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

# "Entrepreneurship for prison staff" training course curriculum and program



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

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## INTRODUCTION

During the last years, prison systems from almost all the European countries were confronted with multiple challenges such as: new laws, new rules and economical crises. All of these challenges affected all prison staff, not only the managers. The prison employees must adapt rapidly and responsibly to new situations. They need to develop their capacity of risk and decision management, they must better understand the process structure, starting from needs to find solutions. They need to increase the capacity to plan and organize the actions.

European prisons, in many cases, are understaffed institutions. This situation generated higher pressure on the prison staff and they need to learn more about time and stress management. The real situation presented above was a starting point in developing the project "Innovation, Development and Communication for a better education in Prison System" - 2014-1-RO01-KA204-002936 (IDECOM). One objective of this project was to develop three new and innovative curricula, training programs and manuals for prison staff, relevant in fields like: communication, teamwork competences, ICT, innovation and entrepreneurship.

This intellectual product „Training course curriculum and program: Entrepreneurship for prison staff" 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 + program.

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 first step in implementation of the project was evaluation of prison staff needs regarding transversal skills, included the entrepreneurship skills. The results of this evaluation was included in the "Staff training need analysis study "documents and indicates the real needs in the field of developing entrepreneurship skills.

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

The interim proposal for the curriculum was analyzed 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 "Entrepreneurship for prison staff".

## Curriculum: "Entrepreneurship for prison staff"

The present curriculum is organized in the framework of the project IDECOM. The current training course curriculum about entrepreneurship has a common structure, which can be adapted to different countries specifications, under a blended format and implying a “work based” approach. The intellectual output is the result of conjoint development focus on implementation of new learning and teaching methods, centred and on problem-based teaching and learning. The curriculum is aimed to developing prison staff entrepreneurial skills.

The training curriculum about entrepreneurship goes through several validation stages, including some 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, 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:

- Entrepreneurship: 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.

The present curriculum benefits from a skills needs analysis survey developed in the same project, based on a previous design skills blueprint, and applied in four countries to all prison services staff categories. The prison staff involved in this study self-assessed their skill levels, need of training but also their colleagues skills.

The study's results show that the next abilities or knowledge must be developed:

- 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)
- Being in charge of an activity during the last year (projects; work place activities; formal or informal groups of colleagues etc.)
- Taking personal initiatives during the last year (writing projects, organizing activities etc.)
- Using the time resource in carrying out the everyday activities (good time management)
- Using the human resources (inmates) for offering services in the community
- Taking responsibility for decisions involving a high level of risk
- Knowing the current labour market demands and taking them into account when training the inmates
- Coping with work place stress and outside stress (stress management)

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

### **Trainees profile:**

Taken into consideration the results of study the trainees will be prison staff following in different categories, functions and levels, creating multidisciplinary teams reflecting 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 (this prove the training need)
- English ability to communicate: speaking, reading and understanding (only for the course organised during the project time)
- Willingness to participate
- Minimum basic school grade
- Minimum ITC skills (access to internet included)
- Permission to participate in transnational short term training events (only for the course organised during the project time)

### **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 experience in adult education.

### **Course aim:**

The aim of the present course is to increase prison staff and key partner's readiness to understand, mobilize and manage a more efficient educational environment inside prisons. The participant will acquire more knowledge about entrepreneurship skills and process in prison context. In this course trainees will be able to identify the suitable tools to create

initiatives and orient them to address the prison education system and process needs.

The trainees will be challenged to apply the knowledge, abilities regarding entrepreneurship and tools in a full process, including of identifying a need, creating a solution for it, mobilize resources, implement and evaluate the generated value as well as creating the impact measurement system.

### **Learning objectives:**

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

- Understand entrepreneurship the linkage to business environment, risk taking, having in mind the generation of value, in new products or services and the connection with prison environment
- Deal with the needs assessment tools and processes, sharing with colleagues and setting a priority sequence
- Develop plans the necessary activities to introduce changes and manage the change process at prison unit level
- Identify available and absent internal resources, creating actions to mobilize external resources to ensure planned activities feasibility through consortiums with public and private partners
- Identify risks and develop contingency plans to clarify procedure to enforce increasing awareness about risk taking involved
- Increase knowledge and abilities to deal with stress and time management in order to incorporate time consumed in transition between previous activities and those new introduced
- Create cooperation, resources and network charts that sustain the partnership inducing strategy
- 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 be in blended format, comprise online sessions, class sessions and in the workplace "on job" implementation projects or activities. The training course will exceptionally include 5 days international programme with participants from 4 other countries<sup>1</sup>(only for training developed during the project).

### **Material and Learning Resources:**

The pedagogical resources needed for develop the entrepreneurship training includes

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<sup>1</sup> The international programme is only performed in the framework of IDECOM project



materials and teaching resources and will be used for class or online session. Also for developing the online sessions are necessary to have technical requirements of hardware and software for distance learning.

The training programs will include: objectives, methodologies and techniques, assessment process, class sessions plans, online sessions plans, work-based sessions (on 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...)

#### **Spaces and respective requirements:**

The entrepreneurship training room must to have minimum 2 m<sup>2</sup> per person or this requirement will be 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 food and beverages facilities for coffee breaks and lunches.

## Training Program Content:

Program content:				
Modules / Contents	Components of the sessions	Workload (hours)		
		Class	On-line	Total Duration
Entrepreneurship basics and prison context		3	3	6
Idea generation process: from needs to solutions		9	6	15
Planning initiatives, tasks, roles and responsibilities definitions		6	6	12
Time & stress management techniques		6	3	9
Cooperation in management process, techniques and tools		6	6	12
Risk & decision management: identification, evaluation and contingency planning		6	6	12
Emotional Intelligence and the entrepreneurial abilities		6	6	12
Evaluation process design, monitoring and decision making		3	9	12
Education process improvement: applied project and actions		45	0	45

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

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

Modules / Sessions	Format	Hours	Contents Structure
<b>1. Entrepreneurship basics and prison context</b>	<b>Blended</b>	<b>6</b>	
1.1 Introduction; definition of concepts entrepreneurship basics	<b>Online</b>	<b>3</b>	Webinar: Presentation with the definition of concepts entrepreneur, entrepreneurship,

Modules / Sessions	Format	Hours	Contents Structure
			entrepreneurial skills, entrepreneurial process; Reading document: document about entrepreneurial process; Video/TV: show about "interview with successful entrepreneur"(case study);
1.2 Entrepreneurship basics and prison context	<b>Class</b>	<b>3</b>	Case study: identify entrepreneurial skills reflected in preview video; Debate: Which entrepreneurial skills are important for different prison staff category? (workgroup) Exercise: identify of steps from entrepreneurial process(workgroup);
<b>2. Idea generation process: from needs to solutions</b>	<b>Blended</b>	<b>15</b>	
2.1 Identifying needs, analysis of opportunities	<b>Online</b>	<b>3</b>	Webinar: presentation about identifying needs and analysis of opportunities for business; Assignment: presentation of market assessment study (exemplification); Video: presentation of successfully business;
2.2 From needs and opportunities to solutions	<b>Online</b>	<b>3</b>	Webinar: presentation about idea generation process starting from needs; Reading: document about business idea generation process; Video: movie "Voluntary management program"- from needs to solutions;
2.3 Identifying needs in prison system	<b>Class</b>	<b>3</b>	Exercise1: view prison as "providing education services company" for inmates and describe the educational services provided (working group); Exercise 2: Identifying the prison education needs (brainstorming); Exercise 3: identify needs regarding education of inmates in entrepreneurial field (working group);
2.4 Identifying and analyse of opportunities -exercises	<b>Class</b>	<b>3</b>	Game: finding opportunities; Exercise1: view prison as "providing education services company" for inmates and identify opportunities for developing existent educational services (working group); Exercise 2: select the opportunities adequate for education of inmates in entrepreneurial field (working group);

Modules / Sessions	Format	Hours	Contents Structure
2.5 Identifying solutions in prison context	Class	3	<p>Game: identify solutions;</p> <p>Exercise1: evaluation of identified needs regarding education of inmates in entrepreneurial field and selection of two most important needs; (working group);</p> <p>Exercise2: viewing prison as "providing education services company" for inmates in field of entrepreneurship, taking into consideration the most important two needs identified before and opportunities, and generate two solutions as business ideas; (working group);</p>
<b>3. Planning initiatives, tasks, roles and responsibilities definitions</b>	<b>Blended</b>	<b>12</b>	
3.1 planning initiatives	Online	3	<p>Webinar: Planning of business;</p> <p>Webinar: techniques to promote business (presentation);</p> <p>Reading: document with examples of business plan and marketing plan;</p>
3.2 Planning activities in prison context	Class	3	<p>Exercise1: viewing prison as "providing education services company" for inmates in field of entrepreneurship, developing business plan for two preview generated idea (working group);</p> <p>Exercise 2: developing marketing plan for two preview generated business idea (working group);</p>
3.3 Human resources management	Online	3	<p>Webinar: presentation about high performing teams: decision making, roles, responsibilities and shared task ;</p> <p>Reading: document about staff satisfaction and motivation in prison system;</p> <p>Webinar: presentation about high performing team members profile, identification, recruitment and retention</p>
3.4 Roles and responsibilities definitions and share tasks	Class	3	<p>Test: Roles and responsibilities in group;</p> <p>Exercise 1:analyse previous planning, make a team, organise its roles, tasks and responsibilities (working group);</p> <p>Exercise 2:analyse previous exercise and identify the necessary skills to each role, identify team strengths and weaknesses and define strategies answer those weaknesses (working group);</p>

Modules / Sessions	Format	Hours	Contents Structure
<b>4. Time &amp; stress management techniques</b>	<b>Blended</b>	<b>9</b>	
4.1 Time and stress management	<b>Online</b>	<b>3</b>	<p>Webinar: Presentation about time management (concepts, techniques to save your time, techniques for time planning, mind mapping, manager's checklist, spreadsheets, gold rules of time management);</p> <p>Webinar: Presentation about stress management (concepts, techniques for reducing stress, techniques to avoid burnout)</p> <p>Reading: document about stress in prison environment;</p>
4.2 Techniques for time management	<b>Class</b>	<b>3</b>	<p>Game: to establishing priorities;</p> <p>Exercise 1: on preview developed plans doing timeline of activities using Gantt graphic (working group);</p> <p>Exercise 2: developing timeline of promotional activities from preview marketing plans using Gantt graphic (working group);</p>
4.3 Techniques for reducing stress	<b>Class</b>	<b>3</b>	<p>Survey about stress assessment;</p> <p>Exercise 1: relaxation techniques-exemplification (working group);</p> <p>Exercise 2: techniques to avoid burnout exemplification (working group);</p>
<b>5. Cooperation in management process, techniques and tools</b>	<b>Blended</b>	<b>12</b>	
5.1 Cooperation in management process, techniques and tools: mobilizing internal and external resources	<b>Online</b>	<b>3</b>	<p>Webinar: Presentation about management process;</p> <p>Webinar: Presentation about cooperation techniques and tools (mobilizing internal and external resources);</p> <p>Video: movie " Involvement of employers in the prison";</p>
5.2 Cooperation in prison context	<b>Class</b>	<b>3</b>	<p>Debate: Gaps in prison context cooperation;</p> <p>Role-play: mobilizing internal resources in prison education;</p> <p>Role-play: mobilizing external resources for education in prison;</p>
5.3 Negotiation	<b>Online</b>	<b>3</b>	Webinar: Negotiation process and techniques

Modules / Sessions	Format	Hours	Contents Structure
			Reading: agreements results of negotiation Video/TV shows with examples of negotiation in business
5.4 Negotiation in prison context	<b>Class</b>	<b>3</b>	Role-play: exercises for negotiation in prison ; Role play: exercise to negotiate a protocol for collaboration in prison education; Debate: analyse and distinguish between standard negotiation and prison negotiation;
<b>6. Risk &amp; decision management: identification, evaluation and contingency</b>	<b>Blended</b>	<b>12</b>	
6.1 Identifying and evaluation of risks	<b>Online</b>	<b>3</b>	Webinar: Presentation about risk management; Reading: document about Identifying and evaluation of risks; Video: risk management in project implementation
6.2 identification and evaluation of risks -exercises	<b>Class</b>	<b>3</b>	Exercise1: identify the risks for two previewed generated idea for entrepreneurial education; Exercise 2: evaluate the risks for two previewed generated idea for entrepreneurial education;
6.3 Contingency plan	<b>Online</b>	<b>3</b>	Webinar: Presentation about contingency plan; Reading: document as example of contingency plan and explanation of plan; Video: intervention in crises;
6.4 Made a contingency plan regarding risks	<b>Class</b>	<b>3</b>	Game: How we react in risk situation? Exercise 1: developing contingency plans regarding risks identified before;
<b>7. Emotional Intelligence and the entrepreneurial abilities</b>	<b>Blended</b>	<b>12</b>	
7.1 Entrepreneurial skills	<b>Online</b>	<b>3</b>	Webinar: Entrepreneurial profile, skills, risk taking and sense of initiative- presentation (definition, description); Reading document: The characteristics and skills of a successful entrepreneur; Online test: testing my entrepreneurship skills;
7.2 Exercises to developing entrepreneurial skills	<b>Class</b>	<b>3</b>	Exercise1: developing sense of initiative and risk taking(case-study) Exercise 2: developing ability to lead others(role-play) Exercise3: developing ability to motivate

Modules / Sessions	Format	Hours	Contents Structure
			others(role-play)
7.3 Emotional intelligence and entrepreneurial abilities	Online	3	Webinar: Emotional intelligence and entrepreneurial abilities; Reading document: How to developing emotional intelligence? Reading document: assertively and empathy;
7.4 Increase emotional intelligence	Class	3	Exercises : developing the capacity to effectively manage their negative emotions (developing capacity to expressing difficult emotions); Exercise3: developing the ability to be proactive not reactive;
<b>8. Evaluation process design, monitoring and decision making</b>	<b>Blended</b>	<b>12</b>	
8.1 Evaluation process design	Online	3	Webinar: Presentation about evaluation process design; Reading: Example of evaluation plan; Reading: Specific aspects of prison management;
8.2 Monitoring -definition, steps, tools	Online	3	Webinar: Monitoring- definition, steps, tools; Reading: document with example of monitoring tools; Test: Testing online free project management tool;
8.3 Decision making-definition, steps, tools	Online	3	Webinar: Decision making-definition, steps, tools; Reading: Decision making process in business; Video: TV debate about decision making;
8.4 Exercises for evaluation of process, monitoring of process, decision making	Class	3	Exercise 1: planning of evaluation; Exercise2: planning of monitoring; Role-play: How good are you at making decisions?
<b>9. Education process improvement: applied project and actions</b>	<b>Class</b>	<b>45</b>	
9.1 Planning pilot education actions with inmates	Class	45	Workgroups: Designing two plans for pilot educational actions with inmates in fields of improvement entrepreneurship skills. Launch event: Present action plans
9.2 Pilot educational actions with inmates	Work-based	45	Implementing the pilot educational actions with inmates planned before

Modules / Sessions	Format	Hours	Contents Structure
9.3 Coaching sessions	Online/ face-to face	45	During the implementation the trainees will be coached by trainers directly or online.

**Training Methodology:** Description of the methodologies used in the training process, appropriate to the objectives, form of organization, the modality and the respective content.

This training course is based on blended format, that means will be the combination of online and class sessions. For online sessions the trainees and teachers will be use a virtual environment-learning management system platform (O6) developed in the IDECOM project. The class activities will be focus primarily in using the active methods for adult education. The training contain also work-based activities and for that teachers offer support to trainees on planning educational actions and coaching. 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 into their professional context learning's and acquire knowledge and experience. To know more about training methodology please consult Intellectual Output nº 8- Conjoint Manual for "Entrepreneurship for prison staff".

**Evaluation Methodology:** Description of evaluation methods to be used and their ratings to assign compared to evaluation results.

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 plan proposal. To know more about training evaluation please consult Intellectual Output nº 8 - Conjoint Manual for "Entrepreneurship for prison staff".

**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 own 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 Nº	Pedagogical Resources	Task(s)	Minimum Requirements
Introduction to Training Course	C1	• Presentation	• Compile 1 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 - Entrepreneurship basics and prison context

Module 1	Session Nº <sup>2</sup>	Pedagogical Resources	Task(s)	Minimum Requirements
M1 - Entrepreneurship basics and prison context	O1	• Presentation	• Compile 1	• 10 to 15 slides on about entrepreneurship key concepts, with the definition of concepts entrepreneur, entrepreneurship, entrepreneurial skills, entrepreneurial process • Slides in schemes and images, with storyboard on the notes to provide theoretical background
		• Document	• Search information and developing the document	• No more than 15 pages about entrepreneurial process • Contain minimum one example of entrepreneurial process from business world

<sup>2</sup> Session have a standard duration of 3hours, being class (C) or online (O)

Module 1	Session No <sup>2</sup>	Pedagogical Resources	Task(s)	Minimum Requirements
		<ul style="list-style-type: none"> <li>• Video</li> </ul>	<ul style="list-style-type: none"> <li>• Search and select 1</li> </ul>	<ul style="list-style-type: none"> <li>• No more than 10 minutes preferable video/TV show about "interview with successful entrepreneur (case study for next class activity)</li> </ul>
	C2	<ul style="list-style-type: none"> <li>• Case-study</li> </ul>	<ul style="list-style-type: none"> <li>• Create instructions</li> <li>• Create a survey</li> </ul>	<ul style="list-style-type: none"> <li>• The instructions to identify entrepreneurial skills reflected in previewed video and barriers to entrepreneurship in prison</li> <li>• The survey will be focused on previewed video</li> <li>• The exercise should not take more than 30 minutes</li> </ul>
		<ul style="list-style-type: none"> <li>• Debate</li> </ul>	<ul style="list-style-type: none"> <li>• Define a guideline</li> </ul>	<ul style="list-style-type: none"> <li>• The guidelines must help trainer to organize the debate and collect key conclusions about subject "Which entrepreneurial skills are important for different prison staff category? "</li> <li>• The exercise should not take more than 1 hour</li> </ul>
		<ul style="list-style-type: none"> <li>• Working group</li> </ul>	<ul style="list-style-type: none"> <li>• Search and select the case study</li> <li>• Create instructions</li> <li>• Create template</li> </ul>	<ul style="list-style-type: none"> <li>• Select the case-study which present the entrepreneurial process</li> <li>• Instruction must: support trainer to organize the group activities and support trainees in identifying the steps of entrepreneurial process</li> <li>• The template must support the trainees to write the steps</li> <li>• The exercise should not take more than 1h30 minutes</li> </ul>

## M2 - Idea generation process: from needs to solutions

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

Module 2	Session No <sup>3</sup>	Pedagogical Resources	Task(s)	Minimum Requirements
	O1	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Compile 1</li> </ul>	<ul style="list-style-type: none"> <li>• 10 to 15 slides about identifying needs and analysis of opportunities</li> <li>• In schemes and images, with storyboard on the notes to provide theoretical</li> </ul>

<sup>3</sup> Session have a standard duration of 3h, being class or online

Module 2	Session Nº3	Pedagogical Resources	Task(s)	Minimum Requirements
				background
		<ul style="list-style-type: none"> <li>• Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Search and select 1 document</li> <li>• Create survey for homework</li> </ul>	<ul style="list-style-type: none"> <li>• No more than 15 pages document which present a simple market assessment case study</li> <li>• Must create a survey as exercise focus on identify needs presented in market assessment study</li> </ul>
		<ul style="list-style-type: none"> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• Search and select</li> <li>• Create template</li> </ul>	<ul style="list-style-type: none"> <li>• Search and select video “Business ideas presentation pitch”, no more than 15 minutes</li> <li>• Create instruction and template for homework focus on analyse the video, regarding identify the indicators of success</li> </ul>
	O2	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Compile 1</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation with 10 to 15 slides about idea generation process starting from needs to evaluation</li> <li>• In schemes and images, with storyboard on the notes to provide theoretical background</li> </ul>
		<ul style="list-style-type: none"> <li>• Document</li> </ul>	<ul style="list-style-type: none"> <li>• Search &amp; select 1</li> <li>• Create 1 exercise instruction</li> </ul>	<ul style="list-style-type: none"> <li>• No more than 15 pages document which present business idea generation process and an example about that (case-study)</li> <li>• Must create a template as exercise focus on identify in document the steps of idea generation process</li> </ul>
		<ul style="list-style-type: none"> <li>• Video</li> </ul>	<ul style="list-style-type: none"> <li>• Translate movie</li> <li>• Create template</li> </ul>	<ul style="list-style-type: none"> <li>• Prepared movie: “Voluntary management program”: from needs to solutions, to be used as pedagogical resource</li> <li>• Create instruction and template for homework focus on analyse the video, regarding identify needs and finding solutions</li> </ul>
	C1	<ul style="list-style-type: none"> <li>• Working group</li> </ul>	<ul style="list-style-type: none"> <li>• Create instructions</li> <li>• Create template</li> </ul>	<ul style="list-style-type: none"> <li>• Instruction must to describe the exercise and how to organize the group: Generate ideas for prison as “providing education services company” for inmates and task will be to describe services provided;</li> <li>• The template is for pick-up information</li> </ul>

Module 2	Session Nº3	Pedagogical Resources	Task(s)	Minimum Requirements
				<ul style="list-style-type: none"> <li>• The exercise should not take more than 1hour</li> </ul>
		<ul style="list-style-type: none"> <li>• Working group</li> </ul>	<ul style="list-style-type: none"> <li>• Create instructions</li> <li>• Create template</li> </ul>	<ul style="list-style-type: none"> <li>• The instructions is for trainer and describes how to organize the brainstorming about identifying the prison education improvement opportunities</li> <li>• The template is for pick-up information</li> <li>• The exercise should not take more than 1hour</li> </ul>
		<ul style="list-style-type: none"> <li>• Working group</li> </ul>	<ul style="list-style-type: none"> <li>• Create instructions</li> <li>• Create template</li> </ul>	<ul style="list-style-type: none"> <li>• The instruction and template must guide participants to analyse the list of needs from preview exercise and select those needs with greater impact on making effective education for inmates</li> <li>• Trainer instructions must describe how to organize the exercise</li> <li>• The exercise should not take more than 1hour</li> </ul>
	C2	<ul style="list-style-type: none"> <li>• Game</li> </ul>	<ul style="list-style-type: none"> <li>• Search or create game</li> <li>• Create instructions</li> </ul>	<ul style="list-style-type: none"> <li>• The game must be focus on finding the value of ideas and opportunities</li> <li>• The instruction must to explain teachers how to organize the game</li> <li>• The exercise should not take more than 1hour</li> </ul>
		<ul style="list-style-type: none"> <li>• Working group</li> </ul>	<ul style="list-style-type: none"> <li>• Create instructions</li> <li>• Create template</li> </ul>	<ul style="list-style-type: none"> <li>• The instructions for trainer to organise a brainstorming about evaluate opportunities for developing existent educational services</li> <li>• The exercise must be emphasizing the prison as "providing education services company" for inmates</li> <li>• The template is for pick-up information</li> <li>• The exercise should not take more than 1hour</li> </ul>
		<ul style="list-style-type: none"> <li>• Working group</li> </ul>	<ul style="list-style-type: none"> <li>• Create instructions</li> <li>• Create template</li> </ul>	<ul style="list-style-type: none"> <li>• The instruction and template must guide participants to select the ideas and opportunities suitable for entrepreneurship prison education</li> <li>• Trainer instructions must describe how to organise the exercise</li> <li>• The template must help participants to describe and detail the better the selected opportunities</li> <li>• The exercise should not take more than 1 hour</li> </ul>

Module 2	Session No <sup>3</sup>	Pedagogical Resources	Task(s)	Minimum Requirements
	C3	• Game	<ul style="list-style-type: none"> <li>• Search or create game</li> <li>• Create instructions</li> </ul>	<ul style="list-style-type: none"> <li>• The game must be focus on finding solutions to generated ideas implementation barriers and constraints</li> <li>• The instruction must to explain teachers how to organize the game</li> <li>• The exercise should not take more than 1hour</li> </ul>
		• Working group	<ul style="list-style-type: none"> <li>• Create instructions</li> <li>• Create template</li> </ul>	<ul style="list-style-type: none"> <li>• The instruction and template must guide participants in the evaluation of generated ideas: needs covered, feasibility, value-for-money, added value, regarding education of inmates in entrepreneurial field</li> <li>• Trainer instructions must to describe the organize of exercise</li> <li>• The exercise should not take more than 1hour</li> </ul>
		• Working group	<ul style="list-style-type: none"> <li>• Create instructions</li> <li>• Create template</li> </ul>	<ul style="list-style-type: none"> <li>• The exercise is to Selection of the 2 most promising ideas to promote entrepreneurship education for inmates <b>two solutions</b> as business ideas;</li> <li>• The template and instructions must to help participants to generate <b>two solutions</b> as business ideas</li> <li>• The exercise should not take more than 1hour</li> </ul>

### M3 - Planning initiatives, tasks, roles and responsibilities definitions

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

Module	Session No <sup>4</sup>	Pedagogical Resources	Partner Task(s)	Minimum Requirements
M3- Planning initiatives, tasks, roles and responsibilities definitions	O1	• Presentation	• Compile 1	<ul style="list-style-type: none"> <li>• 10 to 15 slides about planning of generated ideas under an entrepreneurship perspective</li> <li>• Slides in schemes and images, with storyboard on the notes to provide theoretical background</li> <li>• Emphasize the importance of collecting and comparing data</li> </ul>

<sup>4</sup> Session have a standard duration of 3h, being class or online

Module	Session №4	Pedagogical Resources	Partner Task(s)	Minimum Requirements
		• Presentation	• Compile 1	<ul style="list-style-type: none"> <li>• 20 slides about marketing planning: techniques to promote business</li> <li>• Slides in schemes and images, with storyboard on the notes to provide theoretical background</li> <li>• Emphasize the importance of promotion</li> </ul>
		• Document	• Search and find	<ul style="list-style-type: none"> <li>• No more than 20 pages document about planning: key questions about preparing an initiative implementation (concrete examples)</li> <li>• Must be selected an easy and friendly examples</li> </ul>
	C1	• Workgroup	<ul style="list-style-type: none"> <li>• Create instructions</li> <li>• Create 1 template</li> </ul>	<ul style="list-style-type: none"> <li>• The instruction must to explain how to organise the exercise about Creating the entrepreneurship promoting plan for 2 selected ideas</li> <li>• The template must to help participants to create an entrepreneurship promoting plan</li> <li>• The exercise should not take more than 1h30m</li> </ul>
		• Workgroup	<ul style="list-style-type: none"> <li>• Create instructions</li> <li>• Create 1 template</li> </ul>	<ul style="list-style-type: none"> <li>• The instruction must to explain how to organize the exercise about Developing action plan for two preview generated business idea</li> <li>• The template must help participants to developing the marketing plan</li> <li>• The exercise should not take more than 1h30m</li> </ul>
	O2	• Presentation	• Compile 1	<ul style="list-style-type: none"> <li>• 10 to 15 slides about high performing teams: decision making, roles, responsibilities and shared task</li> <li>• Slides in schemes and images, with storyboard on the notes to provide theoretical background</li> <li>• Emphasize the importance of high performing teams</li> </ul>
		• Document	<ul style="list-style-type: none"> <li>• Search information</li> <li>• Create document</li> </ul>	<ul style="list-style-type: none"> <li>• No more than 15 pages about staff satisfaction and motivation in prison systems</li> <li>• Document must present and one study about prison staff satisfaction</li> <li>• Document must contained presentation of techniques used in prison to</li> </ul>

Module	Session No <sup>4</sup>	Pedagogical Resources	Partner Task(s)	Minimum Requirements
				motivate staff
		• Presentation	• Compile 1	<ul style="list-style-type: none"> <li>• 10 to 15 slides about high performing team members profile, identification, recruitment and retention</li> <li>• Slides in schemes and images, with storyboard on the notes to provide theoretical background</li> <li>• Emphasize the importance of high performing teams</li> </ul>
	C2	• Test	<ul style="list-style-type: none"> <li>• Create instructions</li> <li>• Prepare template with test Belbin</li> </ul>	<ul style="list-style-type: none"> <li>• Trainer instructions must to explain trainees how to apply the test Belbin (test for identify the role in group);</li> <li>• The instruction must explain how to organize the discussion after test about characteristics and responsibilities of each type of role</li> <li>• The exercise should not take more than 1 hour</li> </ul>
		• Workgroup	<ul style="list-style-type: none"> <li>• Create instructions</li> <li>• Create 1 template</li> </ul>	<ul style="list-style-type: none"> <li>• The exercise is to analyse previous planning, make a team and organise its roles, tasks and responsibilities</li> <li>• The instructions must guide trainees how to perform the exercise</li> <li>• The instruction and template must guide participants to share tasks</li> <li>• The exercise should not take more than 1 hour</li> </ul>
	• Workgroup	<ul style="list-style-type: none"> <li>• Create instructions</li> <li>• Create 1 template</li> </ul>	<ul style="list-style-type: none"> <li>• The exercise is to analyse based on previous exercise identify the necessary skills to each role, identify team strengths and weaknesses and define strategies answer those weaknesses</li> <li>• The instruction and template must guide participants to share tasks for team in both cases;</li> <li>• The exercise should not take more than 1 hour</li> </ul>	



## M4 - Time & stress management techniques

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

Module	Session No <sup>5</sup>	Pedagogical Resources	Task(s)	Minimum Requirements
M4 - Time & stress management techniques	O1	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Compile 1</li> </ul>	<ul style="list-style-type: none"> <li>• 20 slides presentation about time management (concepts, techniques to save your time, techniques for time planning, mind mapping, manager's checklist, spread sheets, gold rules of time management)</li> <li>• Slides in schemes and images, with storyboard on the notes to provide theoretic background: with the definition of key concepts, schemes and techniques for time planning</li> </ul>
		<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Compile 1</li> </ul>	<ul style="list-style-type: none"> <li>• 20 slides presentation about stress management (concepts, techniques for reducing stress, techniques to avoid burnout)</li> <li>• Slides in schemes and images, with storyboard on the notes to provide theoretic background: with the definition of key concepts, schemes and techniques for reducing stress</li> </ul>
		<ul style="list-style-type: none"> <li>• Document</li> </ul>	<ul style="list-style-type: none"> <li>• Search information</li> <li>• Create document</li> <li>• Create template</li> </ul>	<ul style="list-style-type: none"> <li>• No more than 15 pages about stress in prison environment</li> <li>• Create a template for identify causes of stress in prison environment</li> </ul>
	C1	<ul style="list-style-type: none"> <li>• Game</li> </ul>	<ul style="list-style-type: none"> <li>• Search and select game or create</li> </ul>	<ul style="list-style-type: none"> <li>• The game is focus on "Establishing priorities and work sequence"</li> <li>• The instruction must to explain teachers how to organize the game</li> <li>• The exercise should not take more than 30 minutes</li> </ul>
		<ul style="list-style-type: none"> <li>• Workgroup</li> </ul>	<ul style="list-style-type: none"> <li>• Create instructions</li> <li>• Prepare template with Gantt graphic</li> </ul>	<ul style="list-style-type: none"> <li>• The instruction must help teacher to organise the activity Based on previous generated plans detail the Gantt, task and forecast working time</li> <li>• The template must guide participants to complete the task</li> <li>• Each group will then briefly present their work, explain their options and</li> </ul>

<sup>5</sup> Session have a standard duration of 3h, being class or online

Module	Session No <sup>5</sup>	Pedagogical Resources	Task(s)	Minimum Requirements
				<ul style="list-style-type: none"> <li>receive feedback</li> <li>The exercise should not take more than 1h15m</li> </ul>
		<ul style="list-style-type: none"> <li>Workgroup</li> </ul>	<ul style="list-style-type: none"> <li>Create instructions</li> <li>Prepare template with Gantt graphic</li> </ul>	<ul style="list-style-type: none"> <li>The instruction must help teacher to organise the task on developing the Gantt for promotional activities for previous action plans</li> <li>The template must guide participants to complete the task</li> <li>Each group will then briefly present their timeline, explain their options and receive feedback</li> <li>The exercise should not take more than 1h15m</li> </ul>
	C2	<ul style="list-style-type: none"> <li>Workgroup</li> </ul>	<ul style="list-style-type: none"> <li>Search and select</li> </ul>	<ul style="list-style-type: none"> <li>Survey about stress assessment</li> <li>Provide instructions about analysis and results discussion</li> <li>The exercise should not take more than 30 minutes</li> </ul>
		<ul style="list-style-type: none"> <li>Workgroup</li> </ul>	<ul style="list-style-type: none"> <li>Search and select 2 or 3 relaxation techniques exercises</li> <li>Create instruction</li> </ul>	<ul style="list-style-type: none"> <li>The instruction must guide teacher how to organize the relaxation exercises with group</li> <li>The instructions must to explain very easy and clear the exercises</li> <li>The exercise should not take more than 1h</li> </ul>
		<ul style="list-style-type: none"> <li>Workgroup</li> </ul>	<ul style="list-style-type: none"> <li>Search and select 2 or 3 avoid burnout exercises</li> <li>Create instructions</li> </ul>	<ul style="list-style-type: none"> <li>The instruction must guide teacher how to organize the avoid burnout exercises with group</li> <li>The instructions must to explain very easy and clear the exercises</li> <li>The exercise should not take more than 1 hour and 30 minutes</li> </ul>

## M5 - Cooperation in management process, techniques and tools

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

Module 5	Session No <sup>6</sup>	Pedagogical Resources	Task(s)	Minimum Requirements
M5 - Cooperation in management process, techniques and tools	O1	• Presentation	• Compile 1	<ul style="list-style-type: none"> <li>• 15 to 25 slides basics on management and cooperation processes key concepts, techniques and tools</li> <li>• Slides in schemes and images, with storyboard on the notes to provide theoretic background: with the definition of key concepts and schemes, steps</li> </ul>
		• Presentation	• Compile 1	<ul style="list-style-type: none"> <li>• 15 to 20 slides basics on presentation about cooperation techniques and tools (mobilizing internal and external resources)</li> <li>• Slides in schemes and images, with storyboard on the notes to provide theoretic background</li> </ul>
		• Video	<ul style="list-style-type: none"> <li>• Translation of movie</li> <li>• Create survey</li> </ul>	<ul style="list-style-type: none"> <li>• Prepared movie “Involvement of employers in the prison” to be used as pedagogical resource (translated to UK and upload on YouTube)</li> <li>• Create instruction for homework focus on analyse the video, regarding identify mobilizing external resources vehicles used</li> </ul>
	C1	• Debate	<ul style="list-style-type: none"> <li>• Define guideline</li> <li>• Create template</li> </ul>	<ul style="list-style-type: none"> <li>• The guidelines must help the trainer to support the discussion about gaps in prison context cooperation</li> <li>• The template must help to write the conclusions of debate</li> <li>• The debate should not take more than 1hour</li> </ul>
		• Role-play	<ul style="list-style-type: none"> <li>• Create instructions</li> <li>• Create a supporting template</li> </ul>	<ul style="list-style-type: none"> <li>• This role-play must address mobilizing internal resources in prison education</li> <li>• Instructions must explain how to organise and describe the role-play</li> <li>• Using the created template groups must identify the strengths and</li> </ul>

<sup>6</sup> Session have a standard duration of 3h, being class or online

Module 5	Session N <sup>o</sup> 6	Pedagogical Resources	Task(s)	Minimum Requirements
				<ul style="list-style-type: none"> <li>weaknesses in mobilizing internal resources</li> <li>The exercise should not take more than 1hour</li> </ul>
		<ul style="list-style-type: none"> <li>Role-play</li> </ul>	<ul style="list-style-type: none"> <li>Create instructions</li> <li>Create a supporting template</li> </ul>	<ul style="list-style-type: none"> <li>This role-play must address mobilizing external resources in prison education</li> <li>Instructions must explain how to organise and describe the role-play</li> <li>Using the created template groups must identify the strengths and weaknesses in mobilizing external resources</li> <li>The exercise should not take more than 1hour</li> </ul>
	O2	<ul style="list-style-type: none"> <li>Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Compile 1</li> </ul>	<ul style="list-style-type: none"> <li>15 to 25 slides about negotiation process and techniques</li> <li>Slides in schemes and images, with storyboard on the notes to provide theoretic background</li> </ul>
		<ul style="list-style-type: none"> <li>Document</li> </ul>	<ul style="list-style-type: none"> <li>Search and select 1</li> </ul>	<ul style="list-style-type: none"> <li>No more than 15 pages document about Agreements results in negotiation processes</li> <li>Must to contain one example of agreement as results of negotiation process</li> <li>Small exercise to individually assess on idea generated in the training</li> </ul>
		<ul style="list-style-type: none"> <li>Video</li> </ul>	<ul style="list-style-type: none"> <li>Search and select 2 or 3</li> <li>Create instructions</li> </ul>	<ul style="list-style-type: none"> <li>No more than 30 minutes in total</li> <li>Videos/TV shows will be focus on negotiation in business</li> <li>Exercise instructions focus on reflecting about negotiation techniques used (how it is done)</li> </ul>
	C2	<ul style="list-style-type: none"> <li>Role play</li> </ul>	<ul style="list-style-type: none"> <li>Create instructions</li> <li>Create a supporting template</li> </ul>	<ul style="list-style-type: none"> <li>This role-play must address to negotiating prison education idea implementation, the subject of role-play will be negotiation between managers and prison education, with instructions to describe and explain how to organise this activity</li> <li>Using the created template groups must evaluate other colleagues activity</li> </ul>

Module 5	Session Nº6	Pedagogical Resources	Task(s)	Minimum Requirements
				and identify problems • The exercise should not take more than 1h
		• Role play	<ul style="list-style-type: none"> <li>• Create instructions</li> <li>• Create a supporting template</li> </ul>	<ul style="list-style-type: none"> <li>• This role-play must address to the negotiation of a protocol for collaboration between prison education with external organization: between prison educators and NGO; The instruction must to describe the role-play and explain how to organize this activity</li> <li>• Using the created template groups must evaluate other colleagues activity and identify problems</li> <li>• The exercise should not take more than 1h</li> </ul>
		• Debate	<ul style="list-style-type: none"> <li>• Create guideline</li> </ul>	<ul style="list-style-type: none"> <li>• Participants must be conducted by the trainer to analyse and distinguish between standard negotiation and prison negotiation</li> <li>• The debate should not take more than 1h</li> </ul>

## M6 - Risk & decision management: identification, evaluation and contingency

This module foresees 4 sessions, 2 classes and 2 online.

Module 6	Session Nº7	Pedagogical Resources	Task(s)	Minimum Requirements
M6 - Risk & decision management	O1	• Presentation	<ul style="list-style-type: none"> <li>• Compile 1</li> </ul>	<ul style="list-style-type: none"> <li>• 15 to 20 slides about risk management (definition, key concepts, identification, evaluation and management of risks, tools, steps)</li> <li>• Slides in schemes and images, with storyboard on the notes to provide theoretic background</li> </ul>
		• Document	<ul style="list-style-type: none"> <li>• Search information</li> <li>• Create document</li> </ul>	<ul style="list-style-type: none"> <li>• No more than 15 pages of Identification and evaluation of risks</li> <li>• Reading and analysis instructions</li> </ul>

<sup>7</sup> Session have a standard duration of 3h, being class or online

Module 6	Session Nº7	Pedagogical Resources	Task(s)	Minimum Requirements
		<ul style="list-style-type: none"> <li>• Video</li> </ul>	<ul style="list-style-type: none"> <li>• Search &amp; select 2/3</li> <li>• Create instructions</li> </ul>	<ul style="list-style-type: none"> <li>• 10 min video about Risk management in project implementation</li> <li>• Exercise instructions focus on risk identification</li> </ul>
	C1	<ul style="list-style-type: none"> <li>• Workgroup</li> </ul>	<ul style="list-style-type: none"> <li>• Create instructions</li> <li>• Create 1 template</li> </ul>	<ul style="list-style-type: none"> <li>• The instructions must to explain to teachers how to organise the exercise Identify the risks for two previously generated ideas for entrepreneurial education</li> <li>• The template created is for identify the risks for two previewed generated idea implementation for entrepreneurial education</li> <li>• The exercise should not take more than 1hour 30 minutes</li> </ul>
		<ul style="list-style-type: none"> <li>• Workgroup</li> </ul>	<ul style="list-style-type: none"> <li>• Create instructions</li> <li>• Create a template</li> </ul>	<ul style="list-style-type: none"> <li>• The instructions must to explain to teachers how to organize the exercise like: evaluate the risks for two previewed generated idea for entrepreneurial education;</li> <li>• The template must be easy to understanding, friendly</li> <li>• The exercise should not take more than 1hour 30 minutes</li> </ul>
	O2	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Compile 1</li> </ul>	<ul style="list-style-type: none"> <li>• 15 slides about presentation about of contingency plan (definition, difference between contingency and prevention, key concepts, content of plan, steps, when is necessary?)</li> <li>• Slides in schemes and images, with storyboard on the notes to provide theoretic background</li> </ul>
		<ul style="list-style-type: none"> <li>• Document</li> </ul>	<ul style="list-style-type: none"> <li>• Search information</li> <li>• Create document</li> </ul>	<ul style="list-style-type: none"> <li>• No more than 5 pages with one example of contingency plan and explanation of plan</li> <li>• Provide instruction to document analysis</li> </ul>
		<ul style="list-style-type: none"> <li>• Video</li> </ul>	<ul style="list-style-type: none"> <li>• Search &amp; select 2</li> <li>• Create instructions</li> </ul>	<ul style="list-style-type: none"> <li>• No more than 10 min /video, with subject “intervention in crises”</li> <li>• Exercise instructions focus on analysis of video</li> </ul>
	C2	<ul style="list-style-type: none"> <li>• Game</li> </ul>	<ul style="list-style-type: none"> <li>• Search game or create</li> </ul>	<ul style="list-style-type: none"> <li>• Find or create game with the subject “How we react in risk situation?”</li> </ul>

Module 6	Session No <sup>7</sup>	Pedagogical Resources	Task(s)	Minimum Requirements
			one <ul style="list-style-type: none"> <li>• Create instructions</li> <li>• Create template</li> </ul>	<ul style="list-style-type: none"> <li>• The instructions must to explain teacher how to organise the game and the template must to help participants to write the conclusions</li> <li>• The exercise should not take more than 1h15 minutes</li> </ul>
		• Workgroup	<ul style="list-style-type: none"> <li>• Create instructions</li> <li>• Create a template</li> </ul>	<ul style="list-style-type: none"> <li>• The instructions for developing contingency plans regarding risks identified before</li> <li>• The template must to help trainee to develop the contingency plan</li> <li>• The exercise should not take more than 1h45 minutes</li> </ul>

### M7 - Emotional Intelligence and the entrepreneurial abilities

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

Module	Session No <sup>8</sup>	Pedagogical Resources	Task(s)	Minimum Requirements
M7 - Emotional Intelligence and the entrepreneurial abilities	O1	• Presentation	• Compile 1	<ul style="list-style-type: none"> <li>• 10/15 slides about Entrepreneurial profile, skills, risk taking and sense of initiative presentation (definition, description)</li> <li>• Slides in schemes and images, with storyboard on the notes to provide theoretic background</li> </ul>
		• Document	• Search, select, compile	<ul style="list-style-type: none"> <li>• No more than 10 pages about the characteristics and skills of a successful entrepreneur</li> <li>• Reading synthesis sheet: 1 sheet with main ideas and concepts submitted online</li> </ul>
		• Online test	<ul style="list-style-type: none"> <li>• Search and select</li> <li>• Create instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Must be selected one online test for assessing entrepreneurship skills</li> <li>• Instructions must to explain trainees how to apply the test</li> </ul>
	C1			

<sup>8</sup> Session have a standard duration of 3h, being class or online

Module	Session No <sup>8</sup>	Pedagogical Resources	Task(s)	Minimum Requirements	
		• Workgroup	<ul style="list-style-type: none"> <li>Find or create 2 case-study</li> <li>Create instructions</li> <li>Create 1 template</li> </ul>	<ul style="list-style-type: none"> <li>Find or select the 2 case-study which deal with developing sense of initiative and risk taking.</li> <li>The instructions help the teacher how to organise the exercise;</li> <li>The exercise should not take more than 1h30min</li> </ul>	
		• Role-play	<ul style="list-style-type: none"> <li>Search, select one or create role-play</li> <li>Create instructions</li> <li>Create template</li> </ul>	<ul style="list-style-type: none"> <li>The role-play must be about leadership</li> <li>The instructions help the teacher how to organize the exercise</li> <li>The template must help participants to pick-up conclusions</li> <li>The exercise should not take more than 45 min</li> </ul>	
		• Role-play	<ul style="list-style-type: none"> <li>Search, select one or create role-play</li> <li>Create instructions</li> <li>Create template</li> </ul>	<ul style="list-style-type: none"> <li>The role-play must be about developing ability to <b>motivate others</b></li> <li>The instructions help the teacher how to organize the exercise</li> <li>Template to help participants to pick-up conclusions of role-play</li> <li>The exercise should not take more than 45 min</li> </ul>	
	O2	• Presentation	• Compile 1	<ul style="list-style-type: none"> <li>15 slides about Emotional intelligence and entrepreneurial abilities</li> <li>Slides in schemes and images, with storyboard on the notes to provide theoretic background</li> </ul>	
		• Document	<ul style="list-style-type: none"> <li>Search information and create document;</li> <li>Create a template</li> </ul>	<ul style="list-style-type: none"> <li>Up to 15 pages about “How to developing emotional intelligence”</li> <li>Reading synthesis sheet with main ideas and concepts submitted online</li> </ul>	
		• Document	<ul style="list-style-type: none"> <li>Search information and create document;</li> <li>Create a template</li> </ul>	<ul style="list-style-type: none"> <li>No more than 15 pages about assertiveness and empathy</li> <li>Reading synthesis sheet: 1 sheet with main ideas and concepts submitted online</li> </ul>	
	C2	• Workgroup	<ul style="list-style-type: none"> <li>Search and select o exercises or create</li> <li>Create instructions</li> <li>Create 1 template</li> </ul>	<ul style="list-style-type: none"> <li>The instructions must to explain teacher how to organize with trainee the exercises about: developing the capacity to effectively manage their negative emotions (developing capacity to expressing difficult emotions);</li> <li>The template must to help trainee to pick-up conclusions of exercise</li> </ul>	



Module	Session No <sup>8</sup>	Pedagogical Resources	Task(s)	Minimum Requirements
				<ul style="list-style-type: none"> <li>• The exercises should not take more than 2h</li> </ul>
		<ul style="list-style-type: none"> <li>• Workgroup</li> </ul>	<ul style="list-style-type: none"> <li>• Search / select 1</li> <li>• Create instructions</li> <li>• Create 1 template</li> </ul>	<ul style="list-style-type: none"> <li>• The instructions must to explain teacher how to organize with trainee the exercise about developing the ability to be proactive not reactive;</li> <li>• The template must to help trainee to pick-up conclusions of exercise</li> <li>• The exercise should not take more than 1hour</li> </ul>

## M8 - Evaluation process design, monitoring and decision-making

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

Module	Session No <sup>9</sup>	Pedagogical Resources	Partner Task(s) <sup>10</sup>	Minimum Requirements
M8- Evaluation process design, monitoring and decision making	O1	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Compile 1 presentation</li> </ul>	<ul style="list-style-type: none"> <li>• 10/15 slides presentation about evaluation process design</li> <li>• Slides in schemes and images, with storyboard on the notes to provide theoretic background</li> </ul>
		<ul style="list-style-type: none"> <li>• Document</li> </ul>	<ul style="list-style-type: none"> <li>• Search, select, compile</li> </ul>	<ul style="list-style-type: none"> <li>• Up to 15 pages about evaluation plan with examples of evaluation</li> <li>• Reading synthesis sheet: to register main ideas and concepts submitted online</li> </ul>
		<ul style="list-style-type: none"> <li>• Document</li> </ul>	<ul style="list-style-type: none"> <li>• Search, select, compile</li> </ul>	<ul style="list-style-type: none"> <li>• No more than 10 pages about Specific aspects of prison management</li> </ul>
	O2	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Compile 1 presentation</li> </ul>	<ul style="list-style-type: none"> <li>• 10/15 slides about monitoring: definition, steps, tools</li> <li>• Slides in schemes and images, with storyboard on the notes to provide theoretic background</li> </ul>
		<ul style="list-style-type: none"> <li>• Document</li> </ul>	<ul style="list-style-type: none"> <li>• Search, select, compile</li> </ul>	<ul style="list-style-type: none"> <li>• No more than 15 pages document with example of monitoring tools</li> </ul>

<sup>9</sup> Session have a standard duration of 3h, being class or online

<sup>10</sup> All partners must consider further translation tasks for pedagogical resources selected on IDECOM project

Module	Session No <sup>9</sup>	Pedagogical Resources	Partner Task(s) <sup>10</sup>	Minimum Requirements
				<ul style="list-style-type: none"> <li>• Reading synthesis sheet: 1 sheet with main ideas and concepts submitted online</li> </ul>
		<ul style="list-style-type: none"> <li>• Online testing</li> </ul>	<ul style="list-style-type: none"> <li>• Search and select 1</li> <li>• Create instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Search and select one online project management tool</li> <li>• The instructions must help trainees to access and testing online project management tool</li> </ul>
	O3	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Compile 1</li> </ul>	<ul style="list-style-type: none"> <li>• 15 slides about decision making: definition, steps and tools</li> <li>• Slides in schemes and images, with storyboard on the notes to provide theoretic background</li> </ul>
		<ul style="list-style-type: none"> <li>• Document</li> </ul>	<ul style="list-style-type: none"> <li>• Search information and create document;</li> <li>• Create a template</li> </ul>	<ul style="list-style-type: none"> <li>• No more than 10 pages about “Decision making process in business”</li> <li>• Reading synthesis sheet: 1 sheet with main ideas and concepts submitted online</li> </ul>
		<ul style="list-style-type: none"> <li>• Video</li> </ul>	<ul style="list-style-type: none"> <li>• Search &amp; select 1</li> <li>• Create instructions</li> <li>• Create a template</li> </ul>	<ul style="list-style-type: none"> <li>• Search and select one video with TV debate about decision making</li> <li>• Create instructions for trainee how to fill the survey</li> <li>• Create survey to analyze the video</li> </ul>
	C1	<ul style="list-style-type: none"> <li>• Workgroup</li> </ul>	<ul style="list-style-type: none"> <li>• Create instructions</li> <li>• Create 1 template</li> </ul>	<ul style="list-style-type: none"> <li>• The instructions must to explain teacher how to organise the exercise about planning of evaluation for two preview planned activities</li> <li>• The template must to help trainee to develop evaluation plan</li> <li>• The exercise should not take more than 1hour</li> </ul>
		<ul style="list-style-type: none"> <li>• Workgroup</li> </ul>	<ul style="list-style-type: none"> <li>• Create instructions</li> <li>• Create 1 template</li> </ul>	<ul style="list-style-type: none"> <li>• The instructions must to explain teacher how to organise the exercise about planning monitoring of activities</li> <li>• Template must to help trainee to planning monitoring of activities</li> <li>• The exercise should not take more than 1hour</li> </ul>
		<ul style="list-style-type: none"> <li>• Role-play</li> </ul>	<ul style="list-style-type: none"> <li>• Search &amp; select 1</li> <li>• Create instructions</li> <li>• Create 1 template</li> </ul>	<ul style="list-style-type: none"> <li>• Must to search and select or create the role-play about “How good are you at making decisions?”</li> <li>• The instructions must to explain teacher how to organize with trainee the</li> </ul>

Module	Session No <sup>9</sup>	Pedagogical Resources	Partner Task(s) <sup>10</sup>	Minimum Requirements
				role-play • The template must to help trainee to pick-up conclusions of exercise • The exercise should not take more than 1hour

### M9 - Education process improvement: applied project and actions

This module foresees 15 sessions, in class

Module	Session No <sup>11</sup>	Pedagogical Resources	Partner Task(s) <sup>12</sup>	Minimum Requirements
M9- Education process improvement: applied project and actions	C1	• Workgroup	• Brainstorming method.	The workgroup(s) must to identify the inmates' entrepreneurship education improvement needs and opportunities
	C2	• Workgroup	• N/a template was already produced	The workgroup(s) must to select two ideas for improvement and define the inmates' entrepreneurship education pilot actions
	C3	• Workgroup	• Brainstorming method.	The workgroup(s) must to identify opportunities to mobilize internal and external resources in implementation pilot actions
	C4	• Workgroup	• N/a template was already produced	The workgroup(s) must to design the promoting plans for promoting of the pilot actions' ideas
	C5	• Workgroup	• N/a template was already produced	The workgroup(s) must to design the action plans for pilot actions
	C6	• Workgroup	• N/a template was already produced	The workgroup(s) must to establish the working teams for each pilot action taking into consideration the roles, tasks and responsibilities

<sup>11</sup> Session have a standard duration of 3h, being class or online

<sup>12</sup> All partners must consider further translation tasks for pedagogical resources selected on IDECOM project

<b>Module</b>	<b>Session No<sup>11</sup></b>	<b>Pedagogical Resources</b>	<b>Partner Task(s)<sup>12</sup></b>	<b>Minimum Requirements</b>
	C7	• Workgroup	• N/a template was already produced	The workgroup(s) must to develop the timelines for pilot actions, using Gantt diagram
	C8	• Workgroup	• Information will be included in plans developed before	The workgroups must to identify the risks in implementation of both pilot actions with inmates
	C9	• Workgroup	• N/a template was already produced	The workgroup(s) must to develop contingency plans regarding risks identified before
	C10	• Workgroup	• N/a template was already produced	The workgroup(s) must planning monitoring of pilot actions with inmates
	C11	• Workgroup	• N/a template was already produced	The workgroup(s) must to planning of evaluation for two preview planned activities
	C12	• Workgroup	• N/a template was already produced	The workgroup(s) must to design the promoting plans for pilot actions results expected
	C13	• Workgroup	• Create agenda, invitation, presentations and feedback forms	Prepare to organize the launch event
	C14	• Launch event	• N/a	Present your pilot actions' plans
	C15	• Review	• Update the plans	Update the plan, schedule coaching and start implementing

## CONCLUSIONS

The training Course Curriculum and Program "**Entrepreneurship for prison staff**" 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.

This training Course Curriculum and Program "**Entrepreneurship for prison staff**", as result of the IDECOM project, will be used by trainers and researchers to develop the **Conjoint Manual for "Entrepreneurship for prison staff"** and to pilot the national training courses with prison staff from Romania, Turkey, Portugal and Moldova. The document is flexible and can be easy adapted for the other prison systems or stakeholders interested.



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