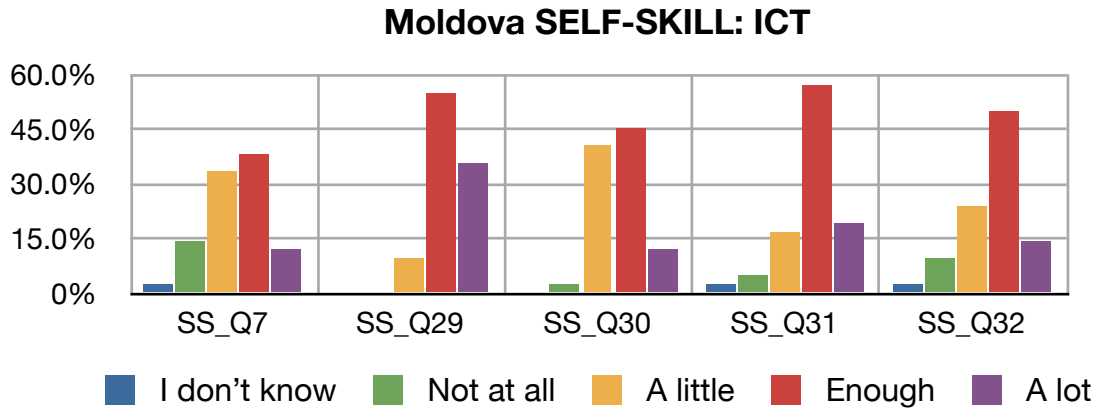
Q30: *Using basic Microsoft Office **Excel** features at work (in order to: create a new document; open and edit an already existent document; use various types of formulas and services available; print a document)*

Q31: *Using Internet browsers (e.g. search engines to find information; safe searching options; downloading files from Web sites; using bookmarks/ favourites; capacity of discerning the validity of online information etc.)*

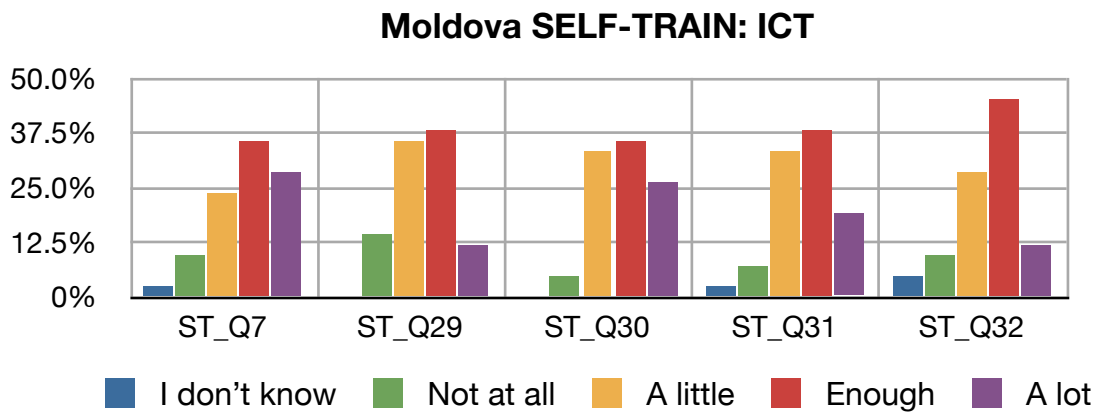
Q32: *Using effectively the e-mail (sending and receiving e-mails; attaching files to outgoing e-mails; opening and saving files attached to incoming e-mails; forwarding emails; creating new contacts in address book; creating a list of contacts; sorting messages and files in created folders etc.)*

3.4.2.1 MOLDOVA

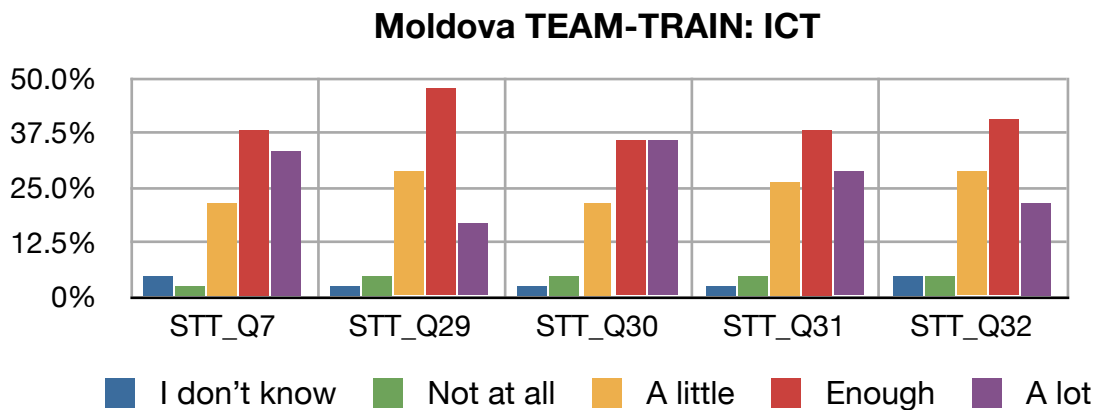
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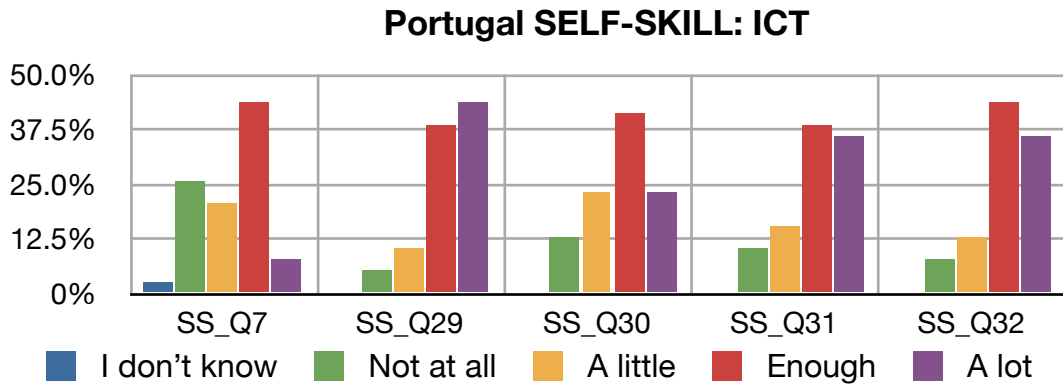


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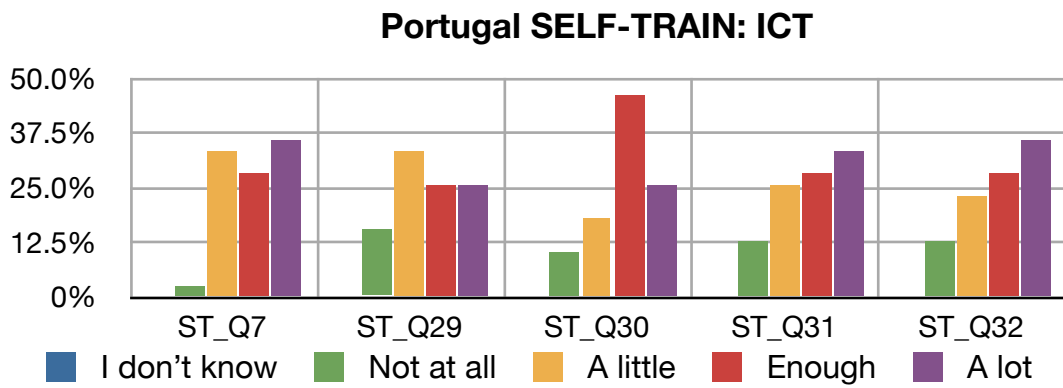


3.4.2.2 PORTUGAL

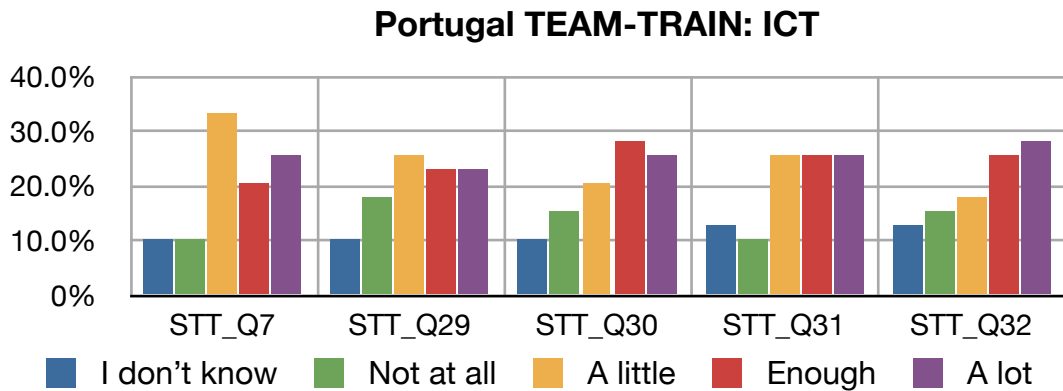
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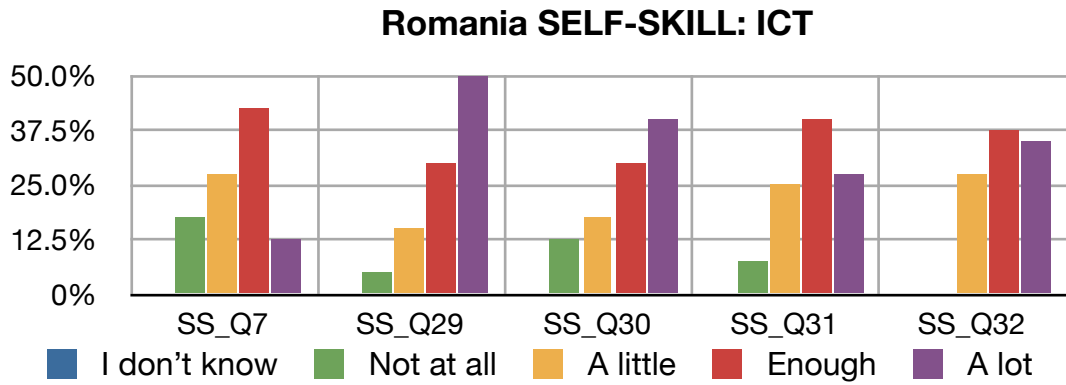


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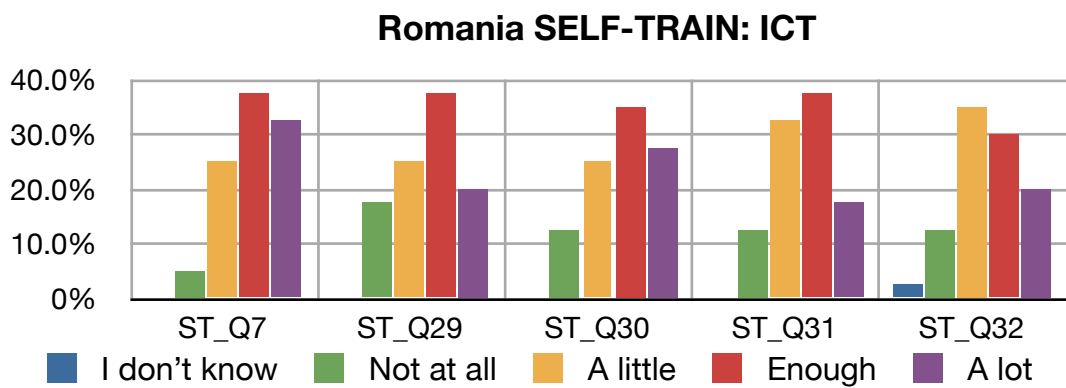


3.4.2.3 ROMANIA

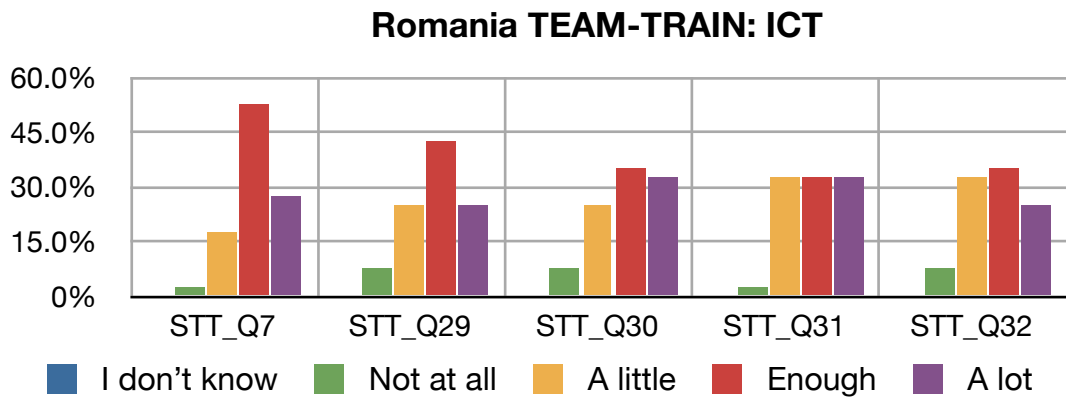
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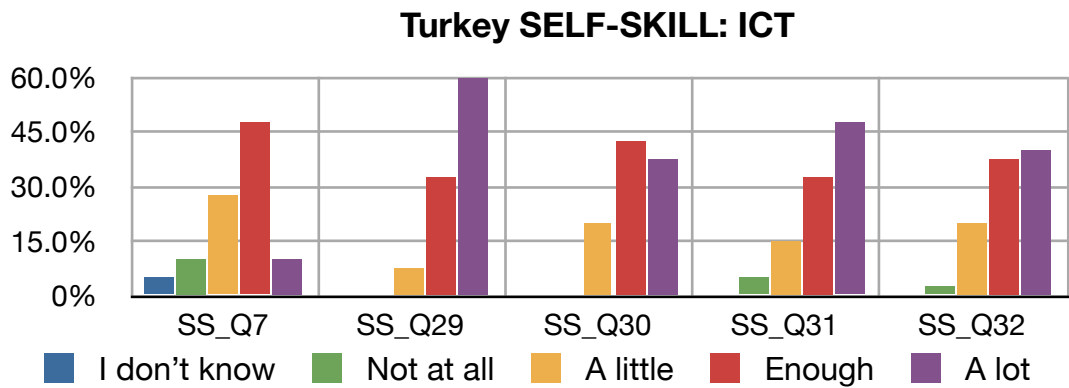


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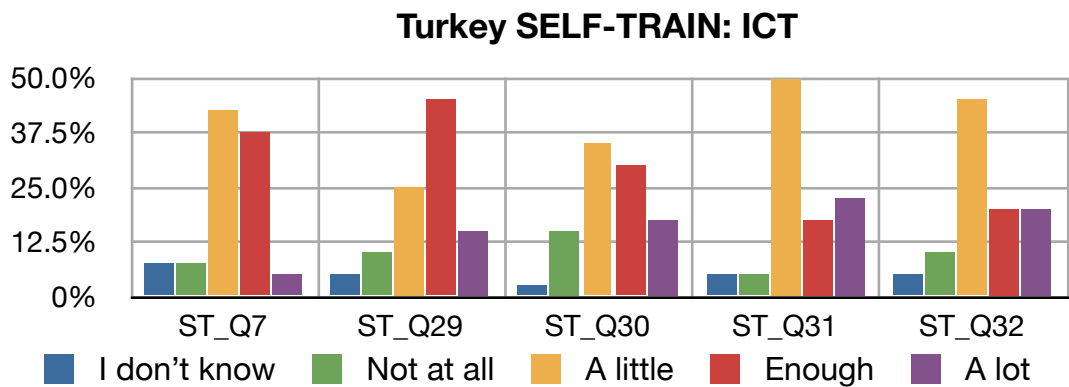


3.4.2.4 TURKEY

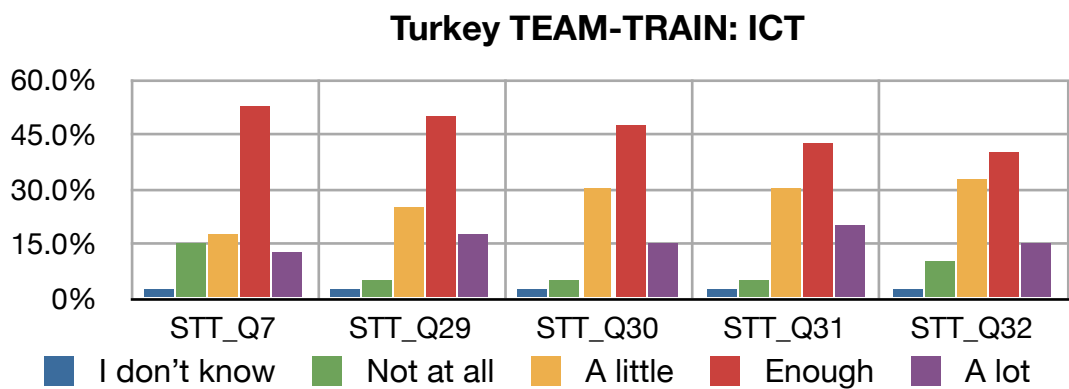
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C.



3.4.3 TEAM WORK SKILLS (TWC)

Q8: *Preference for working in a team (as opposed to working alone).*

Q9: *Ease of working in a team (as opposed to working alone).*

Q10: *Giving positive and negative feedback in a constructive way.*

Q11: *Appraisal of other colleagues' contribution in the team I work in (praising others' value when they did a piece of qualitative work).*

Q26: *In case one inmate has a problem that needs solving, I am able to refer them to the competent persons, inside the prison or to external collaborators.*

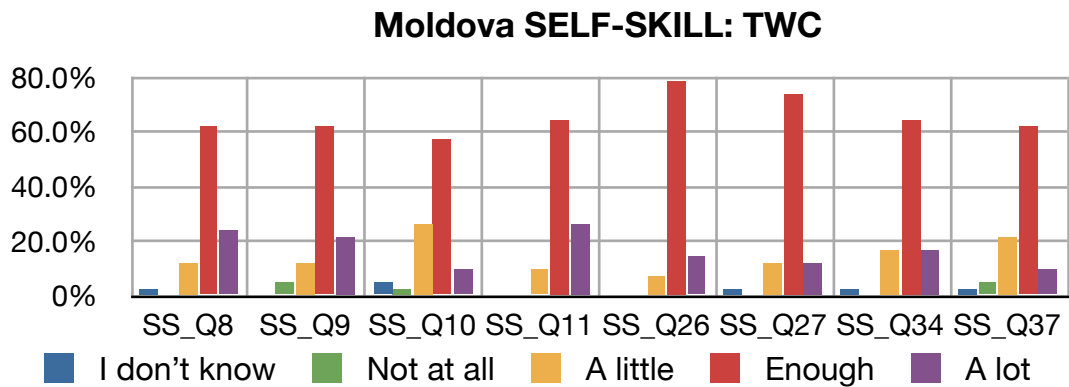
Q27: *Communication aiming to achieve agreement or consensus with colleagues or prisoners.*

Q34: *Encouraging colleagues and inmates to adopt supportive behaviours (by offering and accepting support in demanding situations from other team members etc.)*

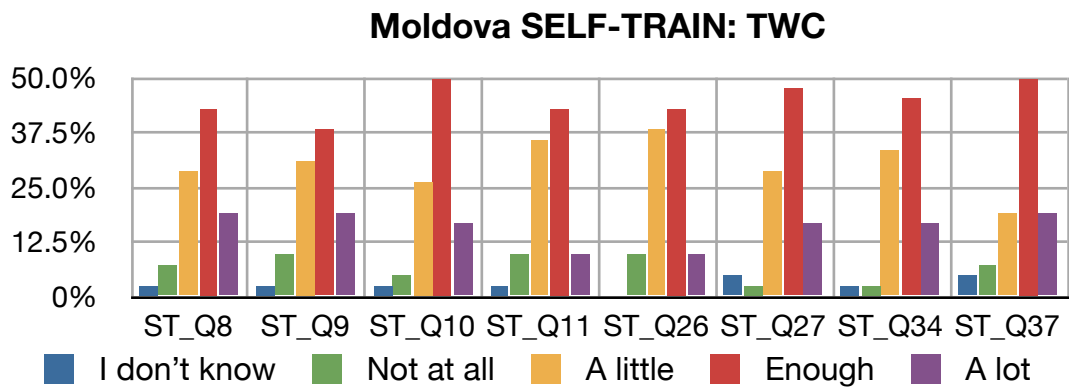
Q37: *Encouraging and supporting others in making changes (encouraging prisoners to take personal responsibility for their development for social reintegration; coaching colleagues for their improvement etc.).*

3.4.3.1 MOLDOVA

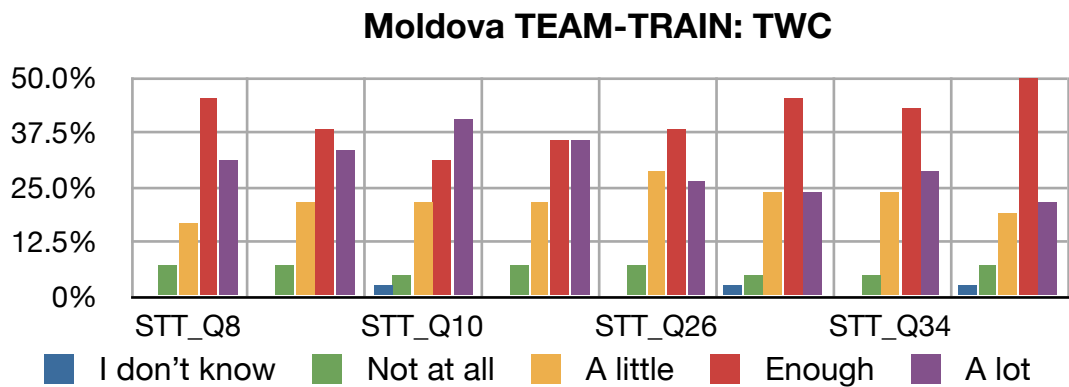
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B.

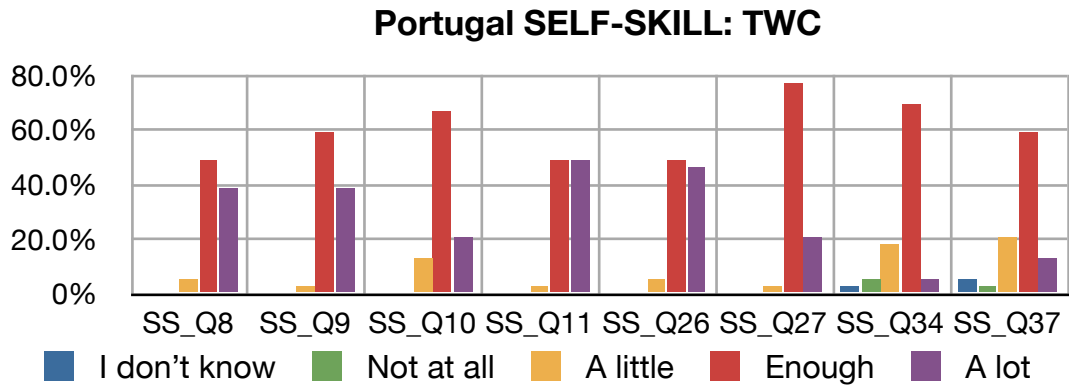


C.

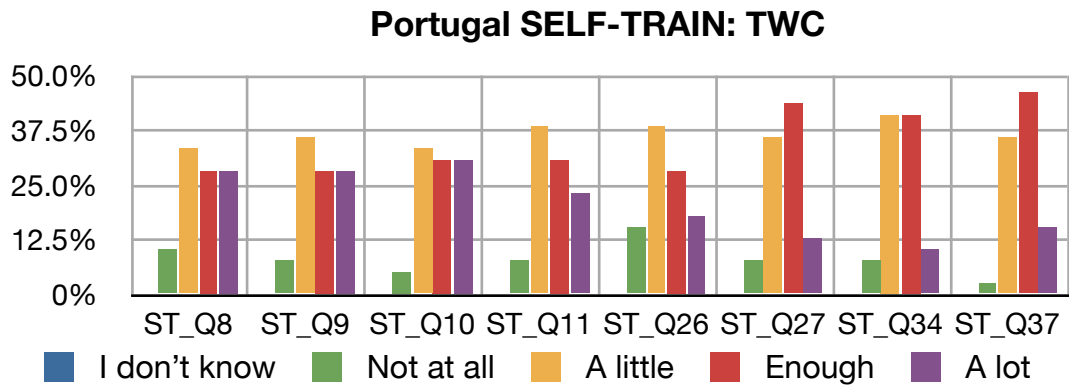


3.4.3.2 PORTUGAL

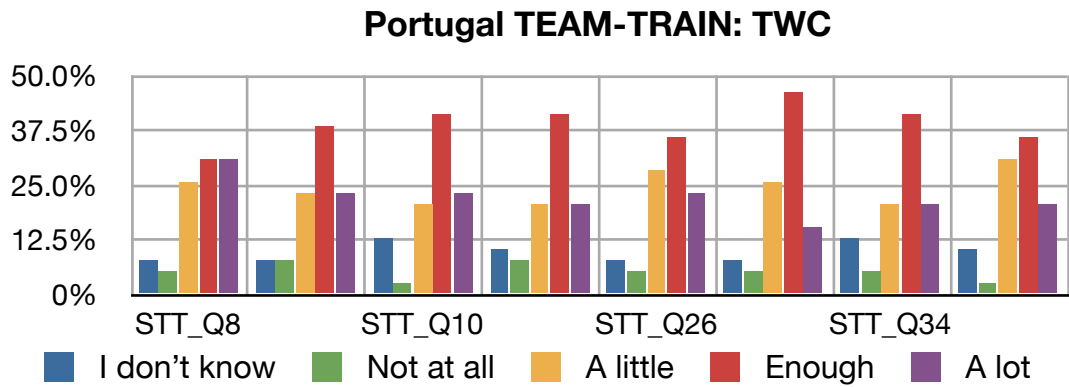
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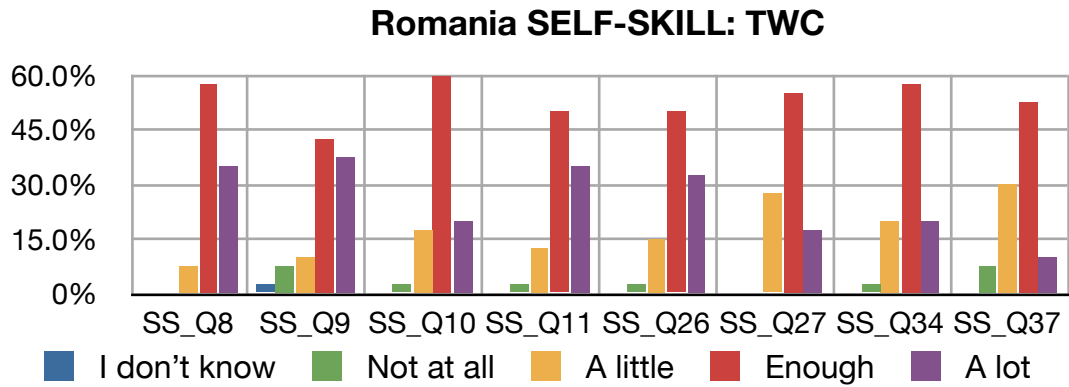


C.

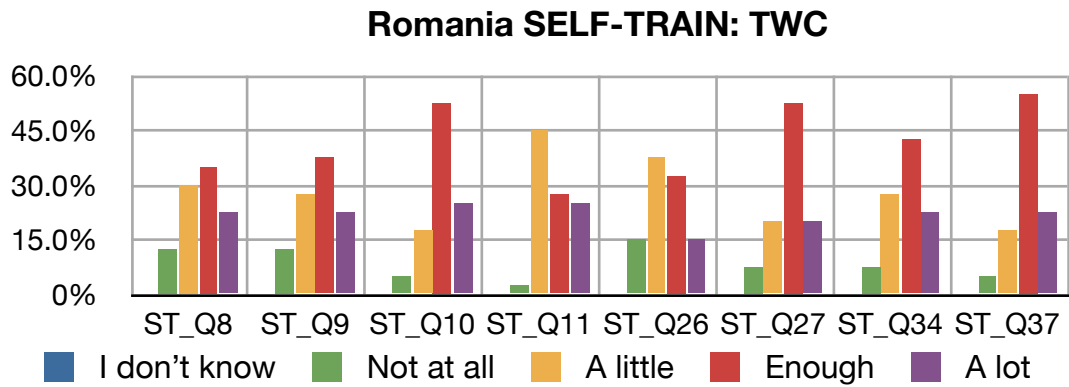


3.4.3.3 ROMANIA

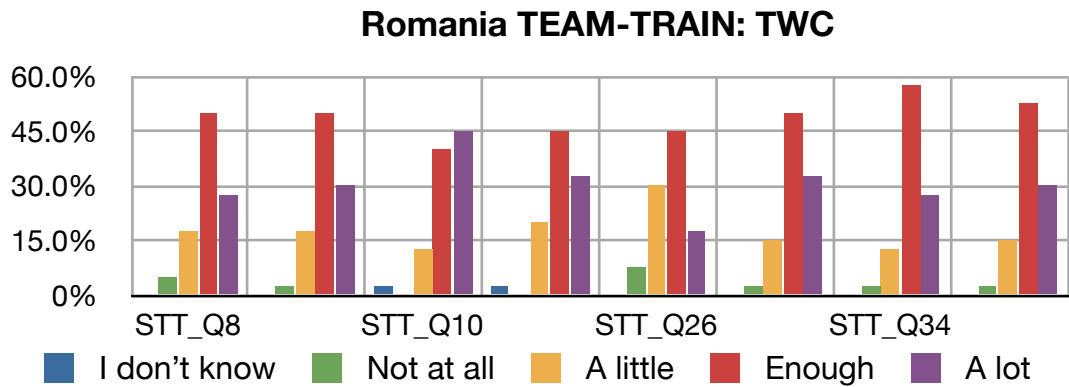
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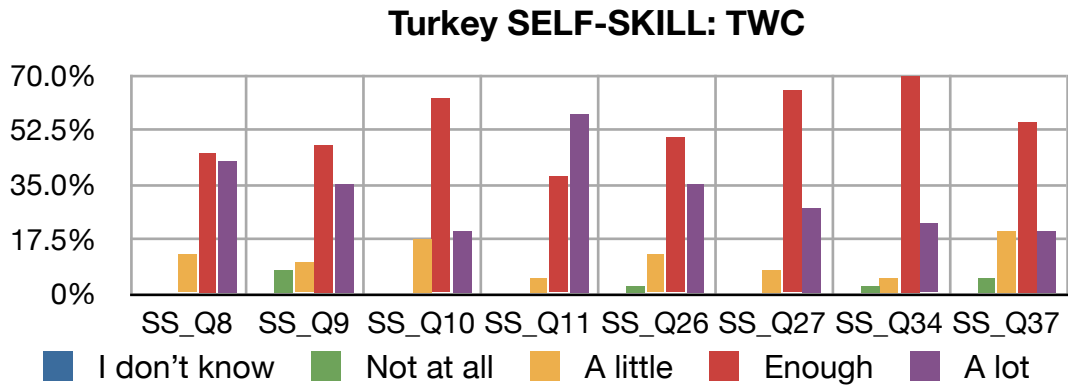


C.

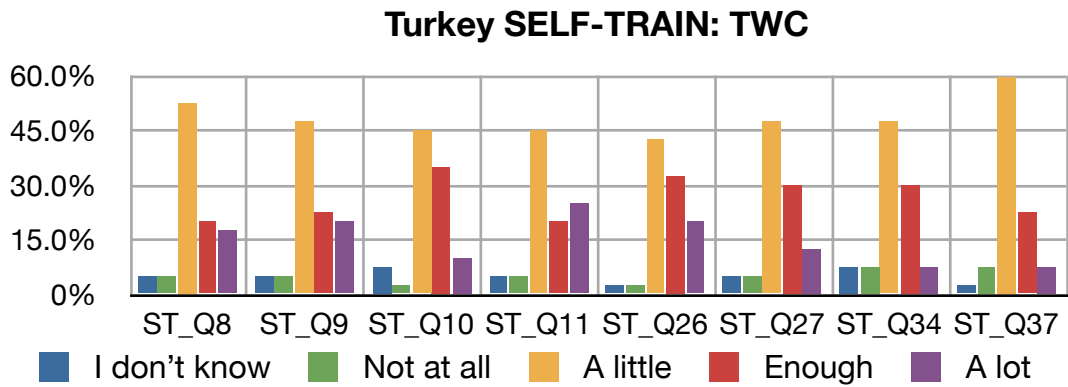


3.4.3.4 TURKEY

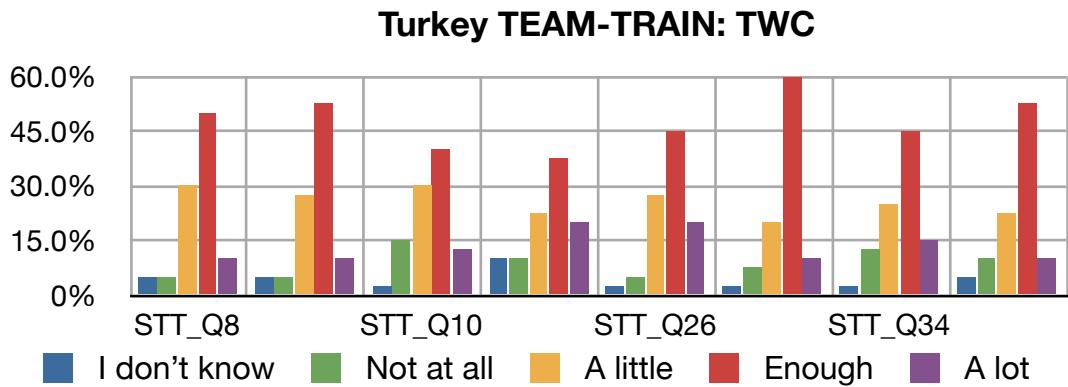
A.



B.



C.



3.4.4 INNOVATION SKILLS (INN)

Q13: *Openness towards out of routine activities in the everyday work (learning new ways of doing things and using them in practice)*

Q14: *Openness towards learning and using colleagues' good practices (things they do better or in a more efficient way)*

Q16: *Openness towards learning something new (a foreign language; a new activity; a new practice; a new project etc.)*

Q24: *Influence of your private situations from outside work in your interactions within the penitentiary environment (with colleagues and inmates)*

Q25: *Tackling a problem, at work and in general (problem solving strategies)*

Q35: *Creative approach in solving problems (looking at issues from different perspectives; brainstorming for solutions; generating new ideas and methods of work etc.)*

Q36: *Working with feedback, using it for development (seeking feedback about own performance; evaluating own performance and seeking to improve; accepting feedback constructively and acting upon it etc.)*

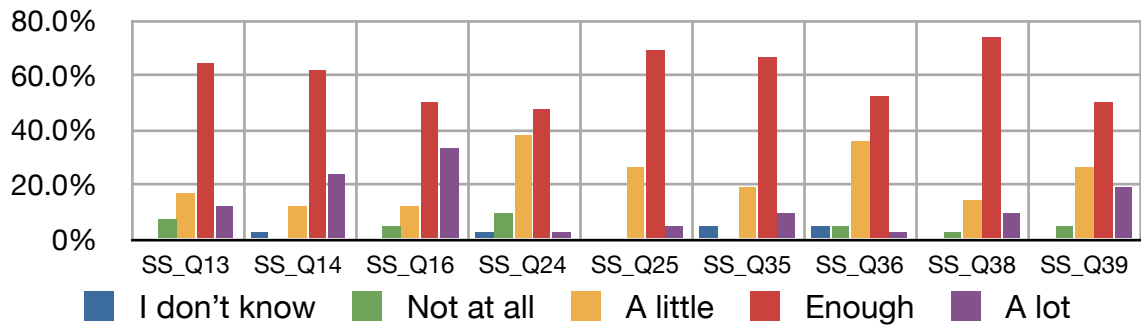
Q38: *Ability to choose from a variety of options, by knowing how to evaluate alternatives (decision making)*

Q39: *Capacity to motivate yourself (self-mobilizing energy and will to accomplish goals)*

3.4.4.1 MOLDOVA

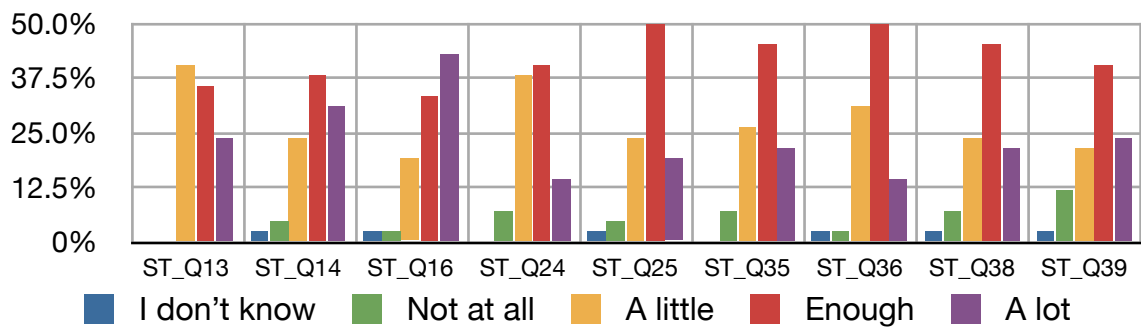
A.

Moldova SELF-SKILL: INN



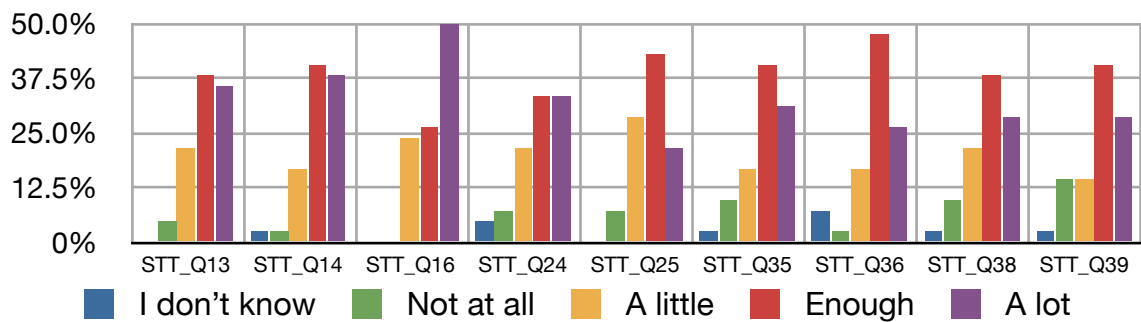
B.

Moldova SELF-TRAIN: INN



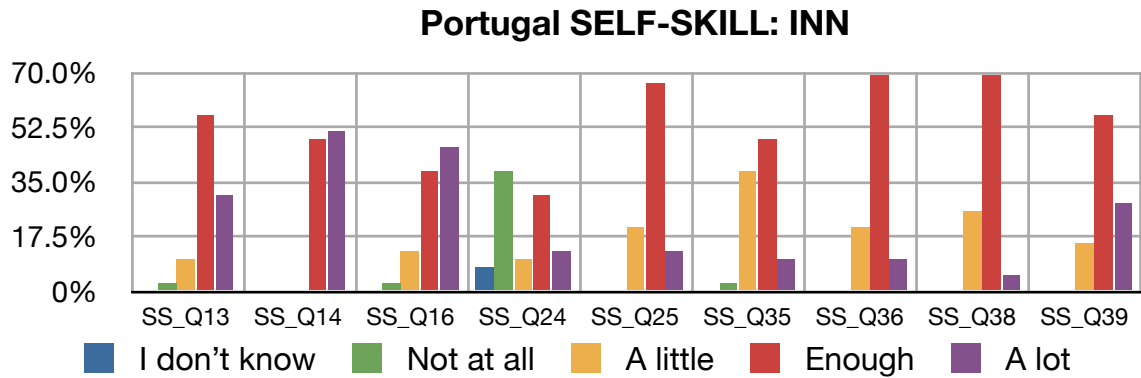
C.

Moldova TEAM-TRAIN: INN

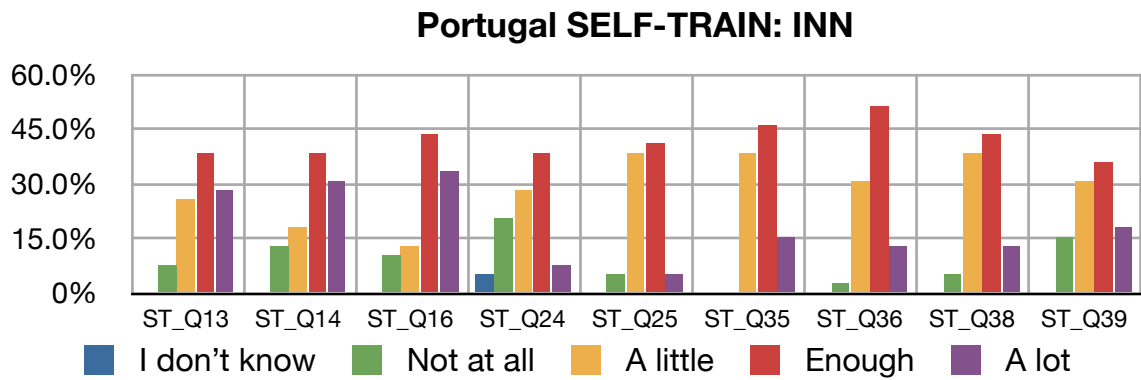


3.4.4.2 PORTUGAL

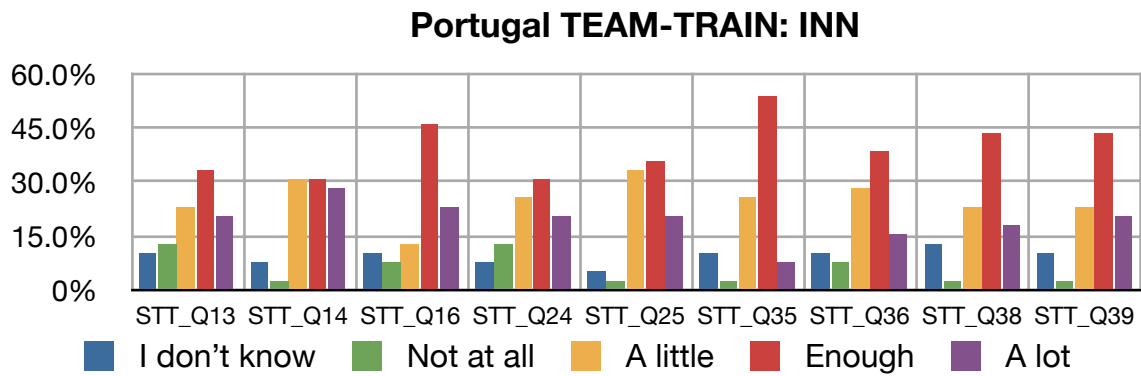
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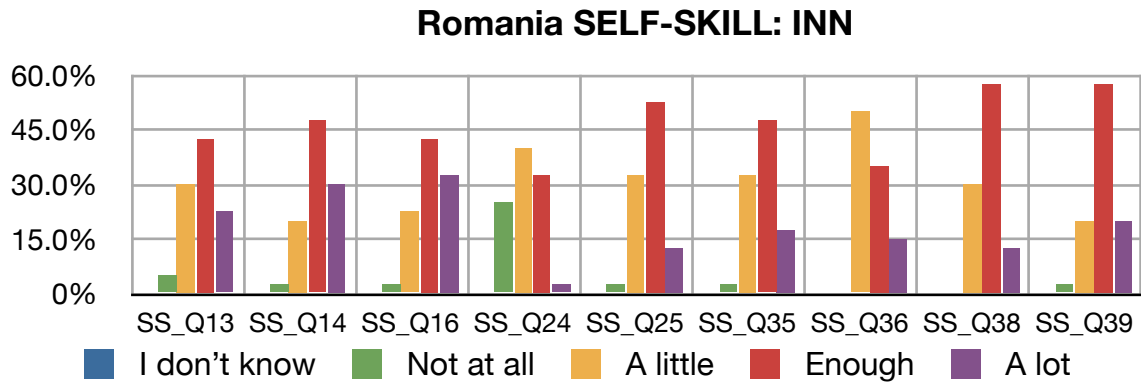


C.

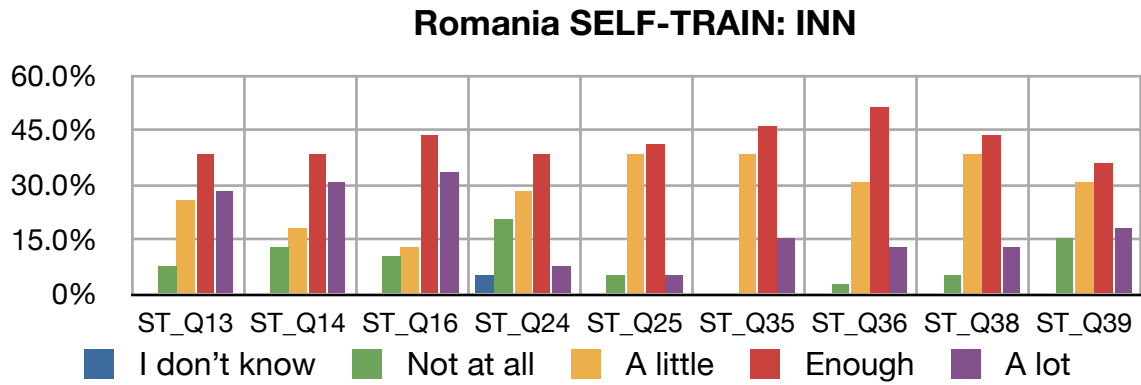


3.4.4.3 ROMANIA

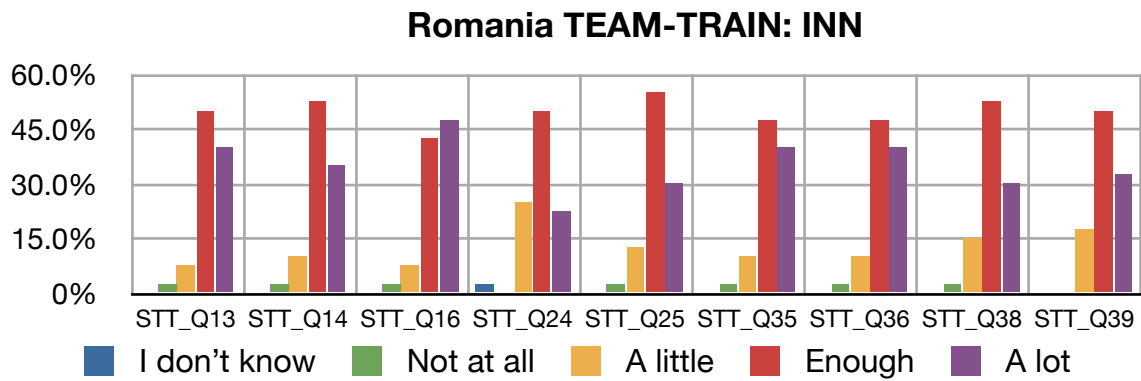
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B.

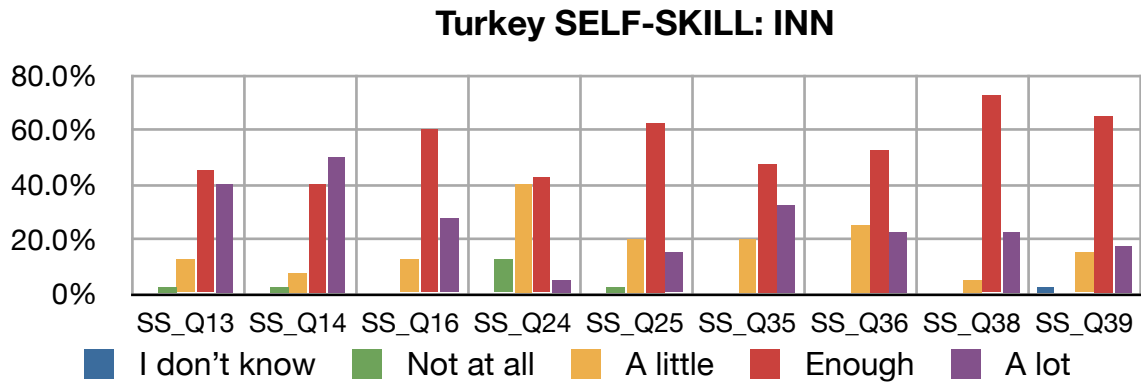


C.

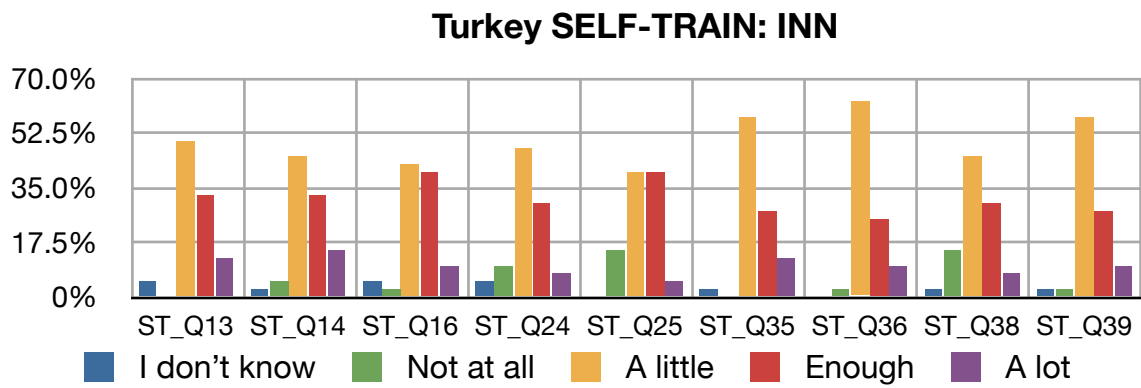


3.4.4.4 TURKEY

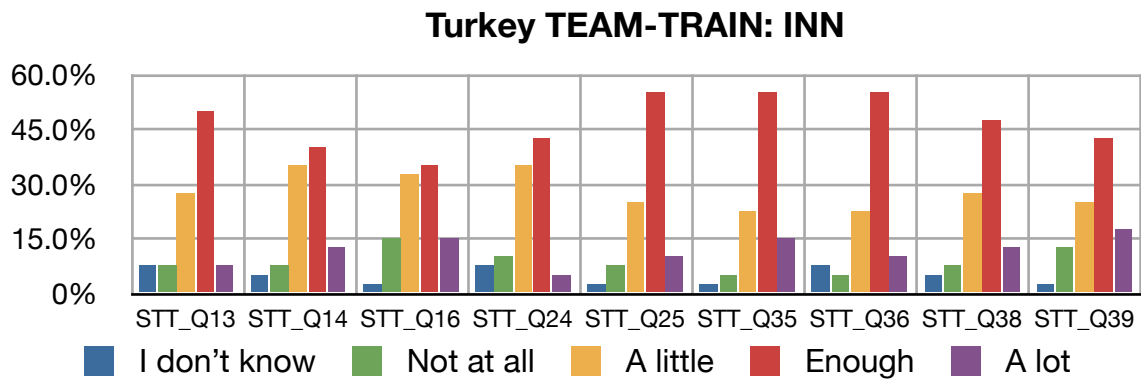
A.



B.



C.



3.4.5 ENTREPRENEURSHIP SKILLS (ENT)

Q12: *Taking personal initiatives during the last year (writing projects, organizing activities etc.)*

Q15: *Taking responsibility for decisions involving a high level of risk*

Q17: *Knowing the current labour market demands and taking them into account when training the inmates*

Q18: *Using the human resources (inmates) for offering services in the community*

Q19: *Using the time resource in carrying out the everyday activities (good time management)*

Q20: *Planning the activities on short or medium term; organizing them; carrying them out and reorganizing them, if needed and if some initial data changed in the meantime (adapting to change)*

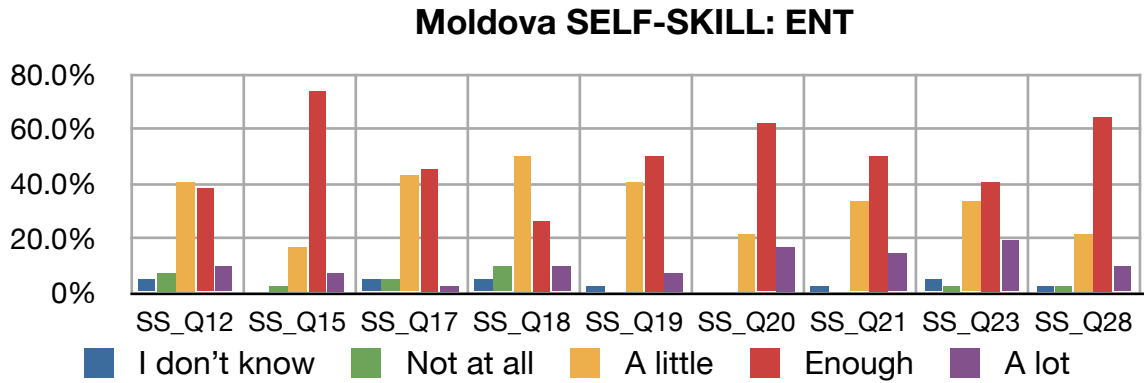
Q21: *Coping with work place stress and outside stress (stress management)*

Q23: *Being in charge of an activity during the last year (projects; work place activities; formal or informal groups of colleagues etc.)*

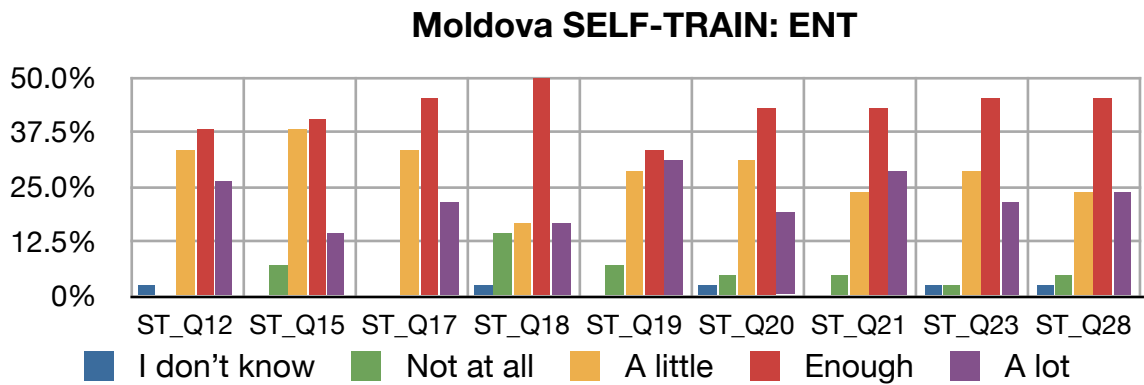
Q28: *Seeking to manage prisoners through co-operation (trying to defuse situations through persuasion before they result in disorder)*

3.4.5.1 MOLDOVA

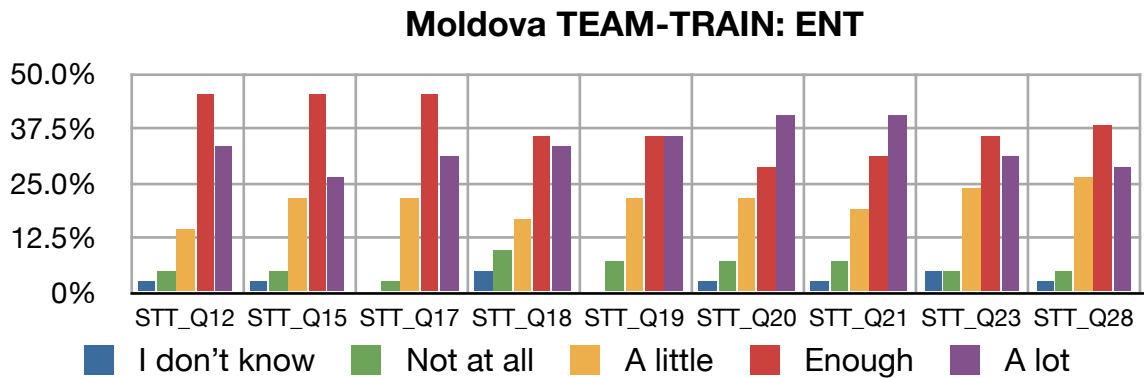
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B.

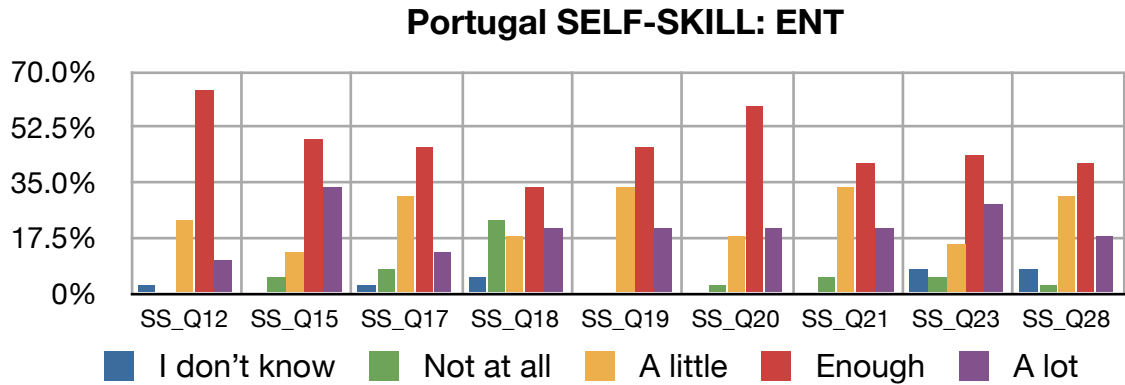


C.

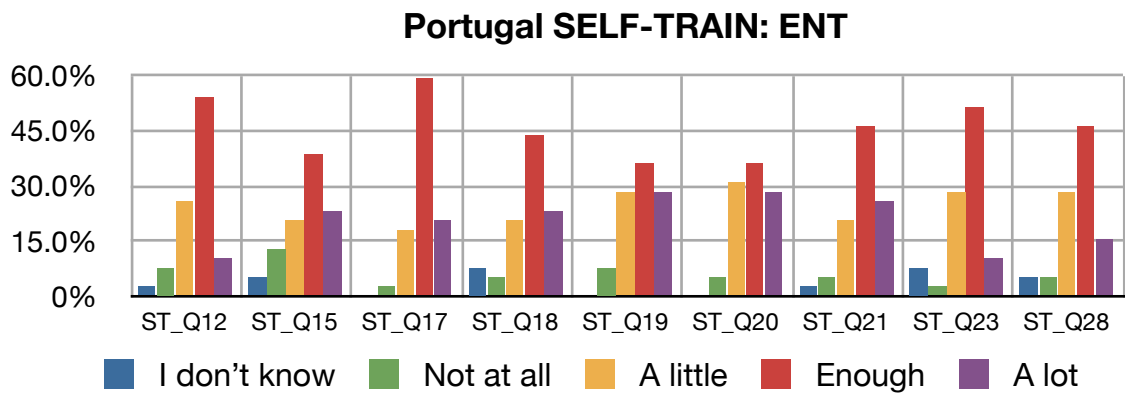


3.4.5.2 PORTUGAL

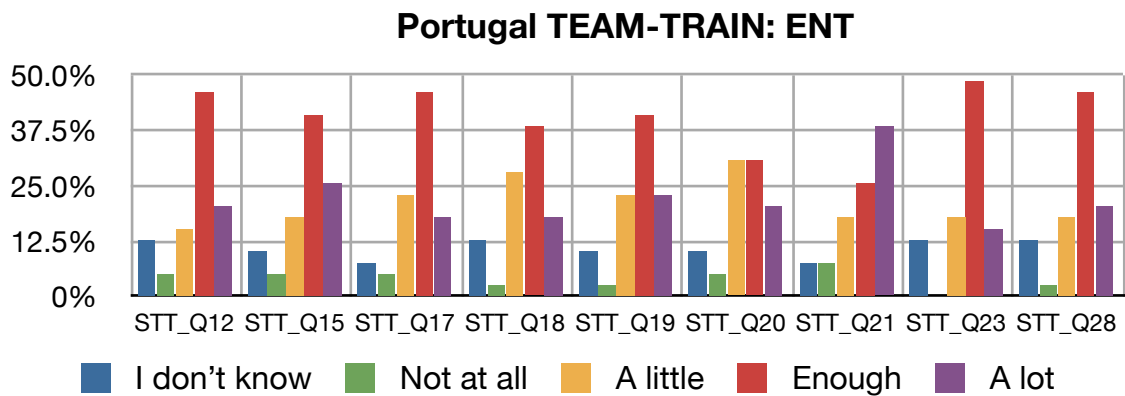
A.



B.

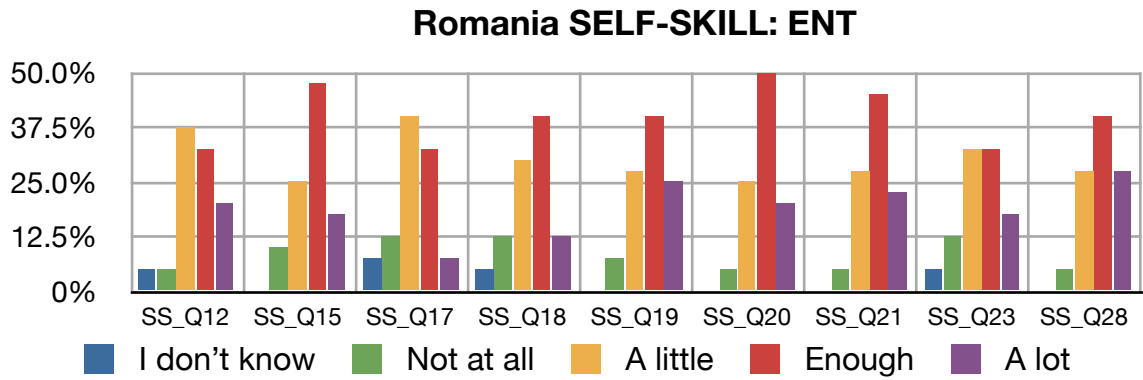


C.

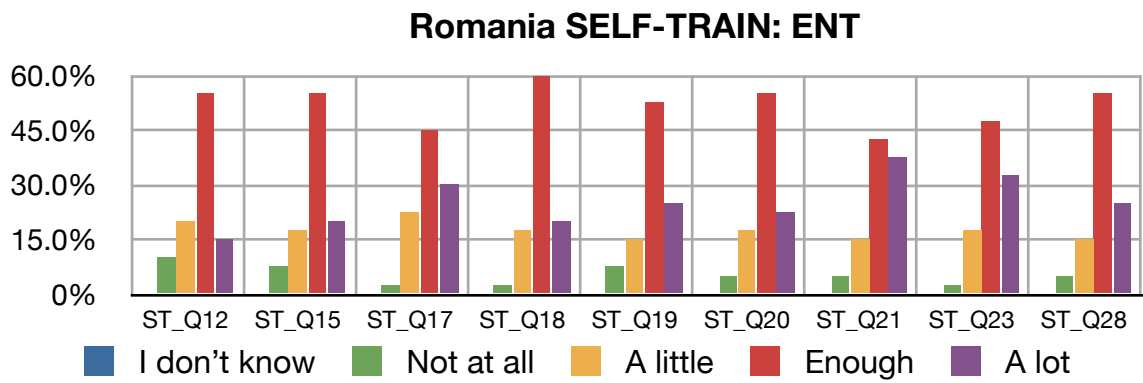


3.4.5.3 ROMANIA

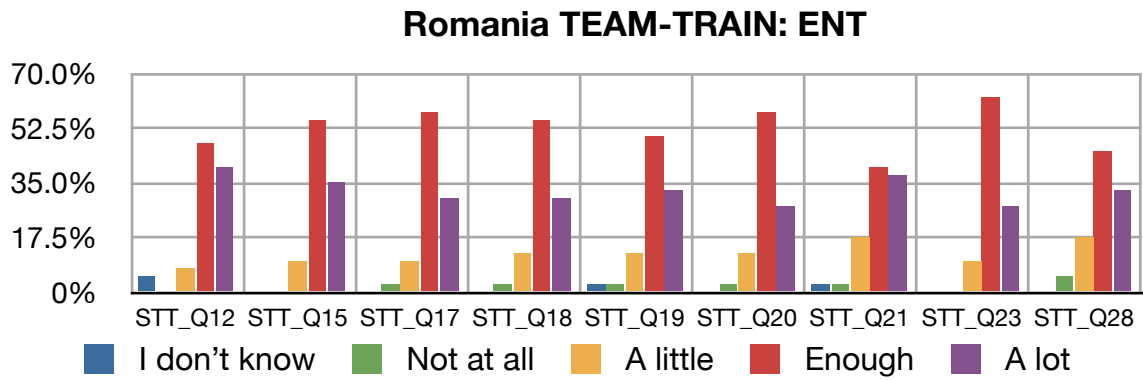
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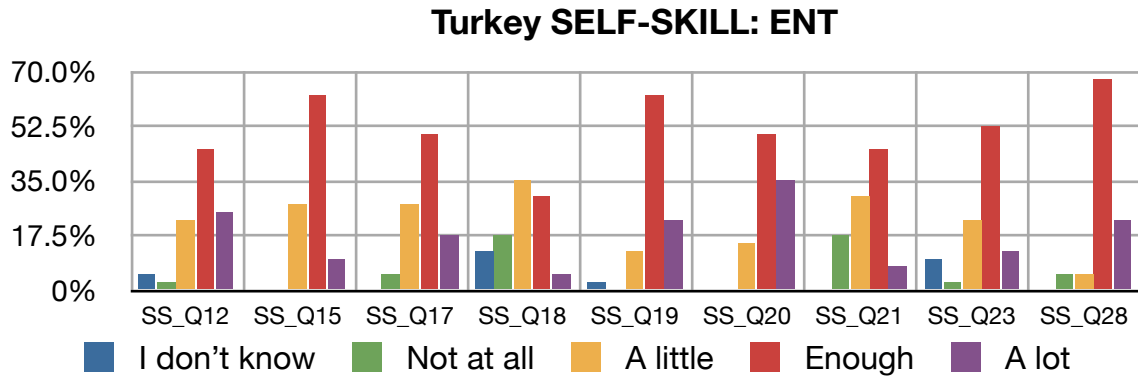


C.

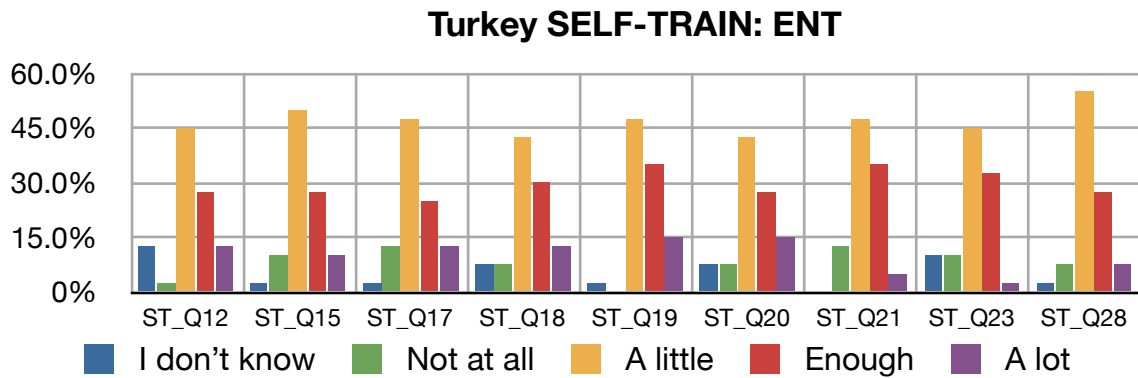


3.4.5.4 TURKEY

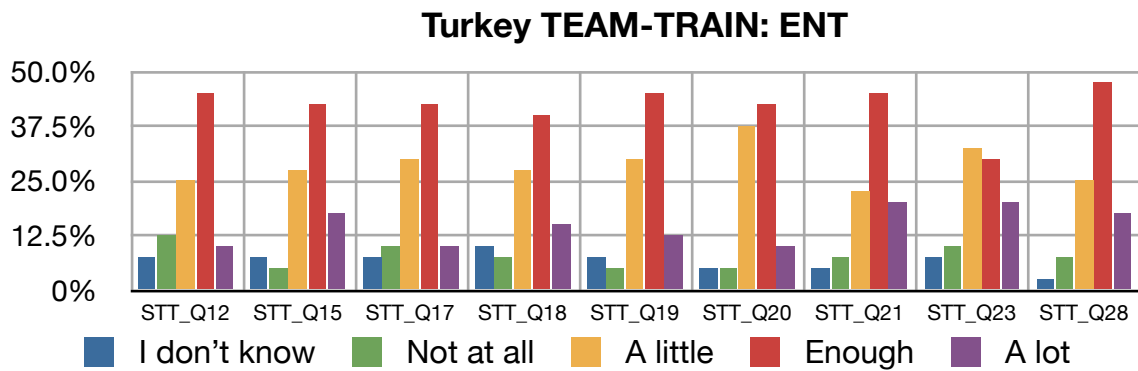
A.



B.



C.







3.5 The Analysis for the Need for Training

For the analysis of the need for training of the persons in the sample we have used the following scale of interpreting the date. We are considering that the need for training is complementary to the answers given by the respondents for the type A series of questions, in the sense that for a typical “I don’t know” or “Not at all” we consider that the need for training is similar and maximum, and for the typical answer “A lot” there is still a need for training, yet this need is at a minimum degree.

The number of points obtained on the item/question is calculated as mentioned above:

- for each answer “I don’t know” we are counting a number of 3 points
- for each answer “Not at all” we are also counting a number of 3 points
- for each answer “A little” we are counting a number of 2 points
- for each answer “Enough” we are counting a number of 1 points
- for each answer “A lot” we a counting a number of 0 points.

Following this valuation we have established four intervals of interest for the training needs:

- A **High Need for Training (HNT)** - **over 90 points** - colour code: 
- A **Upper-Medium Need for Training (UMNT)** - **between 60 and 89 points** - colour code: 
- A **Medium-Low Need for Training (MLNT)** - **between 30 and 59 points** - colour code: 
- A **Low Need for Training (LNT)** - **bellow 30 points** - colour code: 

We have also evaluated the need for training in % (total number of points on the item/question over the maximum number of points possible and multiplied with 100).

The Estimated Need for Training will take into consideration the interpretation above for self evaluated skills coroborated with the need for training for individuals and teams as they appear in the surveys. The valuation for the self need for training and those for the team’s need for training are as follows:

- for each answer “I don’t know” we are counting a number of 3 points
- for each answer “Not at all” we are counting a number of 0 points
- for each answer “A little” we are counting a number of 1 points
- for each answer “Enough” we are counting a number of 2 points
- for each answer “A lot” we a counting a number of 3 points.

NTE points (Estimated Need for Training) = average (value (interpreted self-skill), value (self-train), value (team-train)).

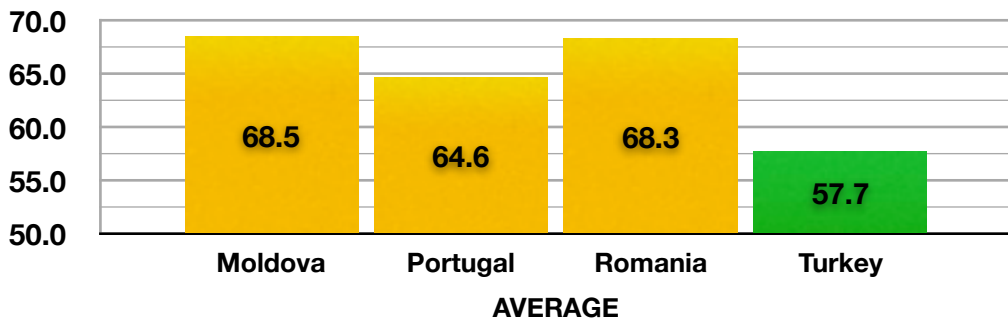
3.5.1 Estimated Need for Training for Communication

The Estimated Need for Training in Communication (**NTE COM**) has an AVERAGE VALUE of **64.8**.

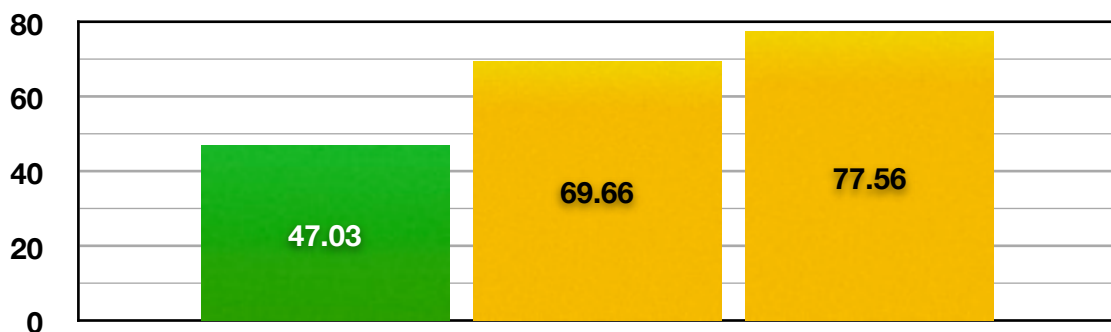
Each value is calculated as an average value of all the values of the answers to the questions of the **COM** item including **SELF-SKILL**, **SELF-TRAIN** and **TEAM-TRAIN**:

	SS_Q1	SS_Q2	SS_Q3	SS_Q4	SS_Q5	SS_Q6	SS_Q22	SS_Q33	ST_Q1	ST_Q2	ST_Q3	ST_Q4	ST_Q5	ST_Q6	ST_Q22	ST_Q33	TT_Q1	TT_Q2	TT_Q3	TT_Q4	TT_Q5	TT_Q6	TT_Q22	TT_Q33	AVG
Moldova	57	35	50	64	58	48	45	39	82	66	65	82	73	75	81	72	90	78	78	88	82	77	80	78	68.5
Portugal	75	28	40	58	56	43	40	23	93	67	59	78	58	62	74	70	87	75	71	85	77	75	78	79	64.6
Romania	56	37	48	52	57	44	46	29	81	65	65	85	79	73	79	73	88	76	81	94	88	75	82	85	68.3
Turkey	89	40	49	52	47	36	36	28	60	55	51	51	66	63	63	63	67	64	66	62	67	63	76	70	57.7

AVERAGE NTE COM/COUNTRY



AVERAGE NTE COM/SS,ST,TT



■ AVERAGE SS COM ■ AVERAGE ST COM ■ AVERAGE TT COM

■ high need ■ upper-medium need ■ medium-low need ■ low need

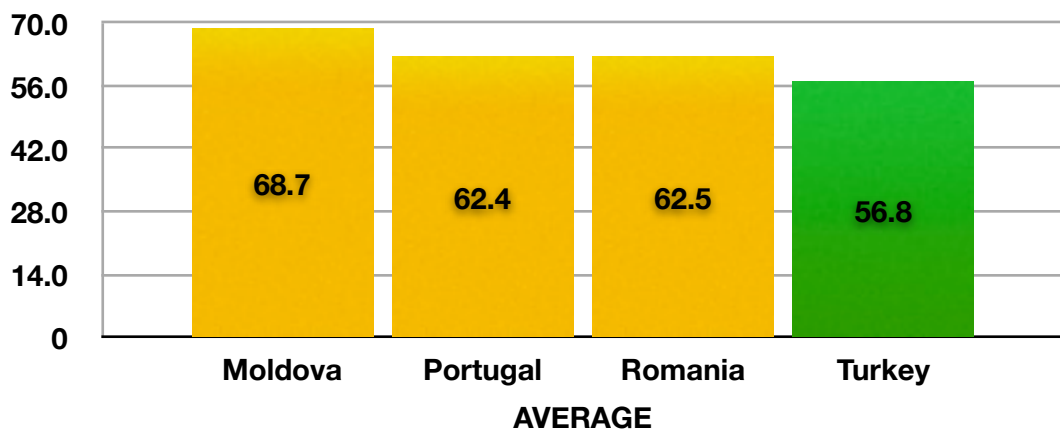
3.5.2 Estimated Need for Training for ICT

The Estimated Need for Training in ICT (**NTE ICT**) has an AVERAGE VALUE of **62.6**.

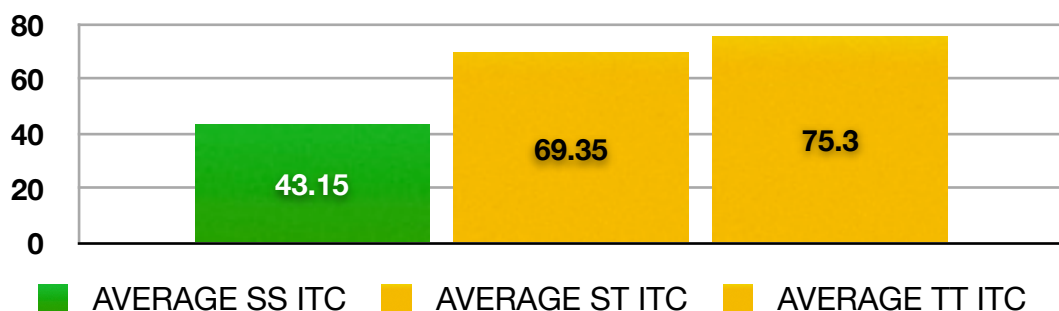
Each value is calculated as an average value of all the values of the answers to the questions of the **ICT** item including **SELF-SKILL**, **SELF-TRAIN** and **TEAM-TRAIN**:

	Q7	Q29	Q30	Q31	Q32	Q7	Q29	Q30	Q31	Q32	Q7	Q29	Q30	Q31	Q32	AVERAGE
Moldova	65	31	56	47	56	79	62	77	73	71	89	76	87	82	79	68.7
Portugal	66	29	49	39	36	77	63	73	71	73	71	67	72	75	75	62.4
Romania	60	30	41	45	37	79	64	71	64	65	82	74	77	78	71	62.5
Turkey	59	19	33	31	34	62	70	62	67	64	67	74	71	73	66	56.8

AVERAGE NTE ICT/COUNTRY



AVERAGE NTE ICT/SS,ST.TT



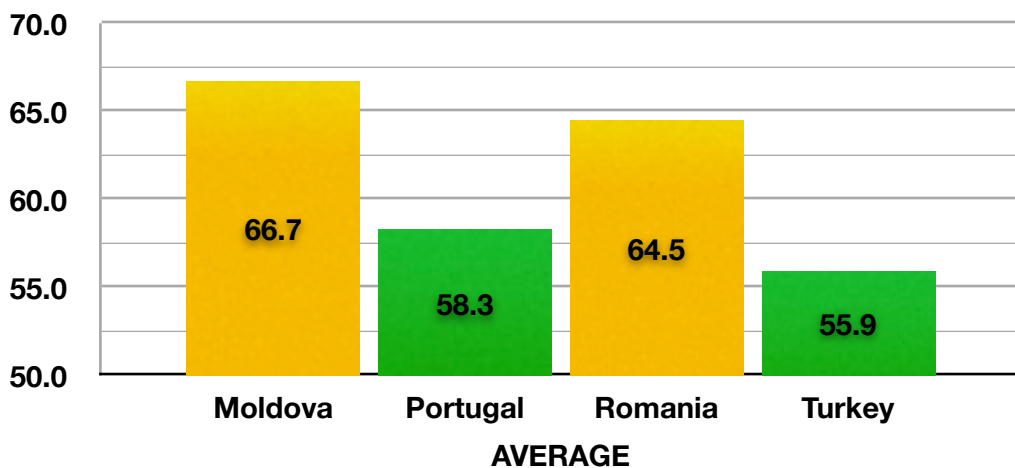
3.5.3 Estimated Need for Training for Teamwork Competencies

The Estimated Need for Training in Teamwork Competencies (**NTE TWC**) has an AVERAGE VALUE of **61.3**.

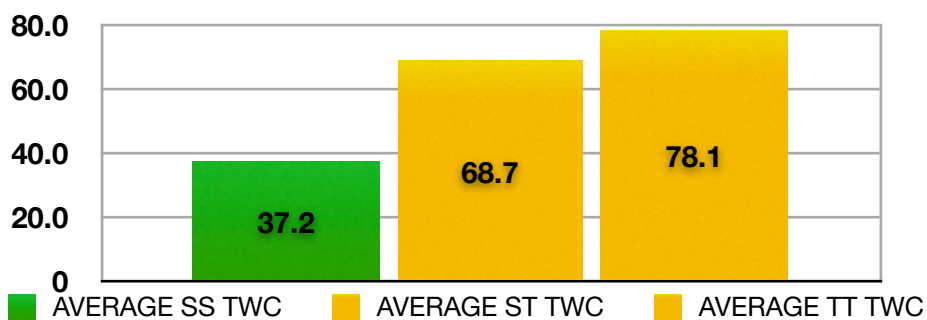
Each value is calculated as an average value of all the values of the answers to the questions of the **TWC** item including **SELF-SKILL**, **SELF-TRAIN** and **TEAM-TRAIN**:

	Q8	Q9	Q10	Q11	Q26	Q27	Q34	Q37	Q8	Q9	Q10	Q11	Q26	Q27	Q34	Q37	Q8	Q9	Q10	Q11	Q26	Q27	Q34	Q37	AVERAGE
Moldova	39	42	55	35	39	44	44	53	75	72	77	66	64	79	76	80	84	83	89	84	77	81	82	80	66.7
Portugal	23	25	36	21	23	32	50	48	68	69	73	66	58	63	60	68	79	75	82	76	75	73	79	76	58.3
Romania	29	37	41	33	35	44	42	54	67	68	79	70	59	74	72	78	80	83	94	86	69	85	84	84	64.5
Turkey	28	36	39	19	33	32	35	44	64	67	67	70	70	64	61	54	70	71	62	75	74	71	67	69	55.9

AVERAGE NTE TWC/COUNTRY



AVERAGE NTE TWC/SS,ST,TT



■ high need
 ■ upper-medium need
 ■ medium-low need
 ■ low need

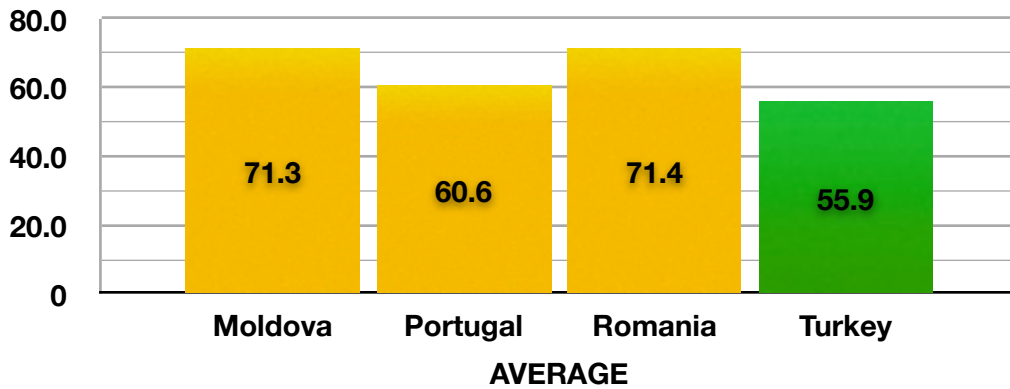
3.5.4 Estimated Need for Training for Innovation

The Estimated Need for Training in Innovation (NTE INN) has an AVERAGE VALUE of **64.8**.

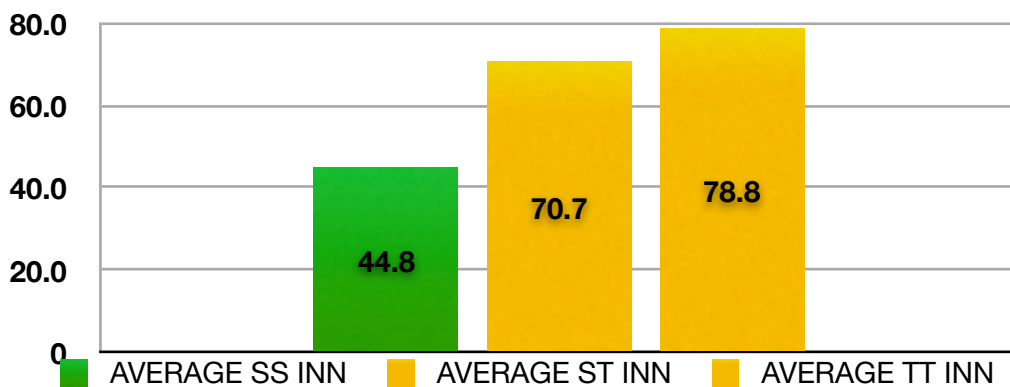
Each value is calculated as an average value of all the values of the answers to the questions of the INN item including **SELF-SKILL**, **SELF-TRAIN** and **TEAM-TRAIN**:

	Q13	Q14	Q16	Q24	Q25	Q35	Q36	Q38	Q39	Q13	Q14	Q16	Q24	Q25	Q35	Q36	Q38	Q39	Q13	Q14	Q16	Q24	Q25	Q35	Q36	Q38	Q39	AVG
Moldova	50	39	37	67	51	50	64	46	49	77	84	93	68	79	76	76	78	76	86	92	95	85	75	83	89	80	79	71.3
Portugal	33	19	28	74	42	52	43	47	34	73	73	78	56	53	69	67	64	61	71	78	80	67	71	73	71	79	79	60.6
Romania	47	38	38	75	50	48	54	47	42	75	71	92	70	85	82	78	78	69	91	88	94	80	85	90	90	84	86	71.4
Turkey	31	25	34	64	44	35	41	33	41	67	65	67	58	54	63	57	54	60	69	67	62	63	69	74	74	70	68	55.9

AVERAGE NTE INN/COUNTRY



AVERAGE NTE INN/SS,ST,TT



■ high need
 ■ upper-medium need
 ■ medium-low need
 ■ low need

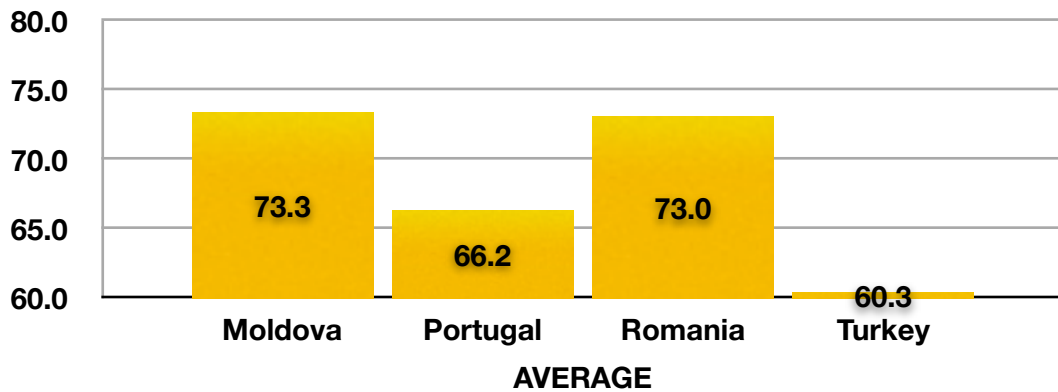
3.5.5 Estimated Need for Training for Entrepreneurship

The Estimated Need for Training in Entrepreneurship (NTE ENT) has an AVERAGE VALUE of **68.2**.

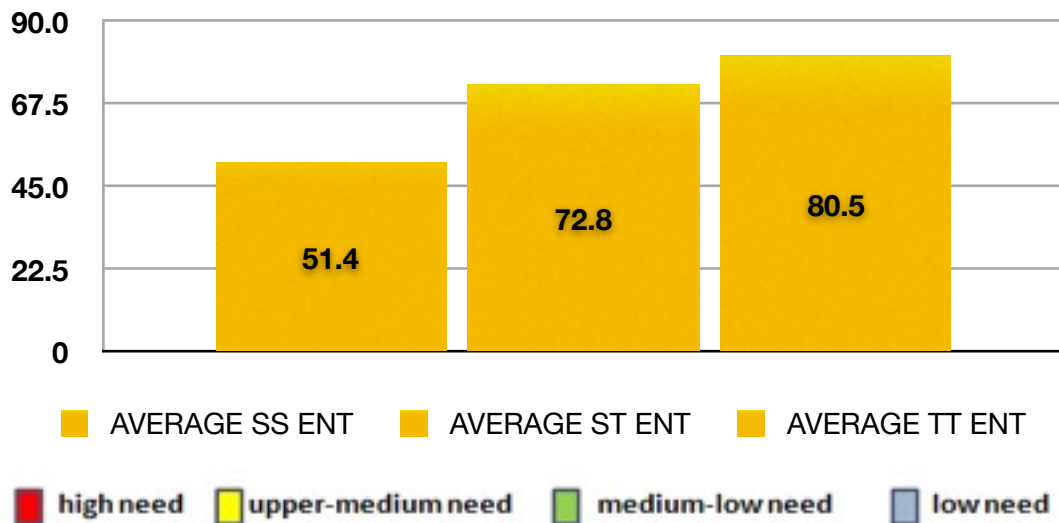
Each value is calculated as an average value of all the questions of the ENT item including **SELF-SKILL**, **SELF-TRAIN** and **TEAM-TRAIN**:

	Q12	Q15	Q17	Q18	Q19	Q20	Q21	Q23	Q28	Q12	Q15	Q17	Q18	Q19	Q20	Q21	Q23	Q28	Q12	Q15	Q17	Q18	Q19	Q20	Q21	Q23	Q28	AVG
Moldova	65	48	67	71	58	44	52	54	51	82	68	79	73	79	76	82	80	81	89	83	86	85	84	87	88	85	82	73.3
Portugal	46	35	54	60	44	40	48	44	52	67	71	77	78	72	73	77	72	71	81	81	75	77	80	72	81	78	82	66.2
Romania	55	51	69	61	47	46	46	60	44	70	75	81	79	78	78	85	84	80	95	90	86	85	87	84	87	87	82	73.0
Turkey	45	47	48	76	38	32	63	54	37	70	57	57	65	68	66	53	59	56	67	75	67	73	72	67	75	70	72	60.3

AVERAGE NTE ENT/COUNTRY

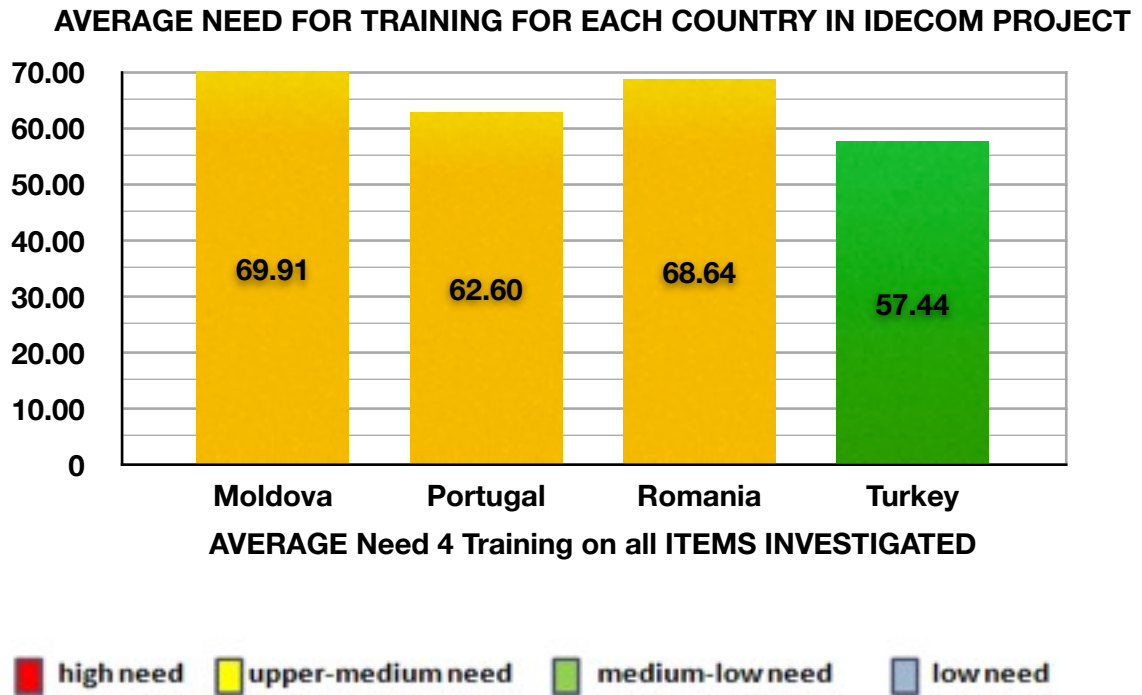


AVERAGE NTE ENT/SS,ST,TT



3.5.6 The average value of the Estimated Need for Training (NTE)

The average value of **NTE** for all the competencies investigated and for each country is calculated as an average value for all items/dimensions under investigation (see chart below):



Chapter 4

Conclusions and discussions

Starting from the data analysis in the previous chapter, this part proposes some discussions of the results. They will allow us in the end to formulate some conclusions about the estimated training needs of the respondents – staff of the prison system in the four countries.

The structure of ideas in the discussions section will start looking at the results of the estimated need for training per skills, detailed per items (communication, teamwork competences, ICT, innovation and entrepreneurship). Then we'll validate the detailed results by commenting the average estimated need for training on the separate dimensions (*self evaluated skills, individual reported need for training and team evaluated need for training*) of the five skills. We'll continue with discussing the comparison between partner countries regarding the estimated need for training, per skills, at a general level. In the end, some conclusions will point out the main ideas in this report.

The estimated need for training in order to develop the **communication** skills of the respondents – as it appears in the table from section 3.5, in the previous chapter, copied below for an ease of access – shows a general medium need for training (upper-medium in yellow cells and medium-low in green cells) on all three analyzed dimensions, with some highs and lows.

	SS_Q1	SS_Q2	SS_Q3	SS_Q4	SS_Q5	SS_Q6	SS_Q22	SS_Q33	ST_Q1	ST_Q2	ST_Q3	ST_Q4	ST_Q5	ST_Q6	ST_Q22	ST_Q33	STT_Q1	STT_Q2	STT_Q3	STT_Q4	STT_Q5	STT_Q6	STT_Q22	STT_Q33	AVG
Moldova	57	35	50	64	58	48	45	39	82	66	65	82	73	75	81	72	90	78	78	88	82	77	80	78	68.5
Portugal	75	28	40	58	56	43	40	23	93	67	59	78	58	62	74	70	87	75	71	85	77	75	78	79	64.6
Romania	56	37	48	52	57	44	46	29	81	65	65	85	79	73	79	73	88	76	81	94	88	75	82	85	68.3
Turkey	89	40	49	52	47	36	36	28	60	55	51	51	66	63	63	63	67	64	66	62	67	63	76	70	57.7



For instance, looking at the self evaluated skills, we can see a *low* estimated need for training in Portugal on Q2 (p=28) and Q33 (p=23). From the content of each item (see section 3.5, page 57) we can conclude that respondents from Portugal, when evaluating their own communication with inmates without special needs (Q2) and their communication in a clear and concise manner, with logical arguments, right word selection, in order to be understood (Q33), they say they're managing well and they don't need that much of training in order to improve these skills.

The same situation can be identified in Romania (p=29) and Turkey (p=28), as well on Q33, with the same meaning, that people think they find easy to communicate in a clear and concise manner, with logical arguments, right word selection, in order to be understood, and they don't need that much training in order to develop this behaviour.

As well, Turkish respondents showed a low motivation for receiving training on communication with inmates without special needs (Q2, p=55), on checking the message they receive (by asking additional questions; reading again the material etc.) (Q3, p=51) and on understanding the non-verbal language of the interaction partner (Q4, p=51).

In the table we can also find values indicating a *high* need for training on performing some specific behaviours. For instance, in Portugal, respondents evaluated their own need for training as high (p=93) on Q1, efficient communication with inmates with special needs, like not speaking the national state language; having a low level of literacy; having a certain level of disability; prone to conflict etc.

As well, when looking at the data indicating the team’s need for training, in respondents’ opinion, we can see in Moldova a high need on developing colleagues’ communication with inmates with special needs, like not speaking the national state language; having a low level of literacy; having a certain level of disability; prone to conflict etc. (Q1, p=90) and in Romania a high need for increasing by training the ability to understand the non-verbal language of the other part in communication (Q4, p=94).

Moving to the **ICT** estimated need for training analysis (see table in section 3.5, previous chapter, page 58, copied here for an ease of access), we can also find a medium level of the need, with only two indications of a low level.

	Q7	Q29	Q30	Q31	Q32	Q7	Q29	Q30	Q31	Q32	Q7	Q29	Q30	Q31	Q32	AVERAGE
Moldova	65	31	56	47	56	79	62	77	73	71	89	76	87	82	79	68.7
Portugal	66	29	49	39	36	77	63	73	71	73	71	67	72	75	75	62.4
Romania	60	30	41	45	37	79	64	71	64	65	82	74	77	78	71	62.5
Turkey	59	19	33	31	34	62	70	62	67	64	67	74	71	73	66	56.8



These two situations are in the area of the respondents’ self evaluated skills, and it shows that in Portugal (p=29) and Turkey (p=19), staff manage well and don’t need that much of training on using MS Word features at work (for creating, opening, editing or printing a document) (Q29).

A similar situation, mostly with medium values of the estimated need for training, only with some low values, we can also see when investigating the **team work** skill (see table in section 3.5, previous chapter, page 59, copied here for accessibility).

	Q8	Q9	Q10	Q11	Q26	Q27	Q34	Q37	Q8	Q9	Q10	Q11	Q26	Q27	Q34	Q37	Q8	Q9	Q10	Q11	Q26	Q27	Q34	Q37	AVERAGE
Moldova	39	42	55	35	39	44	44	53	75	72	77	66	64	79	76	80	84	83	89	84	77	81	82	80	66.7
Portugal	23	25	36	21	23	32	50	48	68	69	73	66	58	63	60	68	79	75	82	76	75	73	79	76	58.3
Romania	29	37	41	33	35	44	42	54	67	68	79	70	59	74	72	78	80	83	94	86	69	85	84	84	64.5
Turkey	28	36	39	19	33	32	35	44	64	67	67	70	70	64	61	54	70	71	62	75	74	71	67	69	55.9



All indications of a low need for training can be found in the area of the respondents' self evaluated skills. We can see that prison staff from Portugal seem to manage well with the preference for working in a team (Q8, p=23), with the ease of working in a team (Q9, p=25), with the appraisal of other colleagues' quality contribution in their team (Q11, p=21) and with knowing the inside out prison official network system and procedure to follow in case one inmate has a problem that needs solving (Q26, p=23), so they report a low need for training on developing these behaviours. The preference for working in a team (Q8) doesn't seem to be a problem either for the Romanian prison staff (p=29) or the Turkish one (p=28), so they also reported a low need for training in this direction. The lowest value for the training need was found in Turkey, regarding the ability to appraise the colleagues' quality contribution in their team (Q11, p=19).

We can conclude at this point that, out of these data, the *estimated need for training in developing ICT and team work skills for the investigated prison staff has a medium level and in some cases the need goes even lower.*

The situation changes when we come to speak of the estimated need for training for developing the **innovation** skill (see table in section 3.5, previous chapter, page 60, copied here for accessibility).

	Q13	Q14	Q16	Q24	Q25	Q35	Q36	Q38	Q39	Q13	Q14	Q16	Q24	Q25	Q35	Q36	Q38	Q39	Q13	Q14	Q16	Q24	Q25	Q35	Q36	Q38	Q39	AVG
Moldova	50	39	37	67	51	50	64	46	49	77	84	93	68	79	76	76	78	76	86	92	95	85	75	83	89	80	79	71.3
Portugal	33	19	28	74	42	52	43	47	34	73	73	78	56	53	69	67	64	61	71	78	80	67	71	73	71	79	79	60.6
Romania	47	38	38	75	50	48	54	47	42	75	71	92	70	85	82	78	78	69	91	88	94	80	85	90	90	84	86	71.4
Turkey	31	25	34	64	44	35	41	33	41	67	65	67	58	54	63	57	54	60	69	67	62	63	69	74	74	70	68	55.9



The already usual medium values for the estimated training need is doubled by very few low levels of interest on the self evaluated skills area of the table and a lot of values indicating a high need for training on other specific behaviours.

Taking a closer look, we can see that data indicate a *low* need for training in Portugal regarding the openness towards learning and using colleagues' good practices (Q14, p=19) and the general openness towards learning new things (Q16, p=28). In the same manner, Turkish respondents showed a low level on interest in receiving training on how to develop their openness towards learning and using colleagues' good practices (Q14, p=25).

As we said before, even if respondents indicated a good management regarding their innovation related behaviours, therefore a medium and low need for training into this area, when speaking in terms of explicit reported need for training (at an individual and a team's level), we can also find some really high values. We can interpret this as *people being motivated in receiving training* for improving the openness towards learning new things (Q16, in Moldova with p=93, and in Romania with p=92), but also *evaluating that their team colleagues might definitely need training* on enhancing the openness towards out of routine activities in everyday work (Q13, in Portugal having p=91), on increasing the openness towards learning and

using colleagues' good practices (Q14, in Moldova with p=92), on improving the openness towards learning new things (Q16, in Moldova with p=95, and in Romania with p=94), on learning ways of creative approach in solving problems (Q35, in Romania p=90) and also on using the received feedback for self development and change (Q36, in Romania p=90).

As seen above, the collected data indicated *the highest need for training among prison staff from all four countries on developing the innovative skills.*

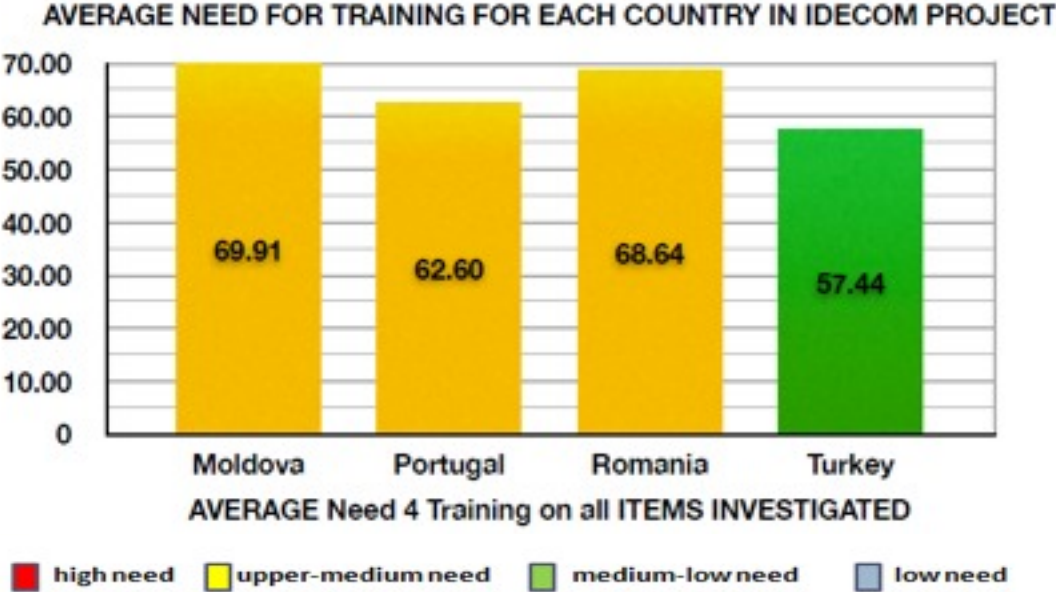
The last investigated field focused on the **entrepreneurship** skill and its estimated need for training (table in section 3.5, previous chapter, page 61, copied here for accessibility).

	Q12	Q15	Q17	Q18	Q19	Q20	Q21	Q23	Q28	Q12	Q15	Q17	Q18	Q19	Q20	Q21	Q23	Q28	Q12	Q15	Q17	Q18	Q19	Q20	Q21	Q23	Q28	AVG
Moldova	65	48	67	71	58	44	52	54	51	82	68	79	73	79	76	82	80	81	89	83	86	85	84	87	88	85	82	73.3
Portugal	46	35	54	60	44	40	48	44	52	67	71	77	78	72	73	77	72	71	81	81	75	77	80	72	81	78	82	66.2
Romania	55	51	69	61	47	46	46	60	44	70	75	81	79	78	78	85	84	80	95	90	86	85	87	84	87	87	82	73.0
Turkey	45	47	48	76	38	32	63	54	37	70	57	57	65	68	66	53	59	56	67	75	67	73	72	67	75	70	72	60.3



Besides the regular medium values found on estimating the need for training on most of the behaviours, the Romanian respondents also considered their team colleagues really needed training on developing their ability of taking initiatives with writing projects, organizing activities etc. (Q21, p=95) and of taking responsibility for decisions involving a high level of risk (Q15, p=90).

After this detailed discussion upon the estimated need for training on the 5 targeted skills, comparing results per items and between countries, we conclude upon the general need for training in every partner country (graph in section 3.5, previous chapter, page 62, copied here as well).



According to these data, we seem to have a upper-medium need for training in general in Moldova (a=69,91), Portugal (a=62,60) and Romania (a=68,64) and a medium-low need for training in Turkey (a=57,44). This can be caused by a relative closure of the Turkish respondents towards receiving training and learning new things or by a certain level of resistance to new programs, after receiving already a high amount of training on other topics, offered by the Turkish prison system.

Another perspective of looking at the data, for validating the results, is the one comparing the values for the average estimated need for training on each dimension of the five skills country.

	SELF-SKILL	SELF-TRAIN	TEAM-TRAIN
Communication	47,03	69,66	77,56
ICT	43,15	69,35	75,3
Team work	37,2	68,7	78,1
Innovation	44,8	70,7	78,8
Entrepreneurship	51,4	72,8	80,5

■ high need
 ■ upper-medium need
 ■ medium-low need
 ■ low need

As we can see in the table, even though we have for all 5 skills a medium need for training, we still can find a certain degree of social desirability when filling in the survey, as the set of data referring to the self evaluation of each skill indicates a medium low level of the training needs (ENT_{communication_self-skill}=47,03; ENT_{ICT_self-skill}=43,15; ENT_{team work_self-skill}=37,2; ENT_{innovation_self-skill}=44,8).

In all the other situations (when it came to evaluate the need for training, starting from the self assessment of the current level of the entrepreneurship skill, as well as when it was reported the individual need for training or the team's estimated need for training) we found only upper-medium values for the training needs.

At last, one general comparison was performed between all partner countries (Moldova, Portugal, Romania and Turkey), regarding the estimated need for training calculated for the five skills targeted by the IDECOM project.

Skills	Country ENT				IDECOM general ENT
	Moldova	Portugal	Romania	Turkey	
Communication	68,5	64,5	68,5	57,5	64,8
ITC	68,7	62,4	62,5	56,8	62,6
Team work	66,7	58,3	64,5	55,9	61,3
Innovation	71,3	60,6	71,4	55,9	64,8
Entrepreneurship	73,3	66,2	73,0	60,3	68,2

■ high need
■ upper-medium need
■ medium-low need
■ low need

As presented in the table, we have identified a medium-high estimated need for training in each partner country, for all five targeted skills, with some exceptions: Portugal displayed a medium-low need for training on team work skills ($a_{ENT_team\ work_Portugal}=58,3$) and Turkey, the same medium-low level on all skills but entrepreneurship ($a_{ENT_communication_Turkey}=57,5$; $a_{ENT_ICT_Turkey}=56,8$; $a_{ENT_team\ work_Turkey}=55,9$; $a_{ENT_innovation_Turkey}=55,9$). The possible explanations for the lower values registered in Turkey and Portugal could lead towards the above mentioned ideas, such as a relative closure of the respondents towards receiving training and learning new things or a certain level of resistance to new programs, after already receiving a high amount of training on other topics, offered by the national prison system. Further field validations (by focus groups or one to one interviews) are needed in order to be able to understand the real situations and adapt the training which will be constructed and offered by the IDECOM project.

Out of all these data presented in the report, some **final conclusions** can be formulated, as a starting point in developing the curricula for training and adapting it to the specific needs in all partner countries:

- ▶ A general overview shows a *medium level* of need for training on all 5 targeted skills, with some *high levels* of specific needs for training (in the field of communication, innovation and entrepreneurship) and some *low levels* (in the field of communication, ITC, team-work and innovation).

- ▶ All 4 partner countries show a medium level of need for training on the targeted skills, with a *medium-high* level in Moldova, Portugal and Romania, and a *medium low* in Turkey.
- ▶ The average estimated need for training, calculated on the 3 dimensions of investigation, shows and validates the same *medium need for training on the 5 skills targeted by IDECOM project*. *Medium-low* on communication, ITC, team-work and innovation, according to the estimated current skill level (social desirability?), but *medium-high* on all others.
- ▶ The general comparison between countries and on all 5 targeted skills shows a *medium-high level* of need for training in each country and on each skill, excepting Turkey (on communication, ITC, team work and innovation) and Portugal (on team work) – with a *medium-low level*.

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6. ANNEXES

Annex 1

GENERAL LIST OF PRISON STAFF SKILLS INDICATORS REGARDING TRANSVERSAL SKILLS: *COMMUNICATION, TEAMWORK COMPETENCES, ICT, INNOVATION AND ENTREPRENEURSHIP*

1. Communication

Definition:

Communication is the ability to express ideas effectively both verbally and in writing, in individual and group situations, adjusting language, terminology and non-verbal communication in a manner appropriate to the recipients, resulting in understanding action.

Components and Indicators:

Communication	Components	Indicators
Verbal communication	<i>Fluency</i>	<ul style="list-style-type: none"> -present information using the right words -tailor speech to audience -maintain a coherent rhythm of speech -communicate easily in groups, in public
	<i>Clearness</i>	<ul style="list-style-type: none"> -present information in a clearly, concisely, logically and understandable way -checks understanding (ensures prisoners understand the reasons behind decisions made and changes that affect them) -shares information with the right people at the right time -provides complete responses to questions and requests
	<i>Assertiveness</i>	<ul style="list-style-type: none"> -ask questions when not understanding -speak in a respectful and honest manner -share information willingly easy and frequency of presentation of ideas in prison boards -listening and paying attention, takes time to listen to prisoners' concerns, easy to apply active listening by staff in prison -encourages prisoners to express their concerns what they have to say, information, views, and values -difficult or tensed discussions between staff and inmates (frequency of complaint petitions about staff) -usually use more open questions then closed -level of knowledge about assertive communication -usually summarize information
	<i>Persuading and influencing</i>	<ul style="list-style-type: none"> -communicates own perspective constructively, acts as a positive role and model, encourages good prisoner behaviour through personal example -communication with aims to achieve agreement or consens with colleagues or prisoners; seeks to manage prisoners through co-operation -seeks to understand others' perspectives, shows appreciation of the views of others, in communication -seeks to defuse situations through persuasion before they result in disorder

Communication	Components	Indicators
	<i>Acting with integrity</i>	<ul style="list-style-type: none"> -in communication acts in accordance with and promotes Prison Service values, principles, rules, laws, professional values and professional relationships -shows discretion in communication when dealing with personal and sensitive information -in communication works against a blame culture, ensures that processes are used openly and impartially, applies standards and deals with others honestly. -achieves in communication a balance between excessive distance and familiarity with prisoners
	<i>Communication with offenders who experience communication difficulties</i>	<ul style="list-style-type: none"> -ability to handle communication difficulties associated with speech and language difficulties, learning disabilities, literacy difficulties, difficulty communicating in national language, sensory difficulties, visual or hearing impairments -giveing people the opportunity to communicate to the best of their abilities, providing easier read versions of documents, adopting a policy of using clear, simple verbal and written language and design -supporting what staff is saying with gestures and facial expressions, using photographs, drawings and symbols to illustrate what staff is saying, offering audio/video recordings
Non-verbal communication	<i>Body language</i>	<ul style="list-style-type: none"> -use to confirm comprehension and following -understand posture importance in communication especially when dealing with aggressive attitudes or behaviours -know the correct posture when dealing with different publics, attending to non-verbal behaviours
	<i>Facial language</i>	<ul style="list-style-type: none"> - identify facial expressions: confusion, doubt, rejection, acceptance, anger, etc -maintaining eye-contact
Written Communication	<i>Type of documents</i>	-adapting writing style to different types of documents (e-mail, blog, report, etc...)
	<i>Theme and purpose identification</i>	-identifying theme and objective of the communication clearly explain main issues
	<i>Clearness</i>	<ul style="list-style-type: none"> -organize information and facts in a logical way -tailor information choosing the words with regard to the target -write with no grammar mistakes, be respectful

2. ICT skills

Definition:

ICT skills mean knowledge and ability to use and take advantage of Information and Communication Technologies.

Components and Indicators:

ICT skills	Components	Indicators
Basic ICT Skills		<ul style="list-style-type: none"> -understand basic computer hardware components, terminology, concepts and basic functions of a common computer operating system -start up, log on, and shut down a computer system properly -use a mouse pointing device and keyboard -use Help and know how to troubleshoot routine problems -identify and use icons -minimize, maximize and move windows -identify common types of file extensions -check how much space is left on a drive or other storage device -download and install software on a hard disk -understand and manage the file structure of a computer (organise your electronic files into folders, search for files on the computer system, move/copy files between drives, backup files onto various media types, delete files/programs)
Basic Office® use	<i>Word</i>	<ul style="list-style-type: none"> -create a new document, open and edit an already existent document (use a spell checker, import text and images, insert tables and hyperlink, alter the layout and positioning, use templates for standard documents, divide the page layout into columns, use headers and footers, use the drawing tools, save a document in various file formats) -print a document (print to various networked printers, change colour options, page size, layout)
	<i>Excel</i>	<ul style="list-style-type: none"> -create a new document, open and edit an already existent document (input data in rows and columns, auto filling series, add headers and footers) -use various types of formulas and services available (replicate formulae along rows/columns, input formulae, sort data, produce charts and graphs for data analysis) -print a document (print to various networked printers, change colour options, page size, layout, print a selected area)
	<i>Power-point</i>	<ul style="list-style-type: none"> -create a new presentation, open and edit already existent presentation (add clipart to slides modify colours of text, background, incorporate a data chart or graph, know how to open presentation mode, understand use of transition and appearance effects)
Use of communication software and platforms	<i>Browsers</i>	<ul style="list-style-type: none"> -internet browsers (use search engines to find information, use safe searching options, download files from Web sites save/use bookmarks / favourites, capacity of discerning the validity of online information)
	<i>Programs</i>	<ul style="list-style-type: none"> -use for professional purposes programs like Skype, chat, messenger for communication
	<i>Accounts</i>	<ul style="list-style-type: none"> -use, having social media accounts and frequency of entry (Facebook, LinkedIn)
	<i>E-mail</i>	<ul style="list-style-type: none"> -use e-mail (send and receive e-mails, attach files to outgoing e-mails, open and save files attached to incoming e-mails, forward emails, create new contacts in address book, create a distribution list of contacts, sort messages and file in created folders)
	<i>Communities of practices</i>	<ul style="list-style-type: none"> -use forums/educational platforms/e-learning /communities of practice/wiki pages (use TIC in prison education and professional development of prison staff)

3. Teamwork

Definition:

Teamwork skills are abilities that allow for an individual to work cohesively with others in a shared task, supporting others in order to combine individual strengths into a better team performance.

Components and Indicators:

Teamwork skills	Components	Indicators
Communication in team	Effectiveness	-communicates information in a clear and concise manner -makes logical arguments -makes the right word selection in order to be understood
	Appropriateness	-is respectful and correct -addresses issues honestly and fairly -takes in consideration others feelings -controls emotions, in order to treat subjects objectively
Cooperation	Active listening	- act of mindfully hearing and attempting to comprehend the meaning of words spoken by another in a conversation or speech
	Critique acceptance	-listens to others' critiques, capacity to receive criticism, does not take critiques as personal attacks -uses critiques in a positive way, learns and develops from others' critiques
	Commitment	-assists team members in their doubts -asks for others' assistance when needed -believes in shared goals and tasks -always looks for consensus -fosters team spirit -takes the groups' work as if it was an individual work -capacity to work in multidisciplinary teams
	Negotiation	-being able to remain calm in tense situations -paying attention to both sides of the negotiation - negotiate for finding common solution, looking for positive solutions, attempting win-win solutions -level of knowledge about conflict negotiation, dealing with conflicts
	Adaptability	-is able to work with different opinions, cultures, beliefs(challenges discriminatory behaviour and language, bullying, harassment and discrimination, explains why it is unacceptable, avoids pre-judging people; treating all people with fairness, dignity and respect, acts upon concerns about discrimination or inequality of opportunity) -is able to work out of the comfort zone (giving positive and negative feedback in a constructive way) -is able to recognize others ideas as valid -is able to adjust behaviour to context (seeks to accommodate to the differing needs of particular groups of prisoners and staff) -is easy to work in team and to adapt at new working team(prefer to work in team)
	Accountability	-being able to assume responsibility for own actions -being able to assume supplementary responsibilities if needed

Teamwork skills	Components	Indicators
Organization	<i>Building Relationships</i>	<ul style="list-style-type: none"> -seeks to build positive relationships with colleagues and prisoners -involves others in conversations and team activities -shows flexibility and works with collective decisions -works with colleagues to find solutions to problems and improvements to ways of working, works towards shared objectives -builds team spirit and collectively celebrates success -takes an interest -inspires confidence in others -takes account of the impact of own behaviour on others -treats others fairly, impartially, and as individuals, and values their contribution -capacity to recognizing people for doing their best -capacity to receive suggestion from other -rewards and thanks for participations in teamwork - easy to conducted meetings
	<i>Team Working-Supporting</i>	<ul style="list-style-type: none"> -shares knowledge and information -accepts help and support from other team members -encourages colleagues/prisoners to adopt supportive behaviours -supports colleagues in demanding situations
	<i>Task division</i>	<ul style="list-style-type: none"> -be able to divide work in a fair and honest way -be able to identify needed skills for tasks, and divide them in accordance with team members' skills -accepts own share of responsibility for the team's work

4. Innovation

Definition:

Innovation is the process of creating/generating new ideas, approaches or instruments' use to tackle a specific need or problem.

Components and Indicators:

Innovation skills	Components	Indicators
Opportunity exploration/ problem recognition	<i>Vision</i>	-looking for opportunities for enhancement or development (manages own development and seeks opportunities to develop own skills) -having a holistic view -having a plan or view about the future -embracing change (acknowledges the need to achieve positive change and challenges existing practices, positive perception about creative thinking, interest for new knowledge in their profession field, participations in new projects, postgraduate studies, interactions with new collaborators, subscriptions to periodicals, magazines and newspapers, applies learning from external experience)
	<i>Awareness</i>	-being conscientious of the context -understand context functions and functioning -identifying gaps to be filled, explains the reasons for change
Generating new ideas	<i>Creativity</i>	-seeing the issues from different perspectives -thinking about unconventional areas as sources of inspiration -solving problems with new ideas and methods -suggests improvements to existing practice and how they could be made -start initiatives and developing/organize new activities/projects/work/ educational programs -participation to brainstorming meetings -easy to generate new ideas -high level of knowledge about creativity development techniques -frequency of finding the new solution of problems
	<i>Idea assessment</i>	-thinking of the possible outcomes of the idea -making pre-tests: tries out new ideas, working practices and technologies to improve own ways of working -confirm with experts or/and stakeholders the idea validity and feasibility
Promoting new ideas	<i>Collaboration</i>	-search for others that may be in the same situation -value and acknowledge their new ideas and inputs -share information (exchanges new ideas for change with managers, colleagues, stakeholders; frequency of this sharing new ideas) -work with feedback, using it for development (seeks feedback about own performance evaluates own performance and seeks to improve, applies learning from external experience, accepts feedback constructively and acts upon it, regularly reviews and updates personal development plans) -encourages and supports others in making new changes (encourages prisoners to participate at innovation and to take personal responsibility for their changing and development for social reintegration, encourages & supports the development of others, coaches others)
	<i>Communicating ideas</i>	-be compelling and motivated; -appeal to people's desires and needs -use various communication channels for new ideas -provide a clear and positive explanation of the reasons for change (make sure a concise and logical communication is attained)
Implementing new ideas	<i>Risk taking</i>	-assess risks, identify ways to minor the risks -being able to take the step even if does not have all information
	<i>Decision making</i>	-knowledge of ways to evaluate options -ability to choose from a variety of options -belief in personal ability to choose the best option

Innovation skills	Components	Indicators
	<i>Developing new activities</i>	-take initiatives and developing new activities/projects/works/applications
Transversal to other components	<i>Self-efficacy</i>	-self-belief: confidence, trust in self capabilities, belief in personal traits and specificities -motivation: believing in yourself, having energy and will to accomplish goals -persistence: cope with failure, cope with stress, have strength to overcome negative situations, not giving up

5. Entrepreneurship

Definition:

Entrepreneurship is the process of identifying a need, creating a solution for it, and implementing it through the mobilization of resources. Entrepreneurship is very linked to the idea of business venture, and risk taking, having in mind the generation of value, in new products or services.

Components and Indicators:

Entrepreneurship skills	Components	Indicators
Personal characteristics	<i>Optimism</i>	-thinking positively (“Looking on the bright side of life”) -always search for a positive outcome (see the glass half-full)
	<i>Vision</i>	-looking for opportunities for enhancement or development -having a holistic view -having a plan or view about the future
	<i>Initiative</i>	-engage and trigger action to bring the vision to reality -being able to take the first step, initiated trainings/workshops/activities, involvement in entrepreneurial initiatives (reflected in number of business companies cooperated, yearly income rate of prison workshops) -identify and mobilize resources
	<i>Motivation</i>	-believing in yourself -having energy and will to accomplish goals
	<i>Risk Tolerance</i>	-make an risk analyses, takes account of the implications and risks of different options -being able to make a decision
	<i>Resiliency</i>	-cope with failure, have strength to overcome negative situations -cope with stress
Interpersonal skills	<i>Leadership</i>	-being able to make people follow you -being able to motivate people to give their best -being able to delegate work
	<i>Emotional Intelligence</i>	-self-awareness – being capable of analyzing personal strengths and weaknesses -self-regulation – being able to understand and control emotional impulses -motivation – desire and will to achieve a goal -empathy – considering and trying to understand others’ feelings -good social skills – ability to manage the relationships with others
	<i>Negotiation</i>	-being able to remain calm in tense situations -paying attention to both sides of the negotiation -looking for positive solutions, attempting with solutions -have knowledge about the rules of best communication in business world
	<i>Ethics</i>	-have respectfulness, integrity, fairness, truthfulness;
Critical and creative thinking	<i>Creative thinking</i>	-ability to see things from different perspectives (having a variety of solutions for the same problem) -thinking outside of the normal patterns or frameworks (thinking out-of-the-box)
	<i>Problem solving</i>	-easy to analyze a problem and finding solution, being able to forecast outcomes from each solution -recognize the different solutions -using methodical ways to identify best solutions and implementing the solution, adapting to change
	<i>Opportunities recognition</i>	-being aware of the context (links own work plans to achievement of local and Prison Service objectives) -being aware of constraints in the context -being able to identify gaps that need filling

Entrepreneurship skills	Components	Indicators
Practical skills	<i>Planning/organizing</i>	<ul style="list-style-type: none"> -making plan at work place, capacity to understanding notion like: budget, costs, profits, balance sheets, cash analysis, business plan -systematically organises own work to meet objectives, translates plans into action -capacity of organizing events, activities, projects at prison, missions regarding prison workshops and inmate products, feeling well in position to organise an activity with inmates(is it easy or difficult) -effectively manages and supervises activities and movements (clearly informs prisoners of their duties and responsibilities when supervising them, consistently tackles poor performance of prisoners) -capacity to involvement resources (organize fundraising campaign for prison, involvement of employers/training providers/ collaborators) - time management, having a good notion on time to be spent in each goal, focuses on priorities -being able to set attainable and measurable goals -takes personal responsibility for delivering results -foreseeing problems -capacity to providing employment mentoring for offenders (understanding of local labour market skills shortages) -capacity to providing entrepreneurial training for offenders
	<i>Decision making</i>	<ul style="list-style-type: none"> -knowledge of ways to evaluate options, assesses situations objectively -ability to choose from a variety of options -ensures that decisions are built on sufficient and objective evidence -belief in personal ability to choose the best option -takes decisions, appropriate to own level of authority, when they are needed -applies learning from previous mistakes and successes -uses own initiative to take preventative action -makes accurate judgements about what is needed and what will work, ensures decisions reflect Prison Service values, policies and plans

Annex 2

SELF ASSESSMENT OF PRISON STAFF TRAINING NEEDS SURVEY

Respondents' socio-demographic indicators

Gender: F M

Age: .. years old

Last graduated school:
 high school university,
 bachelor degree
 master degree
 doctorate

Job in the prison:
 security social
 reintegration/education
 administration top/middle
 management

How many years in the present job?

Country:

The present questionnaire was developed for the Project entitled “**Innovation, Development and Communication for a better education in Prison System**”, under the Erasmus+ Programme. The main goal of the project is to offer personal development training to the prison employees, adapted to their needs, regarding transversal skills: communication, ITC, teamwork, innovation and entrepreneurship. Data will not be used to evaluate the person, but only the training need.

Therefore, every item of this questionnaire is aimed to assess a specific training need of the respondents, in order for us to be able to design the best training that fits your developmental goals.

There are no good or bad answers, so don't spend too much time on one item. Just mark the first answer that comes to your mind and make sure you filled in all items.

Indicator (behaviour description)	How easy is for you to perform this behaviour?					How much training do you think you need in order to develop this behaviour?					How much training do you think your colleagues need in order to develop this behaviour?				
	I don't know	Not all	at a little	Enough	A lot	I don't know	Not all	at a little	Enough	A lot	I don't know	Not all	at a little	Enough	A lot
1 Efficient communication with inmates with special needs (they don't speak the national state language; low level of literacy; a certain level of disability, such as retard, dyslexia, autism, hypo auditory hearing etc.; prone to conflict etc.)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2 Efficient communication with inmates without special needs.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

3	To check the message I receive (by asking additional questions; by reading again the material, whenever possible etc.)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
4	Understanding the non-verbal language of those with whom I interact	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
5	Making sure, by alternative methods, that the written message I send was fully understood by others (by using graphs, schemas, pictograms; by reading loud the short messages etc.)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
6	Asking communication partner to request clarifications when he/she doesn't understand something	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
7	Using virtual space (internet, intranet, forums, e-learning, communities of practice) or professional software for communicating, at work, with other national or foreign specialists	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
8	Preference for working in a team (as opposed to working alone)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
9	Ease of working in a team (as opposed to working alone)															
10	Giving positive and negative feedback in a constructive way	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
11	Appraisal of other colleagues' contribution in the team I work in (praising others' value when they did a piece of qualitative work)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
12	Taking personal initiatives during the last year (writing projects, organizing activities etc.)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
13	Openness towards out of routine activities in the everyday work (learning new ways of doing things and using them in practice)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
14	Openness towards learning and using colleagues' good practices (things they do better or in a more efficient way)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
15	Taking responsibility for decisions involving a high level of risk	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

16	Openness towards learning something new (a foreign language; a new activity; a new practice; a new project etc.)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
17	Knowing the current labour market demands and taking them into account when training the inmates	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
18	Using the human resources (inmates) for offering services in the community	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
19	Using the time resource in carrying out the everyday activities (good time management)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
20	Planning the activities on short or medium term; organizing them; carrying them out and reorganizing them, if needed and if some initial data changed in the meantime (adapting to change)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
21	Coping with work place stress and outside stress (stress management)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
22	Negotiating with communication partners (colleagues, inmates, external partners etc.)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
23	Being in charge of an activity during the last year (projects; work place activities; formal or informal groups of colleagues etc.)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
24	Influence of your private situations from outside work in your interactions within the penitentiary environment (with colleagues and inmates)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
25	Tackling a problem, at work and in general (problem solving strategies)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
26	In case one inmate has a problem that needs solving, I am able to refer them to the competent persons, inside the prison or to external collaborators	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
27	Communication aiming to achieve agreement or consensus with colleagues or prisoners	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

28	Seeking to manage prisoners through co-operation (trying to defuse situations through persuasion before they result in disorder)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
29	Using basic Microsoft Office Word features at work (in order to: create a new document; open and edit an already existent document; print a document)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
30	Using basic Microsoft Office Excel features at work (in order to: create a new document; open and edit an already existent document; use various types of formulas and services available; print a document)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
31	Using Internet browsers (e.g. search engines to find information; safe searching options; downloading files from Web sites; using bookmarks/ favourites; capacity of discerning the validity of online information etc.)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
32	Using effectively the e-mail (sending and receiving e-mails; attaching files to outgoing e-mails; opening and saving files attached to incoming e-mails; forwarding emails; creating new contacts in address book; creating a list of contacts; sorting messages and files in created folders etc.)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
33	C o m m u n i c a t i n g information in a clear and concise manner, making logical arguments, with the right word selection, in order to be understood	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
34	Encouraging colleagues and inmates to adopt supportive behaviours (by offering and accepting support in demanding situations from other team members etc.)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

35	Creative approach in solving problems (looking at issues from different perspectives; brainstorming for solutions; generating new ideas and methods of work etc.)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
36	Working with feedback, using it for development (seeking feedback about own performance; evaluating own performance and seeking to improve; accepting feedback constructively and acting upon it etc.)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
37	Encouraging and supporting others in making changes (encouraging prisoners to take personal responsibility for their development for social reintegration; coaching colleagues for their improvement etc.)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
38	Ability to choose from a variety of options, by knowing how to evaluate alternatives (decision making)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
39	Capacity to motivate yourself (self-mobilizing energy and will to accomplish goals)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Thank you for your time!