

# Assessment of the penitentiary training: the trainees take the floor



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### Introduction



- A national academy training different professional categories
- The training observatory : an advisory unit at the service of the academy
- Three missions
  - Defining the profile of the different categories of trainees
  - Carrying out studies on the training conditions and career paths
  - Assessing the different trainings
- Addressing issues of democracy and quality of the public policies
- Satisfaction assessments and complementary medium-term assessments

### Satisfaction assessment



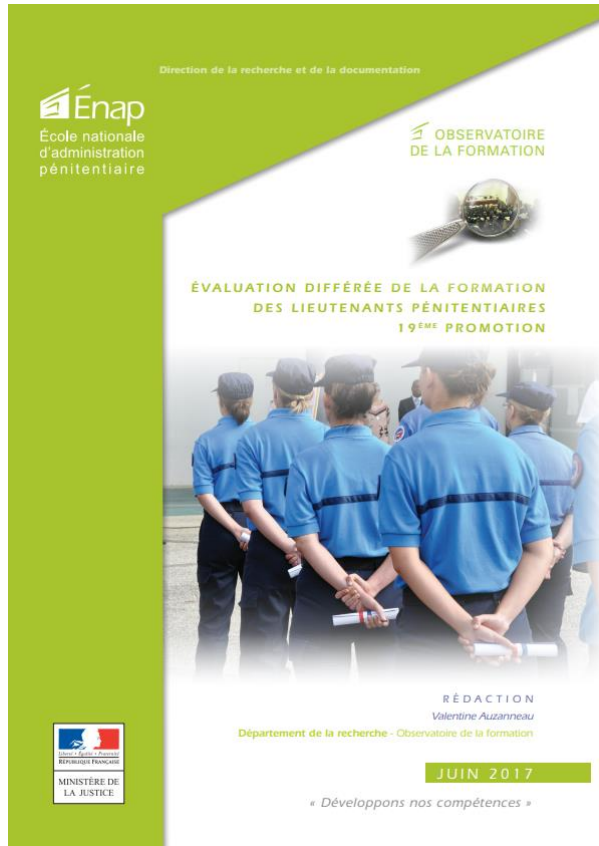
- Goal : defining the students and trainees' perception
- Target audience : all the initial and continuous trainings
- Data collection : a questionnaire submitted at the end of the training
  - 50 questions
  - Sent out on the trainees' smartphone in an amphithéâtre or classroom
- Key strengths
  - Exhaustiveness of the answers
  - Easier to recall the training

### Satisfaction assessment



- Uses
  - Tool for reflection for all the academy services
  - An advisory support for pedagogical decision-making
  - Defining structural trends
  - A support for varied studies
- Main limitation : the lack of hindsight on the transfer of learning outcomes in the field

### Medium-term assessments



- Deferred (medium-term) assessments in addition to the satisfaction assessments
- Objective : defining the representations of the trainee staff on the training considering the realities in the field
- Target audiences : new trainings and revised trainings
- Method
  - Steering committee constitution
  - Drafting the training frame of reference

### Medium-term assessments



- Data collection
  - Questionnaires and interviews with the trainees
  - Interviews with their supervisors / hierarchy
- Uses
  - Defining the activities that are actually carried out
  - A training assessed taking into account the realities on the field
  - Collecting the continuous training needs
- Limitations
  - Organizing interview periods with the staff already in activity
  - Differentiating training learning outcomes and field experience learning outcomes
  - Recalling the training (which sometimes dates back)



# Conclusions

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- A dedicated unit that has existed for 11 years (within the research department)
- Evaluations that fit more broadly into the consideration of the profile of the audience and what they think: the “student actor”
- Importance of a good communication on the expectations from the institution/authority at the origin of the request
- Staying humble regarding the impact these studies have on the organisation of the training programmes



**Thank you!**

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