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# "Communication, ICT and teamwork competencies in prison" - training courses curriculum and programme contents -



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## INTRODUCTION

The prison administration in Europe has confronted in the last decades with lots of changes. Many East European countries, like Romania for example, became part of the European Union and therefore must follow the European Rules for prison and adapt the executional legislation according to the new requirements. Other countries, like Moldova, are also interested to be prepared in that field. All these processes required higher skills for staff, especially in the field of communication, ICT and teamwork competencies.

In last years, prison staff must also face up to new problems, like an increasing number of foreign inmates, many from the new immigrants, the problem of terrorism and radicalization in the prison context. All of these required a set of compulsory new knowledge and high skills for prison's employees.

In this context, the joint development of training course curriculum program „Communication, ICT and teamwork competencies in prison”, designed during the project „Innovation, Development and Communication for a better education in Prison System” - 2014-1-RO01-KA204-002936 (IDECOM) with a common structure, but adapted to different countries specification was very useful.

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

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The first objective of the project was to identify the staff needs regarding their transversal skills, including communication, ICT and teamwork competencies. To achieve this objective, the prison staff self-assessment survey in the partner countries was applied. The result of this evaluation was included in the "Staff training need analysis study" and the study presented the real training needs in the field of developing communication, ICT and teamwork competencies for prison employees.

The first step in the process of developing this intellectual output was creating one conjoint training course curriculum with structured specifications for the production of the training program, aligned with the survey results. After analyzing the existent training courses regarding communication, ICT and teamwork competencies, we focused was on developing a high quality intellectual product for the prison staff.

Qualify Just - IT Solutions and Consultancy Lda with Centrul pentru Promovarea Invatarii Permanente drafted a curriculum initial proposal. Other partners provided initial inputs which was integrated in the proposal. After this first validation procedure, Qualify Just - IT Solutions and Consultancy Lda started training program content development. Prison services partners and Universidade da Beira Interior (BSafe LAB) provided initial inputs which was 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.

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## Communication, ICT and teamwork competencies in prison": training courses curriculum

In the present document we'll find: objectives, methodologies and techniques, assessment process, each skill contents, class sessions, online sessions, work-based sessions and trainees & trainers profile.

From this training curriculum we'll proceed to the training manual, which includes the creation and development of:

- The course program, with modules, session plan and tools will be designed, including the user manual using a b-learning approach
- E-learning modules: textbooks, slide and exercise storyboards
- Face-to-face training sessions: exercises, scenarios and case studies
- Coaching sessions: online and face-to-face

In this training we want to cover the targeted skills will be:

- **Communication:** the ability to express ideas effectively both verbally and in writing, in individual and group situations, adjusting language, terminology and non- verbal communication in a manner appropriate to the recipients, resulting in understanding action.
- **Teamwork:** abilities that allow for an individual to work cohesively with others in a shared task, supporting others in order to combine individual strengths into a better team performance, and,
- **ICT:** the knowledge and ability to use and take advantage of Information and Communication Technologies.

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 would highlight the following abilities or knowledge to be developed:

Communication development	Teamwork	ICT
_Inmates with special needs: <ul style="list-style-type: none"> <li>•A certain level of disability, such as retard, dyslexia, autism, hypo auditory hearing psychiatric disorders, drug and alcohol addicts</li> <li>•Prone to conflict</li> <li>•Don't speak the national state language</li> <li>•Low level of literacy</li> <li>•Non-verbal language</li> </ul>	_Share responsibilities, workload and accountability _Constructive team and colleagues feedback: positive and negative _Motivating, encouraging and supporting others in change _Organizing and planning in a team, reaching consensus and setting a goals with	_Virtual space familiarity: internet, intranet, forums, e-learning, communities of practice _Office basics: word, excel and Power- Point _Search, find and save information options

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\_Communicating with: external partners, colleagues and inmates

\_Alternative methods for that the written messages: using graphs, schemas, pictograms; reading loud the short messages, and video moments captured on conflict situations

\_Feedback and communication efficacy assessment

colleagues or prisoners

\_Tasks analysis and awareness of working in a team and working alone advantages and disadvantages

\_Downloading, tagging and organizing files from Web

\_Capacity of discerning the validity of online information

\_E-mail functions usage familiarity: send, sorting, organizing, down and uploading

\_Performance online tools management: contacts, calendar, organizing, integrating with external devices

### Trainees profile:

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

- Top and middle management
- Reintegration and education staff
- Guards
- Teachers, trainers
- Administrative or assistants
- Work involves communication directly with inmates

### 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

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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 training course is developing staff competencies, namely in communication, teamwork and ICT, to improve the education, rehabilitation and reintegration processes of prisoners. The participants will be lead in a learning path combining theoretic knowledge with practical application to context. This mean the course aims to link training sessions and pilot actions. This practical component of training will allow trainees to link directly skills development with improvements in daily work. Also, top management can measure better the return of the investment in staff training.

### Learning objectives:

At finishing the course, trainees will be able to:

- Improve the communication in the education process between stakeholders, colleagues and inmates;
- Increase communication efficiency, especially with those groups more vulnerable to communication barriers, being capable for identifying barriers, decipher unveiled and non-verbal communication, selecting the suitable communication technics, evaluate feedback and convey alternative messaging methods;
- Increase knowledge and abilities to plan and implement a communication plan, including assessing improvement needs and introducing corrective measures as required to increase education objective;
- Understand ICT resources to better serve communication and information management, and use effectively each tool according to the communication objectives;
- Understand how to create, organize, manage and improve a team, setting goals and addressing diversity of roles, profiles, generating motivational cycles and dealing with expectations;
- Being able to identify the technical and competencies existent in one multidisciplinary team, organize work to increase work capacity, quality and efficiency;
- Increase the negotiation, communication conflicts and inefficiency identification skills;

**Training modalities:** adult training for professional and organizational improvement

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### Organization Format:

The training course "Communication, ICT and teamwork competencies in prison" is learner-centred and problem-based teaching and learning. As methodology of training is in blended format with online sessions, class sessions and work-based sessions "on job" for implementation knowledges in 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 training programs 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. All of these will be detailed in the Conjoint Manual for „Communication, ICT and teamwork competencies in prison".

The pedagogical resources are mentioned on session plans and 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...). The detailed pedagogical resources will be uploaded on learning management system platform and explained in the manual.

### Spaces and respective requirements:

The rooms for training must have 2 m<sup>2</sup> 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.

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

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## Training Program Content

### Program content:

Modules / Contents	Components of the sessions		
	Workload (hours)		
	Class	On-line	Total Duration
Communication plan design	6	6	12
Special and alternative communication technics on deciphering messages, identify barriers, create effective channels, apply alternative methods and evaluate feedback and efficiency	12	9	21
ICT tools and resources application in work context	3	6	9
Information and communication management using ICT tools	6	3	9
Emotional Intelligence creativity and the ability to communicate	3	6	9
Planning, organizing and managing special teams	6	3	9
Sustaining performing stage on teams	9	12	21
Education process improvement: applied project and actions	45	0	45

Before starting trainers must organize an introduction module to present the „Communication, ICT and teamwork competencies in prison" 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	Presentation of the „Communication, ICT and teamwork competencies in prison" training course: objectives, format, schedule, groups' competencies, etc... Access to learning management system

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			<p>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>
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Modules / Sessions	Format	Hours	Contents Structure
<b>1.Communication plan design</b>	<b>Blended</b>	<b>12</b>	
1.1 <b>Communication:</b> definition, components, specific aspects in prison	<b>Online</b>	3	<p><b>Webinar:</b> Presentation with specific aspects of communication in prison;</p> <p><b>Reading:</b> Document about communication: definition, types, components, understanding of message sent, interpreting non-verbal language, sustaining conversation, assertiveness;</p> <p><b>Video:</b> Active listening;</p>
1.2 Theory about communication plan design	<b>Online</b>	3	<p><b>Webinar 1:</b> Presentation about communication plan;</p> <p><b>Reading:</b> Document about components of communication plan: steps, tools, presentation of communication plan example;</p> <p><b>Webinar 2:</b> Presentation about prison and communication within prison education settings;</p>
1.3 Create effective channels for communication and apply alternative methods	<b>Class</b>	3	<p><b>Exercise 1:</b> Identify effective channels for efficient communication with inmates (workgroup);</p> <p><b>Exercise 2:</b> Identify effective channels for efficient communication between management level and executive level in prison (workgroup);</p> <p><b>Game:</b> Apply alternative methods for communication written messages to illiterate inmates: using graphs, schemas, pictograms (exemplification);</p>
1.4 Communication plan design	<b>Class</b>	3	<p><b>Exercise 1:</b> Identify two activities from prison to communication prison education actions (workgroup);</p> <p><b>Exercise 2:</b> Developing two communication plans about activities identified before (workgroup);</p>

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Modules / Sessions	Format	Hours	Contents Structure
<b>2. Special and alternative communication techniques</b>	<b>Blended</b>	<b>21</b>	Understanding messages, identify barriers, apply alternative methods and evaluate feedback and efficiency
2.1 Theory about communication techniques, understanding messages, evaluate feedback and efficiency of communication	<b>Online</b>	3	<b>Webinar:</b> Specifics of communication in prison; <b>Reading 1:</b> Document about communication techniques: e.g. deciphering messages; <b>Reading 2:</b> Document about evaluate feedback and efficiency of communication;
2.2 Identify barriers in communication in prison context	<b>Class</b>	3	<b>Exercise 1:</b> Barriers in communication with inmates (case-study) and between staff from management level and operational level in prison (case-study); <b>Role-play:</b> Assuring communication: partner to request clarifications when doesn't understanding something; <b>Games:</b> Adequate language for different situations;
2.3 Exercises about active listening, assertive communication and understanding the non-verbal language	<b>Class</b>	3	<b>Role-play 1:</b> Active listening; <b>Role-play 2:</b> Assertive communication ; <b>Game:</b> Understanding the non-verbal language;
2.4 Exercises about evaluate feedback and efficiency of communication	<b>Class</b>	3	<b>Exercise 1:</b> How to evaluate feedback in communication? (Case studies); <b>Exercise 2:</b> How to evaluate efficiency of communication? (Two case studies); <b>Role-play:</b> Giving adequate feedback;
2.5 Risk of manipulation in prison context	<b>Online</b>	3	<b>Webinar:</b> Misinformation, manipulation and rumours in prison; <b>Reading:</b> Document about risk of manipulation in prison context: inmates by inmates and manipulation of staff; <b>Video:</b> Misinformation and manipulation in prison;
2.6 Communication to persons with difficult personalities	<b>Online</b>	3	<b>Webinar:</b> Presentation about difficult type of personalities; <b>Reading:</b> Document about communicating to persons with difficult personalities: information, texts, quotes

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Modules / Sessions	Format	Hours	Contents Structure
			from psychology books regarding this subject; <b>Video:</b> Illustration about communicating to persons with difficult type of personalities;
2.7 Communication with inmates with special needs and foreign inmates	<b>Class</b>	3	<b>Exercise 1:</b> Communication with inmates with learning disabilities (workgroup); <b>Exercise 2:</b> Communication with foreign inmates who doesn't speak national languages (workgroup); <b>Exercise 3:</b> Respect of other religions or cultures;
<b>3. ICT tools and resources application in work context</b>	<b>Blended</b>	<b>9</b>	
3.1 ICT tools and resources applications	<b>Online</b>	3	<b>Webinar:</b> Presentation about ICT tools; <b>Reading:</b> Document about software and computer applications usefully for collecting information and data; <b>Assignment:</b> Making simple database (exercise);
3.2 Developing presentation in Power Point Programme	<b>Online</b>	3	<b>Webinar:</b> Presentation about power point programme; <b>Reading:</b> Document about how to create the professional presentation in Power Point programme; <b>Exercise:</b> Develop a power point presentation about one prison education improvement proposal;
3.3 Exercises about developing the power point presentation	<b>Class</b>	3	<b>Exercise 1:</b> Presenting developed power points: prison education - discussing strengths and weaknesses; <b>Exercise 2:</b> Presenting developed database: discussing difficulties and teamwork opportunities;
<b>4. Information and communication management using ICT tools</b>	<b>Blended</b>	<b>9</b>	
4.1 Management of information, communication and risks in virtual world communication	<b>Online</b>	3	<b>Webinar 1:</b> Presentation about management of online information and communication; <b>Reading:</b> Document about check validity of information from internet; <b>Webinar 2:</b> Security in virtual environment

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Modules / Sessions	Format	Hours	Contents Structure
			(presentation);
4.2 Exercises about management of information and communication	Class	3	<b>Exercise 1:</b> Organizing emails (workgroup); <b>Exercise 2:</b> Structure information (workgroup); <b>Exercise 3:</b> Identify educational sites with pedagogical resources for education in prison (workgroup);
4.3 Exemplification of risks in virtual world communication	Class	3	<b>Debate:</b> Identify risks for staff when they use social media; <b>Exercise 1:</b> Using ICT in prison education (case-study); <b>Exercise 2:</b> Using online tools or ICT in prison education;
<b>5. Emotional Intelligence and the ability to communicate</b>	Blended	9	
5.1 Link between emotional intelligence and communication	Online	3	<b>Webinar:</b> Presentation about link between emotional intelligence and communication; <b>Reading:</b> Document about link between emotion-reaction-communication; <b>Video:</b> Emotional intelligence and communication;
5.2 Negotiation in prison education conflict	Online	3	<b>Webinar:</b> Presentation about definition of conflict, phases, conflicts in prison environment; <b>Reading:</b> Document about process of conflict solving using negotiation in prison; <b>Assignment:</b> Techniques of negotiation (presentation);
5.3 Dealing with aggressive behaviour	Class	3	<b>Exercise:</b> Sources of aggressiveness and conflicts in prison education (brainstorming); <b>Debate:</b> How do you communicate with aggressive inmates? <b>Role-play:</b> Negotiation in an conflict with aggressiveness;
<b>6. Planning, organizing and managing teams</b>	Blended	9	
6.1 Theory about team management	Online	3	<b>Webinar 1:</b> Definitions of team work, management, working skills, teambuilding and development stages ;

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Modules / Sessions	Format	Hours	Contents Structure
			<b>Reading:</b> Increase efficiency of team work; <b>Webinar 2:</b> Role of members in the team (presentation);
6.2 Exercises about team management	<b>Class</b>	3	<b>Exercise 1:</b> Planning together (workgroup); <b>Exercise 2:</b> Share responsibilities in the team (workgroup); <b>Exercise 3:</b> Organize teamwork in prison;
6.3 Team management techniques	<b>Class</b>	3	<b>Exercise 1:</b> Conflict solving in the team (case-study); <b>Exercise 2:</b> Reaching consensus (debate) ; <b>Test:</b> Leadership skills;
<b>7. Sustaining performing stage on teams</b>	<b>Blended</b>	<b>21</b>	
7.1 Communication in team	<b>Online</b>	3	<b>Webinar:</b> Teamwork principles, rules of communication in team, respect in the team; <b>Reading:</b> Communication in team work, skills for working in the team, (dys)functions of teamwork; <b>Video:</b> Communication in working teams;
7.2 Motivating the team	<b>Online</b>	3	<b>Webinar:</b> Definition and importance of team motivation; <b>Assignment:</b> Motivating inmates in prison education; <b>Video:</b> Psychological experiments to team motivation;
7.3 Trust and working team	<b>Online</b>	3	<b>Webinar:</b> How important is trust in working team? <b>Reading:</b> How to increase the trust? <b>Video:</b> Building prison education team trust;
7.4 Exercises to developing skills for working in the team	<b>Class</b>	3	<b>Exercise:</b> Developing skills for working in the team: exercises, games, collaborative role-plays, respect, trust, equilibrium, tolerance, accept others, positive attitude;
7.5 Supporting others in change	<b>Class</b>	3	<b>Exercise 1:</b> Solving conflicts in prison education team; <b>Exercise 2:</b> Encourage the prison education team; <b>Exercise 3:</b> Using team members expertise in prison

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Modules / Sessions	Format	Hours	Contents Structure
			context;
7.6 Theory about giving positive and negative feedback in working team	Online	3	<b>Webinar 1:</b> How important is feedback in team; <b>Reading:</b> How to give feedback in team work: positive and negative; <b>Webinar 2:</b> Feedback and difficult personalities in the team (presentation);
7.7 Exercises Giving a positive feedback in a team	Class	3	<b>Case study:</b> How to use a feedback in teamwork? <b>Exercise 1:</b> Give a positive feedback (role-play); <b>Exercise 2:</b> Give a negative feedback (role-play);
<b>8. Education process improvement: applied project and actions</b>	Class	45	
Planning pilot education actions with inmates	Class	45	Workgroups: Designing two plans for pilot educational actions with inmates in fields of improvement communication, or ITC or teamwork. Launch event: Present action plans
Pilot educational actions with inmates	Work-based	45	Implementing the pilot educational actions with inmates planned before
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. The class activities will be focus primarily in using the active methods for adult education. These activities will be taken by hosting organization teachers/trainers. The methodology and techniques used will be interactive, specific for adult education (for example brainstorming, exercises, games, case-studies, role-plays, debate, text analyse etc).For online sessions the trainees and teachers will be use the learning management system platform (O6) developed in the IDECOM project. The training contain also work-based activities and for that

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## 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

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## M1 - Communication plan design

Module 1	Session No <sup>2</sup>	Pedagogical Resources	Task(s)	Minimum Requirements
M1 - Communication plan design	O1	• Presentation	• Compile 1	- Slides in schemes and images, with storyboard on the notes to provide theoretical background about communication specific aspects in prison - Maximum 15 slides
		• Document	• Search information, select document	- No more than 15 pages exposure about communication: definition, types, components, understanding of message sent, interpreting non-verbal language, sustaining conversation, assertiveness
		• Video	• Search & select 1 • Create small exercise	- No more than 10 minutes about active listening - After viewing perform a small exercise focus on key concepts assimilation
	O2	• Presentation	• Compile 1	- Slides in schemes and images, with storyboard on the notes to provide theoretical background about definition of communication plan, objectives of plan and target groups with Maximum of 10 slides
• Document		• Search information, create document	- No more than 15 pages document about components of communication plan, steps for developing of plan, tools of communication, presentation of	

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

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Module 1	Session No <sup>2</sup>	Pedagogical Resources	Task(s)	Minimum Requirements
			<ul style="list-style-type: none"> <li>Create template</li> </ul>	communication plan example (from prison system or other) - Create template regarding communication plan
		<ul style="list-style-type: none"> <li>Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Compile 1</li> </ul>	- 10 slides in schemes and images, with storyboard on the notes to provide theoretical background about prison education settings
	C1	<ul style="list-style-type: none"> <li>Workgroup</li> </ul>	<ul style="list-style-type: none"> <li>Create instructions</li> <li>Create template</li> </ul>	- Create instructions for exercise about identify effective channels for efficient communication with inmates - Create template to be filled - The exercise should not take more than 60 minutes
		<ul style="list-style-type: none"> <li>Workgroup</li> </ul>	<ul style="list-style-type: none"> <li>Create instructions</li> <li>Create template</li> </ul>	- Create instructions for exercise about identify effective channels for efficient communication between management level and executive level in prison (workgroup) - Create template to be filled - The exercises should not take more than 60 minutes
		<ul style="list-style-type: none"> <li>Game</li> </ul>	<ul style="list-style-type: none"> <li>Finding or create the game</li> <li>Create instruction</li> </ul>	- Developing the creative game to prepare the materials for communication written messages to illiterate inmates: using graphs, schemas, pictograms (exemplification); - Create instruction for game; - The exercises should not take more than 60 minutes
		C2		

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Module 1	Session No <sup>2</sup>	Pedagogical Resources	Task(s)	Minimum Requirements
		<ul style="list-style-type: none"> <li>• Workgroup</li> </ul>	<ul style="list-style-type: none"> <li>• Create instructions</li> <li>• Create a template about identifying activities</li> </ul>	<ul style="list-style-type: none"> <li>- The instructions must support groups in identifying prison education improvement activities from prison to be communicate to mass-media (brainstorming)</li> <li>- Using the communication plan template to describe the activities</li> <li>- They choose two activities from list (vote)</li> <li>- The exercise should not take more than 1 hour 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 about communication plan</li> </ul>	<ul style="list-style-type: none"> <li>- The instructions must support groups in developing two communication plans (one for each activities selected before);</li> <li>- Using template they describe the communication plan;</li> <li>- The exercise should not take more than 1 hour and 30 minutes;</li> </ul>

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## M2 – Special and alternative communication techniques

Module 2	Session No <sup>3</sup>	Pedagogical Resources	Task(s)	Minimum Requirements
M2 - Special and alternative communication techniques	O1	• Presentation	• Compile 1	- 10 to 15 slides about specific aspects of communication in prison and barriers of communication in prison - In schemes and images, with storyboard on the notes to provide theoretical background
		• Document	• Search or create document	- No more than 15 pages conveying about communication techniques and techniques on deciphering messages - Must to be presented examples
		• Document	• Search or create document	- No more than 15 pages conveying about evaluate feedback and efficiency of communication - Minimum two exemplification must be presented
	C1	• Workgroup	• Find or create case-studies • Create instructions	- Description of two case-studies regarding Barriers in communication with inmates (case-study) and between staff from management level and operational level in prison (case-study) - Developing instructions for both exercises of analysis of case-studies - The exercises should not take more than 60 minutes

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

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Module 2	Session No <sup>3</sup>	Pedagogical Resources	Task(s)	Minimum Requirements
		• Role-play	<ul style="list-style-type: none"> <li>Find or create role-play</li> <li>Create instruction</li> </ul>	<ul style="list-style-type: none"> <li>Description of role-play: assuring communication partner to request clarifications when doesn't understanding something;</li> <li>Create instruction for exercise;</li> <li>The exercises should not take more than 60 minutes;</li> </ul>
		• Game	<ul style="list-style-type: none"> <li>Find or create game</li> <li>Create instruction</li> </ul>	<ul style="list-style-type: none"> <li>Description of game-adequate language for different situations;</li> <li>Create instruction for exercise;</li> <li>The exercises should not take more than 60 minutes;</li> </ul>
		•		
	C2	• Role-play	<ul style="list-style-type: none"> <li>Create two role-play</li> <li>Create instructions</li> </ul>	<ul style="list-style-type: none"> <li>Description of two role-plays about active listening (one good example and one bad example);</li> <li>The instructions to the trainer about developing role-plays about active listening with group;</li> <li>The exercise should not take more than 45 minutes;</li> </ul>
		• Role-play	<ul style="list-style-type: none"> <li>Create 2 role-plays</li> <li>Create instructions</li> </ul>	<ul style="list-style-type: none"> <li>Description of two role-plays about assertive communication (one good example and one bad example);</li> <li>The instructions to the trainer about developing role-plays about assertive communication;</li> <li>The exercise should not take more than 45 minutes</li> </ul>
		• Game	<ul style="list-style-type: none"> <li>Finding or create game</li> <li>Create instructions</li> </ul>	<ul style="list-style-type: none"> <li>Description of games about the non-verbal language (one good example and one bad example);</li> <li>The instructions to the trainer about exercise of interpreting non-verbal language;</li> </ul>

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Module 2	Session No <sup>3</sup>	Pedagogical Resources	Task(s)	Minimum Requirements
				- The exercise should not take more than 1hour 30minutes
	C3	<ul style="list-style-type: none"> <li>• Workgroup</li> </ul>	<ul style="list-style-type: none"> <li>• Finding or create case-study</li> <li>• Create instructions</li> <li>• Create template</li> </ul>	<ul style="list-style-type: none"> <li>- Create instructions for exercise about “How to evaluate feedback in communication?”</li> <li>- Description of case-study regarding feedback in communication</li> <li>- Create template to be filled</li> <li>- The exercises should not take more than 45 minutes</li> </ul>
		<ul style="list-style-type: none"> <li>• Workgroup</li> </ul>	<ul style="list-style-type: none"> <li>• Finding or create two case-studies</li> <li>• Create instructions</li> <li>• Create template</li> </ul>	<ul style="list-style-type: none"> <li>- Create instructions for exercise about “How to evaluate efficiency of communication?”</li> <li>- Description of case-study regarding efficiency of communication</li> <li>- Create template to be filled</li> <li>- The exercises should not take more than 60 minutes</li> </ul>
		<ul style="list-style-type: none"> <li>• Role-play</li> </ul>	<ul style="list-style-type: none"> <li>• Create instructions</li> <li>• Search or create role-play</li> </ul>	<ul style="list-style-type: none"> <li>- This role-play must address to the giving the adequate feedback</li> <li>- The instructions must emphasize what means to give an adequate feedback;</li> <li>- The exercise should not take more than 1h15 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>- 10 to 15 slides about misinformation, manipulation and rumors in prison</li> <li>- Slides in schemes and images, with storyboard on the notes to provide theoretical background</li> </ul>

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Module 2	Session No <sup>3</sup>	Pedagogical Resources	Task(s)	Minimum Requirements
		<ul style="list-style-type: none"> <li>Document</li> </ul>	<ul style="list-style-type: none"> <li>Search and select information, create document</li> </ul>	<ul style="list-style-type: none"> <li>With no more than 15 pages document about risk of manipulation in prison context: inmates by inmates and manipulation of staff</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 exercise</li> </ul>	<ul style="list-style-type: none"> <li>No more than 10 minutes video/TV shows or news about misinformation and manipulation regarding prison in mass-media</li> <li>Small exercise instructions focus on identifying the manipulation and misinformation</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>10 to 15 slides about difficult type of personalities;</li> <li>Slides 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 and select information</li> <li>Create document</li> </ul>	<ul style="list-style-type: none"> <li>With no more than 15 pages Document about communicating to persons with difficult personalities: information, texts, quotes from psychology books regarding this subject</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 minutes video/TV show about communication to person with difficult type of personalities;</li> <li>Small exercise instructions focus on identifying the difficulties of communication</li> </ul>
		•	•	
	C4	<ul style="list-style-type: none"> <li>Workgroup</li> </ul>	<ul style="list-style-type: none"> <li>Create</li> </ul>	<ul style="list-style-type: none"> <li>Create instructions for exercise about communication with inmates with learning</li> </ul>

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Module 2	Session No <sup>3</sup>	Pedagogical Resources	Task(s)	Minimum Requirements
			instructions <ul style="list-style-type: none"> <li>• Create template</li> </ul>	disabilities (can be a brainstorming) <ul style="list-style-type: none"> <li>- Create template to be pick-up feedbacks from group</li> <li>- The exercises should not take more than 45 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 template</li> </ul>	<ul style="list-style-type: none"> <li>- Create instructions for exercise about communication with foreign inmates who doesn't speak national languages</li> <li>- Create template to be pick-up feedbacks from group</li> <li>- The exercises should not take more than 45 minutes</li> </ul>
		<ul style="list-style-type: none"> <li>• Workgroup</li> </ul>	<ul style="list-style-type: none"> <li>• Finding or create case-study</li> <li>• Create instructions</li> <li>• Create template</li> </ul>	<ul style="list-style-type: none"> <li>- Description of case-study regarding respect of other religions or cultures (case studies);</li> <li>- Create instructions and template for analyse;</li> <li>- The exercises should not take more than 45 minutes</li> </ul>

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### M3 - ICT tools and resources application in prison work context

Module 3	Session No <sup>4</sup>	Pedagogical Resources	Task(s) <sup>5</sup>	Minimum Requirements
M3 - ICT tools and resources application in prison work context	01	• Presentation	• Compile 1	- 10 to 15 slides about ICT tools for communication - Slides in schemes and images, with storyboard on the notes to provide theoretical background - Emphasize the importance of IT tools in communication
		• Document	• Create document	- With no more than 15 pages document about software and computer applications usefully for information and collecting data
		• Assignment	• Create template of database and instructions how to use that in education in prison	- Create an example about how to do simple database useful in work of educators, social workers in prison - Create instruction to explain how to fill the data base - Trainees must to use that as exercise
		•		
	02	• Presentation	• Compile 1	- 10 to 15 slides about definition of communities of practice and how that can be used

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

<sup>5</sup> All partners must consider further translation tasks for pedagogical resources selected on IDECOM project

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Module 3	Session No <sup>4</sup>	Pedagogical Resources	Task(s) <sup>5</sup>	Minimum Requirements
				- Slides in schemes and images, with storyboard on the notes to provide theoretical background
		• Document	• Create document • Create example	- Create the document about how to do the professional presentation in Power Point Program with no more than 15 pages - Create and present an example as good practice
		• Assignment	• Create instruction	- Develop a power point presentation about one prison education improvement proposal - Create instruction for exercise
	C1	• Workgroup	• Create instructions • Create template	- The instruction must guide participants to share group in two and each must to design their own power point presentation - The template help the group to analyse the presentations, compare and identify the strengths and weaknesses and receive feedback - Trainer instructions must emphasize the collaborative work - The exercise should not take more than 1h30minutes
	C2	• Workgroup	• Create instructions • Create template	- The instruction must guide participants to present developed database: discussing difficulties and teamwork opportunities - Trainer instructions must emphasize the collaborative work - The exercise should not take more than 3hours

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### M4 - Information and communication management using ICT tools

Module 4	Session No <sup>6</sup>	Pedagogical Resources	Task(s)	Minimum Requirements
M4 - Information and communication management using ICT tools	O1	• Presentation	• Compile 1	- 10 to 15 slides about management of online information and communication - Content practical aspects how to organize emails, virtual information - Slides in schemes and images, with storyboard on the notes to provide theoretic background
		• Document	• Search and create a document	- No more than 15 pages document about check validity of information from internet - Preferable with examples about check validity of information from internet
		• Presentation	• Compile 1	- 10 to 15 slides about security in virtual environment (presentation) - Slides in schemes and images, with storyboard on the notes to provide theoretic background
	C1	• Workgroup	• Create instructions • Emails for exercise	- Create and exercise instruction to classify and organizing the emails - The exercise should not take more than 1 hour

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

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Module 4	Session No <sup>6</sup>	Pedagogical Resources	Task(s)	Minimum Requirements
		• Workgroup	<ul style="list-style-type: none"> <li>• Create instructions</li> <li>• Create template</li> </ul>	<ul style="list-style-type: none"> <li>- Create instructions for group to structure, organize online information with different type of online information to be organized</li> <li>- The exercise should not take more than 1 hour</li> </ul>
		• Workgroup	<ul style="list-style-type: none"> <li>• Create instructions and 1 template</li> </ul>	<ul style="list-style-type: none"> <li>- Create instructions for exercise regarding identify educational sites with pedagogical resources for education in prison (workgroup)</li> <li>- Create template to pick-up information</li> <li>- The exercise should not take more than 1 hour</li> </ul>
	C2	• Debate	<ul style="list-style-type: none"> <li>• Create instructions</li> </ul>	<ul style="list-style-type: none"> <li>- Create instructions for debate about risks for staff when they use Facebook, LinkedIn etc</li> <li>- The exercise should not take more than 1 hour</li> </ul>
		• Case-study	<ul style="list-style-type: none"> <li>• Search and select 2 case – studies</li> </ul>	<ul style="list-style-type: none"> <li>- Create instructions for analyse the case-studies about the use of ICT in prison education</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 template for exercise</li> </ul>	<ul style="list-style-type: none"> <li>- Create instructions for exercise to use online tools in prison education (workgroup)</li> <li>- The instructions to the trainer must emphasize the importance of ICT in the future reintegration of inmates</li> <li>- The exercise should not take more than 1 hour</li> </ul>

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## M5 - Emotional Intelligence and the ability to communicate

Module 5	Session № <sup>7</sup>	Pedagogical Resources	Task(s)	Minimum Requirements
M5 - Emotional Intelligence and the ability to communicate	O1	• Presentation	• Compile 1	- 10 to 15 slides about link between emotional intelligence and communication; - Slides in schemes and images, with storyboard on the notes to provide theoretic background: with the definition of key concepts;
		• Document	• Search information and prepare document	- No more than 15 pages document about link between emotion-reaction-communication
		• Video	• Search and select 1 or 2 • Create questionnaire	- No more than 10 minutes video material about emotional intelligence and communication; - Create questionnaire for video analysis (homework for trainees) - Prepare for homework instructions;
	O2	• Presentation	• Compile 1	- 10 to 15 slides about definition of conflict, phases, conflicts in prison environment; - Slides in schemes and images, with storyboard on the notes to provide theoretic background;

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

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Module 5	Session №7	Pedagogical Resources	Task(s)	Minimum Requirements
		<ul style="list-style-type: none"> <li>• Document</li> </ul>	<ul style="list-style-type: none"> <li>• Search information and create document</li> </ul>	<ul style="list-style-type: none"> <li>- No more than 15 pages document about process of conflict solving using negotiation in prison;</li> <li>- Present please and few examples of negotiation from prison system;</li> </ul>
		<ul style="list-style-type: none"> <li>• Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Create instructions</li> <li>• Search information and create document</li> </ul>	<ul style="list-style-type: none"> <li>- Instructions for trainees to develop the document as homework;</li> <li>- No more than 5 pages document about techniques of negotiation;</li> </ul>
	C3	<ul style="list-style-type: none"> <li>• Brainstorming</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>- Instruction for brainstorming regarding sources of aggressiveness and conflicts in prison education</li> <li>- Using the created template with groups to pick-up ideas and identify the sources of conflicts;</li> <li>- The exercise should not take more than 1 hour;</li> </ul>
		<ul style="list-style-type: none"> <li>• Debate</li> </ul>	<ul style="list-style-type: none"> <li>• Define 1 guideline</li> <li>• Create a supporting template</li> </ul>	<ul style="list-style-type: none"> <li>- The guidelines must help the trainer to support the discussion about "How do you communicate with aggressive inmates?"</li> <li>- Create a supporting template to pick-up conclusions;</li> <li>- The debate 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 template</li> <li>• Search or create role-play</li> </ul>	<ul style="list-style-type: none"> <li>- Create instructions for developing role-play about Negotiation in an conflict with aggressiveness</li> <li>- Create the template regarding conclusions of group after role-play;</li> <li>- The exercise should not take more than 1 hour;</li> </ul>

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## M6 - Planning, organizing and managing special teams

Module 6	Session No <sup>8</sup>	Pedagogical Resources	Task(s)	Minimum Requirements
M6 - Planning, organizing and managing special teams	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>- 15 to 20 slides about definitions of team work, management, working skills, teambuilding and development stages</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> </ul>	<ul style="list-style-type: none"> <li>- No more than 15 pages about to make more efficient team work (share responsibilities, workload and accountability, reaching consensus and setting a goals with colleagues or prisoners, difficulties, conflicts, negotiation)</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>- 10 to 15 slides about role of members in the team (presentation)</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>•</li> </ul>	<ul style="list-style-type: none"> <li>•</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>- Create instructions and template to developing together in group the planning activity;</li> </ul>

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

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Module 6	Session No <sup>8</sup>	Pedagogical Resources	Task(s)	Minimum Requirements
				- The exercise should not take more than 1 hour
		• Workgroup	<ul style="list-style-type: none"> <li>• Create instructions</li> <li>• Create 1 template</li> <li>• Create case-study</li> </ul>	<ul style="list-style-type: none"> <li>- Create case-study regarding educational activity in prison which must to be organized;</li> <li>- Create instructions and template to developing together in group activity of sharing responsibilities between group members</li> <li>- The exercise should not take more than 1 hour</li> </ul>
		• Role play	<ul style="list-style-type: none"> <li>• Create instructions</li> <li>• Create 1 template</li> <li>• Create role-play</li> </ul>	<ul style="list-style-type: none"> <li>- Create role-play about management team from prison which must to designed the implementation team for new educational project</li> <li>- Create instructions for deployment of role play</li> <li>- Supporting template must to helping group to identify the adequate team for implementation of project and job description</li> <li>- The exercise should not take more than 1 hour</li> </ul>
		•	•	
	C2	• Case-study	<ul style="list-style-type: none"> <li>• Create instructions</li> <li>• Search or create a case study</li> </ul>	<ul style="list-style-type: none"> <li>- The case study will be regarding conflict solving in the prison</li> <li>- The instructions must to help trainers to developing the exercise</li> <li>- The supporting template must to help the trainees to identify steps of negotiation of conflict</li> <li>- The exercise should not take more than 45 minutes</li> </ul>
	• Debate	<ul style="list-style-type: none"> <li>• Define 1 guideline</li> <li>• Search or create a case study</li> </ul>	<ul style="list-style-type: none"> <li>- The guidelines must help the trainer with information about reaching consensus in team, instructions for exercise and define the problem like a case-study;</li> </ul>	

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Module 6	Session N <sup>o</sup> 8	Pedagogical Resources	Task(s)	Minimum Requirements
				<ul style="list-style-type: none"> <li>- The trainer must to organize the debate focus on finding team solution for problem;</li> <li>- The debate should not take more than 1hour</li> </ul>
		Test	<ul style="list-style-type: none"> <li>• Search and find 2 tests</li> <li>• create instructions</li> </ul>	<ul style="list-style-type: none"> <li>- The trainer must to find the tests about leadership abilities/leadership style.</li> <li>- Create instructions about how to apply the test and organize discussion in group;</li> <li>- The exercise should not take more than 1h15 minutes</li> </ul>

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### M7 - Sustaining performing stage on teams

Module	Session No <sup>9</sup>	Pedagogical Resources	Task(s)	Minimum Requirements
M7 - Sustaining performing stage on teams	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 to 15 slides about teamwork principles, rules of communication in team; respect in the team</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 prepare document</li> </ul>	<ul style="list-style-type: none"> <li>- No more than 15 pages on communication in team work, skills for working in the team, functions and dysfunctions of teamwork</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 2 to 3</li> <li>• Create instructions and template</li> </ul>	<ul style="list-style-type: none"> <li>- No more than 10 minutes, 2 to 3 videos focus on communication in working teams</li> <li>- Exercise instructions and template for homework focus on identifying the gaps of communication</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 to 15 slides <b>about</b> definition and importance of motivation in team</li> </ul>

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

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Module	Session No <sup>9</sup>	Pedagogical Resources	Task(s)	Minimum Requirements
				(how to motivate, type of motivation, examples) -slides in schemes and images, with storyboard on the notes to provide theoretic background;
		• Document	• Create instructions	- Create instructions for trainees to search information and prepare document, no more than 5 pages regarding “How to motivate inmates to participate at professional training courses?”
		• Video	• Search & select 2 • Create instructions	- No more than 15 minutes, 2 videos focus on motivation in team (one positive and one negative examples) - Create exercise instructions and template for homework, focus on identifying the type of motivation
	03	• Presentation	• Compile 1 presentation	- 10 slides <b>about</b> how important is trust in working team - Slides in schemes and images, with storyboard on the notes to provide theoretic background
		• Document	• Search and prepare document	- No more than 15 pages about “How to increase the trust in working team?” - Reading synthesis sheet: 1 sheet with main ideas and concepts submitted online
• Video		• Search & select 2 to 3 • Create questionnaire	- No more than 10 minutes 2 to 3 videos focus on example of trust in working team;	

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Module	Session No <sup>9</sup>	Pedagogical Resources	Task(s)	Minimum Requirements
				- Create questionnaire to analysis the encouraging in team work;
	C1	<ul style="list-style-type: none"> <li>• Workgroup</li> </ul>	<ul style="list-style-type: none"> <li>• Create instructions</li> <li>• Create templates</li> <li>• Search and select 2 games, 2 role-plays, 2 case-studies</li> </ul>	<ul style="list-style-type: none"> <li>- Create instructions to developing skills for working in the team: exercises, games, collaborative role-plays, respect, trust, equilibrium, tolerance, accept others, positive attitude</li> <li>- Created supporting templates for exercises;</li> <li>- The exercise should not take more than 3 hours;</li> </ul>
		<ul style="list-style-type: none"> <li>• Workgroup</li> </ul>	<ul style="list-style-type: none"> <li>• Create instructions</li> <li>• Create templates</li> </ul>	<ul style="list-style-type: none"> <li>- Create instructions to developing exercises about conflict solving in the team</li> <li>- Created supporting templates for exercises</li> <li>- The exercise should not take more than 1 hour</li> </ul>
	C2	<ul style="list-style-type: none"> <li>• Workgroup</li> </ul>	<ul style="list-style-type: none"> <li>• Create instructions</li> <li>• Create templates</li> </ul>	<ul style="list-style-type: none"> <li>- Create instructions to developing exercises with group to encourage the team members;</li> <li>- Created supporting templates for exercises;</li> <li>- The exercise should not take more than 1 hour;</li> </ul>
		<ul style="list-style-type: none"> <li>• Workgroup</li> </ul>	<ul style="list-style-type: none"> <li>• Create instructions</li> <li>• Create templates</li> </ul>	<ul style="list-style-type: none"> <li>- Create instructions to developing exercises with group to learn of using team members expertise in prison context;</li> <li>- Created supporting templates for exercises;</li> </ul>

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Module	Session No <sup>9</sup>	Pedagogical Resources	Task(s)	Minimum Requirements
				- The exercise should not take more than 1 hour;
	O4	• Presentation	• Compile 1	- 10 to 15 slides about how important is feedback in team work; - Slides in schemes and images, with storyboard on the notes to provide theoretic background;
		• Document	• Search information and prepare document	- No more than 15 pages on the subject how to give positive and negative feedback in team;
		• Presentation	• Compile 1	- 10 to 15 slides about feedback and difficult personalities in the team (presentation) - Slides in schemes and images, with storyboard on the notes to provide theoretic background;
	C3	• Workgroup	• Create instructions • Create 1 template • Create or find study case	- Must to create instructions for exercise with description of case-study; - The case study will be about how to use the feedback in working group activities with inmates; - The exercise should not take more than 1hour;
		• Role-play	• Create or find role-play • Create instructions	- Create instructions to describe the role-play and how to organize the exercise;

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Module	Session No <sup>9</sup>	Pedagogical Resources	Task(s)	Minimum Requirements
			<ul style="list-style-type: none"> <li>• Create template</li> </ul>	<ul style="list-style-type: none"> <li>- The role-play will be about how to give a positive feedback in team work with prison staff;</li> <li>- Create template to pick-up feedback after role-play;</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 template</li> </ul>	<ul style="list-style-type: none"> <li>- Create instructions to describe the role-play and how to organize the exercise;</li> <li>- The role-play will be about how to give a negative feedback in team work with prison staff;</li> <li>- Create template to pick-up feedback after role-play;</li> </ul>

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## M8 - Applied project and actions

This module foresees 15 sessions, in class.

Module	Session No <sup>10</sup>	Pedagogical Resources	Partner Task(s) <sup>11</sup>	Minimum Requirements
<b>M8 - Education process improvement: applied project and actions</b>	C1	• Workgroup	• Brainstorming method.	The workgroup(s) must to identifying inmates' education needs in fields of communication, ITC and teamwork.
	C2	• Workgroup	• N/a template was already produced	The workgroup(s) must to work on identifying educational activities with inmates to improve the communication, ITC and teamwork skills according with identified needs.
	C3	• Workgroup	• N/a template was already produced	The workgroup(s) must conclude and select two educational pilot actions with inmates
	C4	• Workgroup	• N/a template was already produced	The workgroup(s) must work on planning the educational pilot actions with inmates
	C5	• Workgroup	• N/a template was already produced	The workgroup(s) must conclude on planning the educational pilot actions with inmates
	C6	• Workgroup	• N/a template was already produced	The workgroup(s) must work on the sharing responsibilities between group members for plans implementation.
	C7	• Workgroup	• N/a template was already produced	The workgroup(s) must conclude on the sharing responsibilities between group members for plans implementation.
	C8	• Workgroup	• Information will be included in plans	The workgroups must work and conclude on monitoring and

<sup>10</sup> Session have a standard duration of 3h, being class or online

<sup>11</sup> All partners must consider further translation tasks for pedagogical resources selected on IDECOM project

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Module	Session No <sup>10</sup>	Pedagogical Resources	Partner Task(s) <sup>11</sup>	Minimum Requirements
			developed before	evaluation of pilot activities.
	C9	• Workgroup	• N/a template was already produced	The workgroup(s) must work to develop the communication plans for pilot activities.
	C10	• Workgroup	• N/a template was already produced	The workgroup(s) must to conclude the communication plans for pilot activities.
	C11	• Pitch group	• Power Point presentation	The workgroup(s) must to design their Power Point presentations for launch event.
	C12	• Pitch group	• Power Point presentation	The workgroup(s) must to finish their presentation for launch event.
	C13	• Workgroup	• Create agenda and invitation 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

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## CONCLUSIONS

The “Communication, ICT and teamwork competencies in prison” training courses curriculum was conjointly developed by the 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 partner countries and other different European countries involved in the validation sessions or multiplier events. The training program production includes the course program, with modules, the session plan and tools, which means the structure is very flexible and other prison systems or stakeholders can easily adapt their training according to their staff needs.

“Communication, ICT and teamwork competencies in prison” training courses curriculum will be used firstly to pilot the national training courses with prison staff from Romania, Turkey, Portugal and Moldova. After that, the trainers and researchers from the partner organizations will develop together the Conjoint Manual for “Communication, ICT and teamwork competencies in prison”.

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