Changing lives. Opening minds.

The European Union programme for education, training, youth and sport 2014-2020

Training course curriculum and program: "Develop prison staffs' innovation"

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INTRODUCTION

This intellectual product has been accomplished during the project "Innovation, Development and Communication for a better education in Prison System" - 2014-1-RO01-KA204-002936 (IDECOM), project implemented with financial support of the European Commission by the Erasmus + programme.

The project "Innovation, Development and Communication for a better education in the Prison System" is a strategic partnership for adult education, financed by the European Commission under the **Erasmus+** program.

The strategic partnership is formed of:

- Timisoara Penitentiary (Timisoara Prison) – Romania
- Universitatea de Vest (West University of Timisoara) - Romania
- Centrul pentru Promovarea Invatarii Permanente - Romania
- Department of Penitentiary Institutions - Moldova
- Qualify Just - IT Solutions and Consultancy Lda-Portugal
- General Directorate of Prisons and Detention Houses - Turkey
- European Organisation of Prison and Correctional Services - Netherlands
- Universidade da Beira Interior (BSafe LAB) - Portugal

The Project "Innovation, Development and Communication for a better education in Prison System" - 2014-1-RO01-KA204-002936 (IDECOM) aim is the development and implementation of new educational methods in the training of prison staff in transversal skills such as: communication, teamwork competences, ICT, innovation and entrepreneurship.

The project objectives are:

- identify common prison staff needs in the fields of transversal skills: communication, teamwork competences, ICT, innovation and entrepreneurship;
- develop three new innovative curricula, training programs and manuals for prison staff relevant in fields like: communication, teamwork competences, ICT, innovation and entrepreneurship;

  The most important expected results of this project are:
  - "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";

The project started with the evaluation of prison staff needs regarding transversal skills (communication, teamwork competences, ICT, innovation and entrepreneurship) and with the developing of the study "Staff training needs analysis study ". This study indicates the real needs of prison staff in the field of developing innovation skills.

Starting from the needs and also after analysing the existent training courses, the researchers from Qualify Just - IT Solutions and Consultancy Lda and Centru Pentru Invatare Permanenta (CPIP) drafted a curriculum initial proposal. Partners provided initial inputs which were integrated in the proposal.

The interim proposal for the curriculum was analysed and improved by participants from Romania, Hungary, Slovenia, Bulgaria and Czech Republic at the E1 Seminar organized on the 29-th October 2015 in Timisoara, Romania. The final proposal was also validated by participants from Turkey, Bulgaria, Greece, Georgia Azerbaijan and Kosovo that attended the Seminar organized on 28-th of January 2016 in Ankara, Turkey.

According to the curriculum, the partners jointly developed the training program (learner-centred and problem-based teaching and learning) comprehensive class, online and work-based sessions on: "Develop prison staffs' innovation".

Curriculum: "Develop prison staffs' innovation"

The present curriculum is organized in the framework of above-mentioned project. The current training course curriculum has a common structure, which can be adapted to different countries specifications, under a blended format and implying a "work based" approach. It reflects a joint development approach aiming at implementing new learning and teaching methods (new multidisciplinary curriculum, learner-centred and problem-based teaching and learning).

The training curriculum goes through several validation stages, including events, so stakeholders, trainers, user and beneficiaries contribute to consolidate and increase its value. In the present document we'll find: objectives, methodologies and techniques, the assessment process, the content of each skill, class sessions, online sessions, work-based sessions and trainees & trainers profile.

In this training we want to cover the targeted skill:

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

The present curriculum benefits from a skills needs analysis survey, based on a previous design skills blueprint, and applied in four countries to all prison services staff categories. The respondents were asked to self-assess their skill levels, their colleagues and their overall need for training. We highlight the following abilities or knowledge to be developed:

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

- Openness towards learning and use colleagues' good practices (things they do in more efficient way)

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

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

- Tackling a problem, at work and in general (problem solving strategies)

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

- 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.)

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

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

Trainees profile:

As foreseen in the survey the trainees should be prison staff from different categories, functions and levels, creating multidisciplinary teams that reflect the prison work context:

- Top and middle management (board, legal counselling, economics, health department, logistics and operations)
- Reintegration and education staff
- Guards
- Teachers and trainers
- Administrative or assistants

Prerequisites:

- Working in a prison environment
- Performing the self-assessment
- English ability to communicate: speaking, reading and understanding (for the course of the project)
- Willingness to participate
- Minimum basic school grade
- Minimum ability to work with computers (access to internet included)
- Permission to participate in transnational short term training events

Trainers profile:

The trainers can be prison staff with competencies in the fields of education and training, but also teachers/trainers from other organization. The trainees must have solid knowledge in the field of interactive techniques and must have experience in adult education.

Course aim:

The aim of the present course is to increase prison staff and key partners' readiness to understand, mobilize and manage a more efficient educational environment inside prisons. The participant will acquire more knowledge about innovation skill, process and its management. In this course participants will be able to identify the suitable tools to generate new ideas and turn them into pilot actions. They will develop controlled experiments to test if the initiatives and check if these respond to the identified improvement opportunities in the prison education system to enhance their potential.

Moreover, participants will be challenged to apply the knowledge, abilities and tools across a complete process, including identifying innovation opportunities, generating an idea, turning

them in initiatives, creating the pilot plan and measuring the degree of innovation added by these generated ideas. Participants will also have to generate an "introduction" plan for disseminating the innovative idea in their prison and in other prisons.

Learning objectives:

At the end of the course trainees will be able to:

- Understand the innovation concept and cycle, including its initial assessment, the several validation stages and dissemination and mainstreaming phases connected to prison environment
- Deal with the innovation levels, types and intensity measurement tools and technics to make easier to identify advantages and disadvantages
- Develop innovation an action plan, in the framework of organizing the openness and change management
- Possess creative problem solving technics and be familiar with using them in the contexts of crisis, urgent, contextual and structural situations
- Develop operational evaluation tools to measure initiatives results and impact linking them to the unit wider objectives and goals

Training modalities: adult training for professional and organizational improvement

Organization Format:

The training will comprise online sessions, class sessions and "on the job" implementation projects or activities. The training course will exceptionally include 5 days international programme with participants from 4 other countries[1].

Material and Learning Resources:

The materials and teaching resources include all materials and tools necessary for class or online session as well as the technical requirements of hardware and software for distance learning.

The training programs will include: objectives, methodologies and techniques, assessment process, each skill contents, class sessions plans, online sessions plans, work-based sessions (on the job), trainees profile, trainers profile, user manual and trainers manual.

Session plans will include a kit with: textbooks, PowerPoint presentations, active methods instructions (games, role-play, case studies, etc…), exercises, questionnaires, documents, videos, recommended bibliography, e-learning content (multimedia files, links, videos, etc…)

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[1] The international programme is only performed in the framework of IDECOM project

Spaces and respective requirements:

The training room must have 2 m² per person or adjusted to national certification standards. All training rooms must be equipped with video projector, audio columns, laptop, wireless connection, flip-chart, and other supplementary materials necessary to class performance and aligned with session plans.

The learning management system must be open source, usable by open source browsers and accessible by working laptop and PC using operating systems, which still have update from the creating companies.

The training rooms must have inside or nearby by food and beverages facilities for coffee breaks and lunches.

Training Program Content: "Develop prison staffs' innovation"

Program content:			

Modules / Contents	Components of the sessions	Workload (hours)		
		Class	**Online**	**Total Duration**
Innovation basics and prison context: concepts, drivers, types and cycle		**3**	**3**	**6**
Innovation cycle management and key major competencies		**3**	**6**	**9**
Innovation opportunities analysis: tools, schemes and options		**3**	**9**	**12**
Creating innovation friendly environment and culture (openness, motivation and influence)		**9**	**6**	**15**
Innovative ideas generation and evaluation methodologies: decision making, creative problem solving approaches, feedback, methods and technics		**12**	**6**	**18**
Designing controlled testing environment, processes and scenarios (piloting) - obtaining feedback (immediate, mid and long term)		**9**	**3**	**12**
Introduction and dissemination of new ideas: planning, implementing and evaluation		**6**	**12**	**18**
Education process innovation: applied project and actions		**45**	**0**	**45**

Detailed program content:			
Modules / Sessions	**Format**	**Hours**	**Contents Structure**
1. Innovation basics and prison context: concepts, drivers, types and cycle	**Blended**	**6**	
Theory about innovation essentials, key concepts and small individual exercises	**Online**	**3**	Webinar: Presentation with the definition of concepts Reading: Document about innovation Video about prison innovation case study
Exercises about innovation essentials and prison context approach Generated ideas and assessing the innovation	**Class**	**3**	Exercise 1: Innovation puzzle in prison context (Game) Exercise 2: Generating innovative ideas on prison education (workgroup)
2.Innovation cycle management and key major competencies	**Blended**	**9**	
Theory about innovation cycle: key phases and major competencies associated	**Online**	**3**	Webinar: Presentation with the definition of concepts and schemes Reading: Document about key competencies to manage innovation cycle 2 to 3 videos on innovation cycle and key major competencies

Exercises to clarify phases, identify competencies within team and setup strategic option to deal with innovation cycle	**Class**	**3**	Exercise 1: Design the innovation management model (Game) Exercise 2: Setup and organise the generic action to be implemented in each stage (workgroup) Exercise 3: Team competencies gaps (workgroup)
Consolidation of knowledge with "simulation" on presenting innovative ideas to "board"	**Online**	**3**	Assignment: Design and present the innovative idea (presentation) Reading: Wrap up and integrate (workgroup)
3. Innovation needs analysis: tools, schemes and options	**Blended**	**12**	
Theory about innovation needs and opportunities analysis	**Online**	**3**	Webinar: Presentation with the definition of concepts and schemes Assignment: Feedback on disadvantages and advantages of needs analysis methods (individual work)
Feedback using needs and opportunities analysis tools	**Online**	**3**	Assignment: Review ideas presented to "board" and identify problems and weaknesses' (workgroup)
Consolidate and integrate knowledge	**Online**	**3**	Reading: Document about analysing and selecting innovation (individual work) Innovation projects that have failed (individual work)
Exercises to clarify colleagues groups work, provide feedback and apply in real situation tools	**Class**	**3**	Debate: Reflecting views (role-play) Exercise: Solutions to weaknesses (case study)
4. Creating innovation friendly environment and culture	**Blended**	**15**	
Theoretic background about organisational innovation models and openness to change	**Online**	**3**	Webinar: Presentation with the definition of key concepts, schemes and prison systems culture Reading: Document about organisational innovation models (individual work) video on organisational innovation in prison systems or case studies (individual work)
Exercising the creation of innovation friendly environment	**Class**	**3**	Exercise 1: Design the change needed (workgroup) Exercise 2: Friendly moving laggards (role play) Debate: Innovative friendly environment and culture (exposure)
Triggering change and management it: motivation and learning	**Online**	**3**	Webinar: Presentation with the definition of concepts and schemes about change

			management and motivation techniques
			Reading: Document about change management in prison systems (project, case study or academic document)
			Assignment: Discover inner and external motivation triggers, (dis)advantages and strategies (individual work)
Motivate yourself and others for innovation, encouraging and supporting others	**Class**	**3**	Exercise 1: Motivation planning and persuasion implementation (workgroup)
			Role play: Capacity to motivate yourself (self-mobilizing energy and will to accomplish goals)-exposure
			Exercise 2: Discover other team motivation (stimulating environment and inner motivation)
Create a innovation environment: encouraging and support from others in making changes	**Class**	**3**	Exercise 1: Setting the environment - identify and engage with key stakeholders in innovation process (workgroup)
			Debate: Rewards and recognition to prison staff with innovative ideas, stimulate to develop new ideas (discussion in group)
			Exercise 2: Create the innovation environment action plan in turn of one idea (workgroup)
5. Innovative ideas generation methodologies and innovation opportunity evaluation	**Blended**	**18**	
Theoretic introduction on innovative ideas generation methodologies, techniques and processes	**Online**	**3**	Webinar: Presentation with the definition of key concepts, schemes
			Reading: Idea generation methods, techniques and process review
			2 to 3 videos on idea generation techniques
			Assignment: Create a idea generation process (simple approach)
Exercising ideas generation methods, techniques and processes	**Class**	**3**	Role play: Design and manage a idea generation process (1 per group)
Opportunity evaluation techniques, tools and problem solving approaches	**Online**	**3**	Reading 1: Presentation with the definition of key concepts, schemes
			Reading 2: Innovation opportunity evaluation techniques and tools review
			1 video on problem solving
			Reading 3: Problem solving case studies: in industry and in prison context
Evaluating generated ideas and applying creative problem solving approaches, methods and technics (1)	**Class**	**3**	Role play: Evaluating other colleagues ideas and identify problems
			Debate: Evaluation techniques and tools

Evaluating generated ideas and applying creative problem solving approaches, methods and technics (2)	**Class**	**3**	Exercise: Design creative approach to solve colleagues ideas problems
Evaluating generated ideas and applying creative problem solving approaches, methods and technics (3)	**Class**	**3**	Debate: Advantages and feasibility of problem solving techniques and tools
6. Designing controlled testing environment, processes and scenarios	**Blended**	**12**	
Theoretic basics about testing new ideas phase	**Online**	**3**	Webinar: Presentation with the definition of key concepts, testing models, schemes and main challenges Reading: Document about testing phase essentials, creating and controlling testing processes video on testing new ideas in prison systems (or case studies)
Creating the controlled testing environment, processes and scenarios	**Class**	**3**	Exercise 1: Pick the idea and provide the environment Debate: Complex environment and external variables Exercise 2: Setup the testing context: what, when, who, where and feedback
Dealing with uncertainty and dealing with failure	**Class**	**3**	Exercise 1: Find the testing gaps (case study) Debate: Myths about innovation and failure Exercise 2: Contingency planning and testing types
Assessing testing results and impact	**Class**	**3**	Exercise 1: Discovering the failure after testing and innovate upon what went wrong Exercise 2: Adjusting evaluation to testing process Debate: Assessing results and impact: measurement tools and timeline
7. Introduction and dissemination of new ideas: planning, implementing and evaluation	**Blended**	**18**	
Planning and evaluation the introduction of new ideas (1)	**Online**	**3**	Webinar: Introduction of new ideas planning and evaluating key concepts, schemes and tools
Planning and evaluation the introduction of new ideas (2)	**Online**	**3**	Reading: Document about introduction of new approaches in prison context Videos about „product" launch: failure and success
Exercise the introduction of new ideas	**Class**	**3**	Exercise: Designing a introduction plan

in your prison planning			Case study: Planning the introduction of a developed good practice
Introduction evaluation and dissemination planning and control (1)	**Online**	**3**	Document: Introduction evaluation and dissemination key concepts, schemes and tools Reading: Evaluating dissemination potential
Introduction evaluation and dissemination planning and control (2)	**Online**	**3**	Reading: Dissemination: from local to global Video: case studies on dissemination: failure and success
Exercise the introduction of new ideas in your prison evaluation and dissemination planning	**Class**	**3**	Case study: Planning the dissemination of a developed good practice Exercise: Assessing dissemination potential and creating suitable dissemination plan
8. Education process innovation: applied project and actions	**Class**	**45**	
Perform a complete cycle of innovation	**Class**	**45**	Exercise: From idea generation to dissemination planning Launch event: Present your innovation plan and start implementing (see coaching plan)
Pilot Innovative educational actions with inmates	**Work-based**	**45**	Implementing the pilot innovative educational actions with inmates
Coaching sessions	**Online and face-to face**	**45**	During the implementation the trainees will be coached by trainers directly or online.

Before starting trainers must organize an introduction module to present the training content, schedule and teach the trainees how to use the b-learning approach.

Introductive module	**Class**	**8**	
Introduction to innovation training course	**Class**	**3**	Presentation of the Innovation training course: objectives, format, schedule, groups' competencies, etc… Access to learning management system guidelines (manual using a b-learning approach) Evaluation sheet: expectations and objectives Icebreaker Game to present themselves and organise in workgroups

As already stated along the course programme this training course is based on a blended format (combination of online and class sessions), using a virtual environment, focusing primarily on active methods to support trainees on planning innovation actions. The active methods are supported by self-learning activities whereas trainees will be invited to explore the existent theoretic models and studies. The overall idea is to deliver a learning path in which trainees put the learning's into their professional context and acquire knowledge and experience. To know more about training methodology please consult Intellectual Output nº7-Conjoint Manual for "Develop prison staffs' innovation".

The evaluation will be based on: reaction evaluation, skills development self-evaluation and knowledge evaluation throughout a final exercise upon each module completion and the delivery of the final innovation plan proposal. To know more about training evaluation please consult Intellectual Output nº 7-Conjoint Manual for "Develop prison staffs' innovation".

Place of realization of the class sessions:

Each country to organise their own training.

Realization dates and hours of online sessions:

Dates of the online sessions as the training schedule.

Schedule:

Each hosting organization will prepare their schedule. Below is a template example for the training course schedule.

TITLE

Local:

Month																												
Days																												
Module	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S	S

Modules / Online Contents	Execution time Period	Chat Time	Modules / face Contents	Schedule	Trainer

Training Program Content development specifications

M0-Introduction to Training Course

Module 0	Session №	Pedagogical Resources	Task(s)[2]	Minimum Requirements
Introduction to Training Course	1	Presentation	Compile one presentation	• Course presentation with 10 to 15 slides: objectives, format, schedule, groups' competencies, etc…
		Assignment	Compile instructions	• Access to learning management system guidelines
		Evaluation	Initial evaluation	• Evaluation sheet: expectations and objectives
		Game	Create instructions	• Design a game for participants to present themselves and organise in workgroups • Workgroups must be organised in line with what is foreseen in project: multidisciplinary and hierarchical heterogeneity

M1 - Innovation basics and prison context: concepts, drivers, types and cycle

This module foresees 2 sessions, 1 class and 1 online.

Module 1	Session №[3]	Pedagogical Resources	Task(s)[4]	Minimum Requirements
M1 Innovation basics	O1	Presentation	Compile one presentation	• 30 slides on innovation key concepts, drivers, types and cycle • Slides in schemes and images, with storyboard on the notes to provide theoretical background • Basics about history; "why"; "what is"; "for what"; "modalities"; types;

Module 1	Session Nº[3]	Pedagogical Resources	Task(s)[4]	Minimum Requirements
				"management models"; "cycle"; drivers and innovation in prison context
		Document	Search and select one Create small exercise and template	• No more than 15 pages convening about innovation in prison context (preferably), can be also a project or case study • At the end present a small exercise focus on key concepts assimilation
		Video	Search and select one Create small exercise	• No more than 10 minutes preferable on innovation in prison settings case study (can be a project or a lecture – e.g. TEDx) • After viewing perform a small exercise focus on key concepts assimilation
				•
	C2	Game	Create a puzzle with key concepts	• This small game must build on concepts explored in the online session and add creative activities, invention, innovation, talent, inspiration, creativity (expressive, artistic, emerging, individual, group, science and technical) • The instructions to the trainer must emphasize the prison environment (challenges and innovative strategies) • The exercise should not take more than 45 minutes
		Workgroup	Create instructions Create one template	• Based on the key concepts create instruction to support groups in designing and evaluating new ideas • The template should cover at least idea description, innovation modality, cycle, type, management model, degree • Each proposal have to be about innovation in prison education settings, be share and receive feedback • The exercise should not take more than 45 minutes

M2 - Innovation cycle management and key major competencies

This module foresees 3 sessions, 1 class and 2 online.

Module 2	Session Nº[5]	Pedagogical Resources	Task(s)[6]	Minimum Requirements
M2 - Innovation cycle management and key major competencies	O1	Presentation	Compile one presentation	• 10 to 15 slides about innovation cycle • In schemes and images, with storyboard on the notes to provide theoretical background on innovation cycle (basics about key stages and within each stage what are their structures and highlights) and major competencies, namely: creativity; enterprising; openness to change; forecasting and managing change
		Document	Search and select one Instructions to exercise	• No more than 15 pages convening about key major competencies to innovation management • Must end with a small exercise focus on self-assessment (creating a self-assessment for colleagues). • Preferable on innovation in prison settings analysis (can be also a project or case study)
		Videos	Search and select (maximum three) Create instructions	• No more than 10 minutes each on innovation cycle and key major competencies (preferably focus on prisons: 1 case study; 1 project and 1 lecture – e.g. TEDx) • Small exercise focus on key concepts assimilation to be shared in one wiki page (each trainees must view 1 video)
	C2	Game	Create a cycle in pieces Create instructions	• This small game must build on innovation management models and stages, with the some features corresponding to each stage • Groups must organised the pieces according to a pre-selected model • The exercise should not take more than 30 minutes
		Workgroup	Create one template Create instructions	• Based on the innovation cycle stages create a "planning" template covering what action must be performed in each stage or step of the innovation cycle • Instruction must: support groups in planning their ideas development stages according to innovation cycle; workgroup have to be about innovation idea developed in previous

[5] Session have a standard duration of 3h, being class or online
[6] All partners must consider further translation tasks for pedagogical resources selected on IDECOM project

Module 2	Session Nº[5]	Pedagogical Resources	Task(s)[6]	Minimum Requirements
				module and each group to share with others and receive feedback • The exercise should not take more than 1h15 minutes
		Workgroup	Create instructions Create a template	• The instructions must support groups in identifying the competencies required for each stage and assigning roles (team and external members) • Workgroups identify the competencies gap and ask other groups to provide counselling on "how" to acquire needed competencies/skills • The exercise should not take more than 1 hour
	O3	Assignment	Create instructions	• Create a index and guidelines to built a presentation about generated ideas to be sent to the "organisation board" for feedback • No more than 10 slides
		Document	Search and select one Create one exercise instruction	• Document with no more than 15 pages convening about innovation cycle management options • Small exercise focuses on advantages and disadvantages of each innovation cycle management models and address the idea generated in module 1

M3 - Innovation opportunities analysis: tools, schemes and options

This module foresees 4 sessions, 1 class and 3 online.

Module	Session Nº[7]	Pedagogical Resources	Task(s)[8]	Minimum Requirements
ion opportunities analysis : tools, scheme	O1	Presentation	Compile one presentation	• 10 to 15 slides about needs analysis and opportunities selection methods (wide used and pointing to tools to be applied) • Slides in schemes and images, with storyboard on the notes to provide

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[7] Session have a standard duration of 3h, being class or online
[8] All partners must consider further translation tasks for pedagogical resources selected on IDECOM project

Module	Session Nº[7]	Pedagogical Resources	Task(s)[8]	Minimum Requirements
				theoretical background • Emphasize the importance of collecting and comparing data
		Assignment	Create instructions	• Trainees to research and deliver an advantage and disadvantage table on needs analysis and opportunities selection methods • Create an exercise template and provide feedback online (synchronous session)
	O2	Assignment	Create instructions and one template	• Trainees, in groups to analyse and deliver a review on different groups ideas, presented in former module • At the end of the table different groups must analyse the idea presented to the board in the previous module, select one needs analysis method and opportunity selection and using this method provide feedback to other groups • When peer reviewing, each group must also identify a set of 3 to 4 problems that must be solved by the group that generated the idea
	O3	Document	Search and select Create small exercise	• With no more than 15 pages and must convening about innovation opportunities analysis and selection • At the end perform a small exercise focus on integrating key concepts, schemes and tools
		Document	Search and select Create exercise	• No more than 10 minutes each on innovation projects that have failed • Small exercise instructions focus on identifying why projects failed and what could be done to prevent failure
	C4	Role-play	Create instructions	• This role-play must address the use of tools, groups must create their strategies based on these tools and at the end explain "why" they selected a specific tool or method • Put workgroups defending and criticising the previously peer reviewed ideas • Trainer instructions must emphasize the (dis)advantages of selected tools and

Module	Session Nº[7]	Pedagogical Resources	Task(s)[8]	Minimum Requirements
				openness to innovation and change • The exercise should not take more than 1h15 minutes
		Workgroup	Create instructions Create one template	• The instruction and template must guide participants to design solutions to problems raised in previous session (O 2) • Each group will then share the appointed solutions, the strengths and weaknesses and receive feedback • Trainer instructions must emphasize the collaborative work and the value of feedback and information to delivered "real" innovative projects • The exercise should not take more than 1h15 minutes

M4 - Creating innovation friendly environment and culture (openness, motivation and influence)

This module foresees 5 sessions, 3 class and 2 online.

Module	Session Nº[9]	Pedagogical Resources	Task(s)[10]	Minimum Requirements
M4 - Creating innovation friendly environment and culture (openness, motivation and influence)	O1	Presentation	Compile one presentation	• 10 to 15 slides about organisational innovation, change and learning culture • Slides in schemes and images, with storyboard on the notes to provide theoretic background: with the definition of key concepts, schemes and prison systems culture
		Document	Search & select one	• No more than 15 pages on organisational innovation models and must end with a small exercise focus on assessing organisational culture • Preferable with a case study about prison systems and culture
		Videos	Search and select (maximum three)	• No more than 10 minutes each on organisational innovation • Small exercise instructions focus on innovation culture in prison systems or

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[9] Session have a standard duration of 3h, being class or online
[10] All partners must consider further translation tasks for pedagogical resources selected on IDECOM project

Module	Session Nº[9]	Pedagogical Resources	Task(s)[10]	Minimum Requirements
			Create exercise	case studies
	C2	Workgroup	Create instructions Create a template	• Instruct groups to identify the change needed, "what is" and "what should be" a prison environment that nurtures innovation based on change management and organisational culture main dimensions and components • The exercise should not take more than 1 hour
		Role play	Create four situations (small case studies) Provide instructions to both sides (willing and resistant)	• Representing resistance to change • Role play "Friendly moving laggards" is focus on putting groups to work together on identifying, defining strategies and implementing dismantling resistance actions • Each group must be in both sides of change • The exercise should not take more than 1h15 minutes
		Debate	Define a guideline	• The guidelines must help trainer to collect key conclusions from previous activities and support the design of a Innovative friendly environment and culture in a prison • The exercise should not take more than 45 minutes
	O3	Presentation	Compile one presentation	• 10 to 15 slides on change management and motivation techniques • Slides in schemes and images, with storyboard on the notes to provide theoretic background: with the definition of key concepts, schemes and pointing out techniques to apply in prions environment
		Document	Search & select one document Create one exercise	• No more than 15 pages on change management in prison systems (project, case study or academic document) • Brief assessment of change management - prison education
		Assignment	Create instructions Create one template	• Must guide trainees to share results online for trainees to search about inner and external motivation triggers • Classify the (dis)advantages of motivation triggers of at least 3 strategies to be implemented in prison education context and trainees to upload their assignment online

Module	Session Nº[9]	Pedagogical Resources	Task(s)[10]	Minimum Requirements
	C4	Workgroup	Create instructions and one template	• The instruction and template must guide participants using previous knowledge to analyse the challenge for motivating the prison education and design motivation plan • Each group will then briefly present their plan, explain their options and receive feedback • The trainer must emphasize that the plan needs to address real existing problems in motivation • The exercise should not take more than 1 hour
		Role play	Create instructions	• This role-play must address the proper use of motivation techniques, strategies and tools. One group has a list of motivation techniques, strategies and tools and the other resistance behaviour and attitudes. The group must apply the proper measures to the observed resistance. • The instructions to the trainer must provide feedback about the matching obtained • The exercise should not take more than 1h15 minutes
		Workgroup	Create one template	• The template must guide participants to analyse the problems identified in the previous online assignment as opportunities and their needs to be covered • Each group will then share the appointed solutions, the strengths and weaknesses and receive feedback • The instructions to the trainer must emphasize the collaborative work and the value of feedback and information to delivered "real" innovative projects • The exercise should not take more than 1h15 minutes
	C5	Workgroup	Create instructions and one template	• The instruction and template must guide participants to identify key stakeholders for the creation of the innovation environment • Each group will then need to create and the actions and auxiliary materials:

Module	S_{ession} Nº[9]	Pedagogical Resources	Task(s)[10]	Minimum Requirements
				invitation letter, meeting agenda, communication elements (leaflet, etc…) to engage with identified stakeholders • The exercise should not take more than 1h15 minutes
		Debate	Create instructions, one agenda and guidelines	• To organise a debate focus on: "Stimulating innovative environment in prison" • Help the trainer to set the ground to conduct a discussion on "Rewards and recognition to prison staff with innovative ideas" stimulate to develop new ideas. • The guidelines must emphasize the use of previous debate in C2, M4 and exercise should not take more than 45 minutes
		Workgroup	Create the instructions and one template	• The instruction and template must guide participants to design a simple action plan that supports the creation of a innovative environment in prison education • The instructions to the trainer must emphasize the plan to address an idea or ideas previous presented by the group • The exercise should not take more than 1h15 minutes

M5 - Innovative ideas generation and evaluation methodologies: decision making, creative problem solving approaches, feedback, methods and technics

This module foresees 6 sessions, 4 class and 2 online.

Module 5	Session №[11]	Pedagogical Resources	Task(s)[12]	Minimum Requirements
M5 - Innovative ideas generation and evaluation methodologies: decision making, creative problem solving approaches, feedback, methods and technics	O1	Presentation	Compile one presentation	• 10 to 15 slides basics on innovative ideas generation methodologies, techniques and processes • Slides in schemes and images, with storyboard on the notes to provide theoretic background: with the definition of key concepts and schemes
		Document	Search and select one	• No more than 15 pages covering idea generation methods, techniques and process review and must end with the request to trainees post feedback at the online learning platform
		Video	Search and select (maximum three)	• No more than 10 minutes on idea generation methods, techniques and process review • Trainees discuss online viewed videos (at least 1 per trainee)
		Assignment	Create instructions and template for trainees to	• The instructions must guide participants throughout idea generation options (methods) presented previously (should be a simple idea)
	C2	Role play	Create instructions	• Each group must design one idea generation process based on individual work done in online session and using the same template • Afterwards must manage the process created (1 per group) • The generated ideas must be on prison education innovation and be collect to be reviewed at M8 first sessions
	O3	Presentation	Compile one presentation	• 10 to 15 slides on opportunity evaluation techniques, tools and problem solving approaches

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[11] Session have a standard duration of 3h, being class or online
[12] All partners must consider further translation tasks for pedagogical resources selected on IDECOM project

Modul e 5	Session Nº[11]	Pedagogical Resources	Task(s)[12]	Minimum Requirements
				• Slides in schemes and images, with storyboard on the notes to provide theoretic background
		Document	Search and select one Create instructions	• No more than 15 pages on innovation opportunity evaluation techniques and tools review • Small exercise to individually assess on idea generated in the training
		Video	Search and select one	• No more than 10 minutes and focus on problem solving • Exercise instructions focus on reflecting about problem solving in prison (how it is done)
		Document	Search and select two to three	• No more than 5 pages each • Must be problem solving case studies: in industry and in prison context (preferably) • Small exercise to individually identify problem and solving strategy(ies)
	C4	Role play	Create instructions Create a supporting template	• This role-play must address the use of tools to evaluating generated ideas • Using the created template groups must evaluate other colleagues ideas and identify problems • The exercise should not take more than 1h45 minutes
		Debate	Define one guideline	• The guidelines must help the trainer to collect key conclusions from previous activity and support the discussion about the feasibility and value of evaluation techniques and tools for prison education innovation • The debate should not take more than 1h30 minutes
	C5	Workgroup	Create instructions Create a template	• This workgroup must address the design of creative approaches to solve colleagues ideas problems • Instructions and template must emphasize that groups need to address previous session identified problems • The exercise should not take more than 3 hours
	C6	Debate	Define one guideline	• The guidelines must help the trainer to collect key conclusions from previous activity and support the discussion about the (dis)advantages and feasibility of

Module 5	Session Nº[11]	Pedagogical Resources	Task(s)[12]	Minimum Requirements
				problem solving techniques and tools • The debate should not take more than 3 hours

M6 - Designing controlled testing environment, processes and scenarios (piloting): obtaining feedback (immediate, mid and long term)

This module foresees 4 sessions, 3 classes and 1 online.

Module 6	Session Nº[13]	Pedagogical Resources	Task(s)[14]	Minimum Requirements
M6 - Designing controlled testing environment, processes and scenarios (piloting): obtaining feedback (immediate, mid and long term)	O1	Presentation	Compile one presentation	• 10 to 15 slides • Slides in schemes and images, with storyboard on the notes to provide theoretic background • Basics on designing controlled testing environment, processes and scenarios
		Document	Search and select one	• No more than 15 pages on testing phase essentials, creating and controlling testing processes • Reading synthesis sheet: 1 sheet with main ideas and concepts submitted online
		Video	Search & select (maximum three)	• No more than 10 minutes • 2 to 3 videos focus on testing new ideas in prison systems (education or training) • Exercise instructions focus on identifying key challenges
	C2	Workgroup	Create instructions Create one template	• The "Pick the idea and provide the environment" workgroup must address the challenge to setup the proper environment to test an innovative idea • Instructions and template must emphasize that groups need to address previous session identified ideas • The exercise should not take more than 45 minutes

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[13] Session have a standard duration of 3h, being class or online
[14] All partners must consider further translation tasks for pedagogical resources selected on IDECOM project

Module 6	Session Nº[13]	Pedagogical Resources	Task(s)[14]	Minimum Requirements
		Debate	Define one guideline	• The guidelines must help the trainer to collect key conclusions from previous activity and support the discussion about testing in "Complex environments and monitoring external variables" • The debate should not take more than 1h15 minutes
		Workgroup	Create instructions Create a template	• The "Setup the testing context" workgroup must guide the group to organise a testing plan based on previous generated ideas and specify what, when, who, where and feedback • The created template must be the same to be used on M8 • The exercise should not take more than 1h15 minutes
	C3	Workgroup	Create instructions Search and select a case study	• The "Find the testing gaps (case study)" workgroup must address dealing with uncertainty and with failure • The exercise should not take more than 45 minutes
		Debate	Define one guideline	• The guidelines must help the trainer with information about innovation and failure conclusions • The trainer must emphasize the myths about innovation, ensuring that it is understood that most innovation attempts fail • The debate "Myths about innovation and failure" should not take more than 1h15 minutes
		Workgroup	Create instructions Create a template	• The "Contingency planning and testing types" workgroup must guide the group to assess risk and set contingency action • The created template must be the same to be used on M8 • The exercise should not take more than 1h15 minutes
	C4	Workgroup	Create instructions Search and select a case study	• Using the "Find the testing gaps (case study)" workgroups must provide a review presenting ideas on how to innovate upon what went wrong • The exercise should not take more than 45 minutes
		Workgroup	Create	• The "Adjusting evaluation to testing process" exercise must put workgroups to

Module 6	Session Nº[13]	Pedagogical Resources	Task(s)[14]	Minimum Requirements
			instructions Create a template	define evaluation plan to at least 2 testing plans, defined in previous sessions and the compare with other groups • The exercise should not take more than 1h30 minutes
		Debate	Define guideline for trainers	• The guidelines must help the trainer with information about assessing results and impact: measurement tools and timeline • The trainer must emphasize the value of obtaining information in proper time about what is being tested • The debate "Assessing results and impact" in prison education innovation should not take more than 1h15 minutes

M7 - Introduction and dissemination of new ideas: planning, implementing and evaluation

This module foresees 6 sessions, 2 class and 4 online.

Module	Session Nº[15]	Pedagogical Resources	Task(s)[16]	Minimum Requirements
M7 - Introduction and dissemination of new ideas: planning, implementing and evaluation	O1	Presentation	Compile one presentation	• 10 to 15 slides • Slides in schemes and images, with storyboard on the notes to provide theoretic background • Basics on planning and evaluation the introduction of new ideas
	O2	Document	Search and select one	• No more than 15 pages on introduction of new approaches phase essential (preferably about prison education context) • Reading synthesis sheet: 1 sheet with main ideas and concepts submitted online
		Video	Search & select	• No more than 10 minutes

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[15] Session have a standard duration of 3h, being class or online
[16] All partners must consider further translation tasks for pedagogical resources selected on IDECOM project

Module	Session Nº[15]	Pedagogical Resources	Task(s)[16]	Minimum Requirements
			(maximum three)	• 2 to 3 videos focus on „product" launch: failure and success in prison systems (education or training) - preferably • Exercise instructions focus on identifying key challenges
	C3	Workgroup	Create instructions Create one template	• Must guide the group to design an introduction plan based on previous generated ideas • The created template must be the same to be used on M8 • The exercise should not take more than 1h20 minutes
		Workgroup	Create instructions Search and select a case study	• The "Planning the introduction of a developed good practice (case study)" workgroup must address challenges about embedding a good practice • The exercise should not take more than 1h20 minutes
	O4	Document	Compile one document	• 10 to 15 pages or slides • Slides in schemes and images, with storyboard on the notes to provide theoretic background • Basics on introduction evaluation and dissemination
		Document	Search and select one	• No more than 15 pages on evaluating dissemination potential essentials (preferably about prison education context) • The document must to explain the components of a dissemination plan
	O5	Document	Search and select one Create a template	• No more than 15 pages on "Dissemination: from local to global" essentials (preferably about prison education context) • The template must allow the evaluation of dissemination potential on previous generated ideas
		Video	Search & select one	• No more than 10 minutes • 1 video focus on dissemination: failure and success in prison systems (education or training) - preferably • Exercise instructions focus on identifying key success factors
	C6	Workgroup	Create instructions Create one	• Using the case study in C3, trainees must now be guided through the planning the dissemination of a developed good practice

Module	S_{ession} $Nº^{15}$	Pedagogical Resources	Task(s)^{16}	Minimum Requirements
			template	• The created template must be the same to be used on M8 • The exercise should not take more than 1h20 minutes
		Workgroup	Create instructions Create one template	• The groups will now assess the dissemination potential of 1 idea generated within the training course session and define a suitable dissemination plan • The created template must be the same to be used on M8 • The exercise should not take more than 1h20 minutes

M8 - Education process innovation: applied project and actions

This module foresees 15 sessions, in class

Module	S_{ession} $Nº^{17}$	Pedagogical Resources	Partner Task(s)^{18}	Minimum Requirements
M8 - Education process innovation: applied project and actions	C1	• Workgroup	• N/a template was already produced	• The workgroup(s) must work on the Opportunity phase
	C2	• Workgroup	• N/a template was already produced	• The workgroup(s) must conclude the Opportunity phase
	C3	• Workgroup	• N/a template was already produced	• The workgroup(s) must work on Idea generation phase
	C4	• Workgroup	• N/a template was already produced	• The workgroup(s) must conclude Idea generation phase
	C5	• Workgroup	• N/a template was already produced	• The workgroup(s) must work on the Development phase
	C6	• Workgroup	• N/a template was already produced	• The workgroup(s) must conclude the Development phase
	C7	• Workgroup	• N/a template was already produced	• The workgroup(s) must work the testing phase
	C8	• Workgroup	• N/a template was already produced	• The workgroup(s) must conclude the testing phase
	C9	• Workgroup	• N/a template was already produced	• The workgroup(s) must work the Introduction phase
	C10	• Workgroup	• N/a template was already produced	• The workgroup(s) must conclude the Dissemination phase

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[17] Session have a standard duration of 3h, being class or online
[18] All partners must consider further translation tasks for pedagogical resources selected on IDECOM project

Module	Session Nº[17]	Pedagogical Resources	Partner Task(s)[18]	Minimum Requirements
	C11	• Group pitch	• N/a template was already produced	• The workgroup(s) must design their presentation and communication plan and present to colleagues
	C12	• Group pitch	• N/a template was already produced	• The workgroup(s) must design their presentation and communication plan and present to colleagues
	C13	• Launch event	• Create agenda and invitation and feedback forms	• Present your innovation plan and start implementing (see coaching plan)
	C14	• Review	• Update the plans	• Update the plan and schedule coaching plans
	C15	• Review	• Update the plans	• Update the plan and schedule coaching plans

CONCLUSIONS

Training Course Curriculum and Program „Develop Prison Staffs' Innovation" was conjointly developed by partner organizations during the implementation of the project" Innovation, Development and Communication for a better education in Prison System" - 2014-1-RO01-KA204-002936 (IDECOM). This intellectual output also included opinions and suggestions of prison services experts from the partnership countries and other different European countries involved in the validation sessions or multiplier events.

These results of the IDECOM project will be used by trainers and researchers to develop the Training Course Manual "Develop Prison Staffs' Innovation" and to pilot the national training courses with prison staff from Romania, Turkey, Portugal and Moldova.

Training Course Curriculum and Program is flexible and accessible in order to be adapted and used to also train prison staff from other countries.

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