



STREAM FINAL REPORT WORKSTREAM 2

EXTERNAL EVALUATION OF THE SKILLS FOR EFFECTIVE ENGAGEMENT AND DEVELOPMENT (SEED) PROJECT IN ROMANIA

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Summary

The principal aims of this evaluation of SEED training on one-to-one supervision in Romania were to:

- test whether a model developed and piloted in England, the SEED training of probation counsellors, would be able to be applied in a different EU jurisdiction, namely Romania, and what the results would be;
- explore how the model needed to be adapted for use in this jurisdiction;
- test whether the approach developed by the University of Sheffield to evaluate the model, in England, could also be applied in another EU jurisdiction.

Originally, the research was designed only to test the feasibility of mounting the SEED model in Romania and of evaluating it, but early on in the project, all partners decided to try to replicate the English evaluation, as far as possible, and so we took steps to acquire a comparison group of probation counsellors, from those in the Probation Service teams who were not trained. The training involved the Bucharest, Dolj and Brasov Probation Services.

From the results of the evaluation, it was clear that the SEED training was well delivered in Romania, with all the planned sessions held, and the between-session activities of team discussion of cases and observation by managers of individual supervision sessions happening. The evaluation itself comprised observation of training sessions; questionnaires to probation counsellors at the end of the initial training session and the four follow-up sessions; interviews with counsellors and managers after the end of the training period; questionnaires to convicted persons being supervised by counsellors from the trained and comparison groups about their experience of supervision and views of their counsellors; and analysis of compliance data on both trained and comparison group convicted persons. Our interim report provides details of the reaction of counsellors to the initial training and first three follow-up training events. This report follows on to consider counsellors' reactions to the fourth training event and looking back over the whole of the SEED training, providing comparisons with the results of the evaluation in England, as well as the convicted persons' views and compliance results.

SEED is a 'training plus' package, building on practitioners' existing skills and training. Teams were trained together, reflecting back each time on what was useful and what had been used in practice. In terms of practitioner responses:

- Practitioners were very positive about the training, in both England and Romania – if anything Romanian counsellors were even more positive.
- Practitioners were already familiar with most of the skills and techniques, but appreciated both the refreshing of their skills and, particularly, working out how to use those skills and techniques in a more structured way.
- Practitioners in both Romania and England (with, again, those in Romania being more positive) said that it improved their confidence in doing one-to-one supervision, their ability to deal with different offenders, their ability to plan the course of supervision, their ability to deal with unexpected crises, the extent to which they talked with convicted persons about the purpose of supervision, the extent to which they talked with colleagues about one-to-one supervision and the extent to which they talked with their line managers about particular cases.
- In both England and Romania, there were a few practical problems in putting the SEED training into practice, centring around time and caseloads, and, in Romania, having to use shared space to see convicted persons. The emphasis put on

planning in SEED, though, did help practitioners, in that after a while, they found using the SEED planning tended to save time.

- In both countries, discussing cases together with their team in regular sessions was found helpful, as was observation of supervision sessions, with feedback, by managers.

We gave convicted persons being supervised by both the trained and comparison groups questionnaires, which asked about their experience of supervision and what they felt about their probation counsellor. The results included:

- Overall, convicted persons in Romania were very positive about their counsellors – both in the SEED trained group and the comparison group, so there was no significant difference. They were slightly more positive than English convicted persons.
- Probation counsellors in Romania were more likely to ‘signpost’ convicted persons to other agencies they might need (welfare support, accommodation etc.) by telling them where to go, whilst English probation staff were more likely to ‘refer’ them by making an appointment or assisting the convicted person to make their own appointment.
- Convicted persons in Romania were more likely than those in England to say it was agreed at the end of the session what should be done next, and more likely to understand there was an overall plan for the order.
- In England, convicted persons saw SEED trained counsellors as using more SEED skills overall – but there was no difference in Romania between the views of convicted persons who had SEED trained counsellors and those whose counsellors were in the comparison group.
- In Romania, though, SEED trained counsellors were seen by their convicted persons as more likely than those in the comparison group to be focusing on particular aspects in particular supervision sessions rather than talking about almost everything every session (SEED training would encourage this greater selectivity). They were also seen as more likely to challenge convicted persons (though sometimes this might also annoy).

We also tried to see whether there were any differences in convicted persons’ compliance with their orders between those with SEED trained counsellors and those whose counsellors were in the comparison group. However, because of the length of orders in Romania and the shorter time span for this research, compared to the evaluation in England, very few convicted persons were breached in Romania once their supervision had started, during the relevant time span. There was no difference between the two groups of convicted persons.

In terms of the transferability of the SEED training and the evaluation, we found that:

- Overall the SEED training programme transferred well, despite the different histories of probation in the two countries. Having significant support from senior probation staff was key.
- It was important to put in place measures to be sensitive to the legal and cultural differences in criminal justice and in participants’ roles, especially using local co-trainers; using an experienced local researcher; having good liaison on databases. Minor problems included the time and effort needed to check translations; adjusting to the different context for the comparison group; and differences in record keeping.
- SEED training was particularly well received because it was investing in the core jobs of counsellors at a time of considerable change (both in Romania and England).

The aims of the research

The SEED (Skills for Effective Engagement and Development) training model and programme were originally developed for experienced probation staff in England and Wales, to refresh their skills and enhance quality in one-to-one probation supervision with offenders. The model was created from the results of research on effective probation delivery and research on desistance from offending (ceasing to commit criminal offences). SEED training was undertaken in England in 2011-12 and has been evaluated by the same team as have undertaken the current research.

Given the interest in Romania to enhance their probation counsellors' effectiveness in one-to-one supervision, the current research was designed to test whether a model developed and piloted in England would be able to be applied in a different EU jurisdiction, namely Romania; to explore how the model needed to be adapted for use in this jurisdiction; and to test whether the approach developed by the University of Sheffield to evaluate the model, in England, could also be applied in another EU jurisdiction. This report therefore both provides the results from the Romanian developments and includes England/Romanian comparisons and also considers the experience of this policy, training and evaluation transfer, to inform future potential experiments in developing probation across Europe.

One-to-one supervision by a probation counsellor of a convicted person (in the Romanian terminology) or by an offender manager (a probation officer or probation service officer) of a service user (in the English terminology) is at the heart of probation practice and many community sanctions and measures¹. In England it is also the key element of release on licence of prisoners, but this will only come into force in Romania in 2015, following the passage of the new Criminal Code and Criminal Procedure Code 2014.

Yet one-to-one supervision can also be 'hidden' work (Shapland et al. 2013), as counsellor and convicted person tend to be cloistered together in a room on their own, or at least their conversation is private.² It can therefore be quite challenging and lonely work, if measures are not put in place to ensure that teams of probation staff jointly discuss their approach to difficult cases and managers of probation staff are enabled to observe, discuss and feed back to their staff. Facilitating quality hence means encouraging this 'group' learning between probation counsellors as well as enabling the use of proved techniques by the probation counsellor.

The SEED model and SEED training

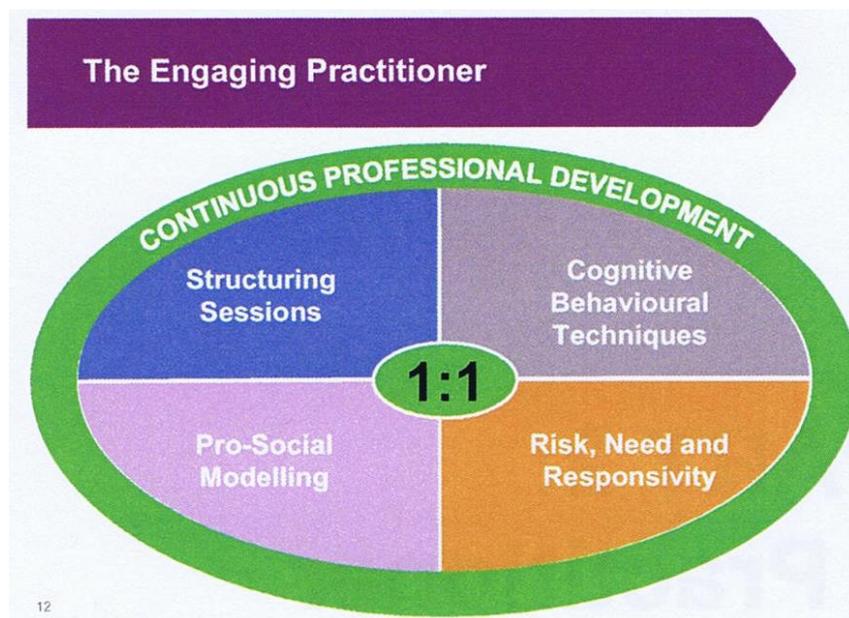
SEED training is designed for experienced practitioners, who have already undertaken basic training, including in particular evidence-based skills for supervision, and have some experience in practice of working with convicted persons. The SEED model (Figure 1) is based on the principle that 'the relationship between the offender and the probation practitioner can be a powerful vehicle for changing behaviour and reducing re-offending' (Hosking 2014). It has links with the training developed in the STICS programme in Canada (Bourgon et al. 2008) and brings together elements from pro-social modelling, cognitive behavioural techniques, and risk, need, responsivity work (RNR) within a framework of

¹ We shall use the Romanian terminology throughout this report, whether referring to English or Romanian practice. Hence a 'probation counsellor' is a probation officer or probation service officer. A 'convicted person' is a person being supervised, i.e. a service user or offender. A 'manager' means the immediate line manager of the probation counsellor.

² In Romania, probation counsellors in some teams work in larger rooms, seeing convicted persons by their desk. In England and in the other teams in Romania, counsellors meet convicted persons on their own in a smaller room.

structuring individual supervision sessions and the order, collaborative goal setting and problem solving with the convicted person. All of these were involved in the initial training session, and were reinforced by further input during a year's period of continuous professional development, with four further training sessions. The further input included Socratic questioning, brain-friendly approaches to learning, dealing with crises in supervision, solution-focused approaches, mind mapping and diversity training on unconscious bias. The SEED manual emphasises that it is not a routine, staged approach suitable for only some kinds of convicted persons, but is a set of tools informed by a common approach, able to be used with different kinds of convicted persons, and part of day-to-day work.

Figure 1 The SEED model



In England, training was evaluated in three Probation Trusts, London, Merseyside and Thames Valley. Trusts contained geographically based teams of probation staff, including probation officers, probation service officers and administrative staff. Both the first two acted as offender managers for offenders. Probation Trusts volunteered to take part in the evaluation and for each Trust, one or two teams (each normally comprising the probation provision for one town or set of boroughs) was chosen by the Trust to receive SEED training and one or two teams formed the comparison group(s). Hence both SEED trained and comparison teams came from metropolitan and urban areas, with some slightly more rural areas. The teams chosen all had fairly generic caseloads, supervising a range of offenders who were on community sentences or released on licence from prison. No team specialised in preparing reports for the courts, or just supervising unpaid work³, or just dealing with life sentence prisoners. However, because of the way that the samples arose, there were differences between the SEED trained and comparison areas in terms of the demographics of the offenders involved.

The training package in England consisted of an initial training event of three days, with four follow-up training events, each three months apart, three of one day in length and one (the final one) taking a half day. As continuing professional development, the package also included elements which were undertaken between the formal training events: team

³ Unpaid work is part of a community sentence, formerly known as community service, now often called community payback.

discussions of cases brought to the meeting by one of the offender managers being trained; supervision of one or more supervision sessions by the immediate line manager of the offender manager being trained; and the offender managers themselves pursuing their own personal development plans (Sorsby et al. 2013).

In Romania, the national directorate chose three probation services to take part in the SEED training: the capital, Bucharest, and two more rural areas, Dolj and Brasov. It was not possible to close the offices so that all probation counsellors could go on the training, so the comparison group was formed of those counsellors who were not trained in that service/office. Probation supervision in Romania was, at the time of the training, confined to those on community orders (see below), but counsellors who were trained (and the comparison groups in the same offices) all did the same kinds of work, without particular specialisation.

The training package in Romania was designed to be as similar as possible to that in England. It was delivered by one trainer from England, who was one of the two key trainers for the Probation Trusts in England, and a co-trainer from Romania. It was realised that, because of the need for translation at the events and ensuring participants understood the manual (which was translated), training events in Romania would need to be somewhat longer than in England. The initial training in January 2013 took four days and there were again four follow-up training events, three of one and a half days and one of one day, in April 2013, July 2013, October 2013 and April 2014. Training took place in Bucharest (for Bucharest-based staff) and in Brasov (for Dolj and Brasov-based staff). Teams were trained together with their manager. The detailed content for the initial training and first three follow-up events is described in our interim report (Sorsby et al. 2014), whilst the final follow-up event is described in this report. The other elements – team discussions (called ‘peer group learning’), observation by managers, and personal action plans – were intended to occur in exactly the same way as in England.

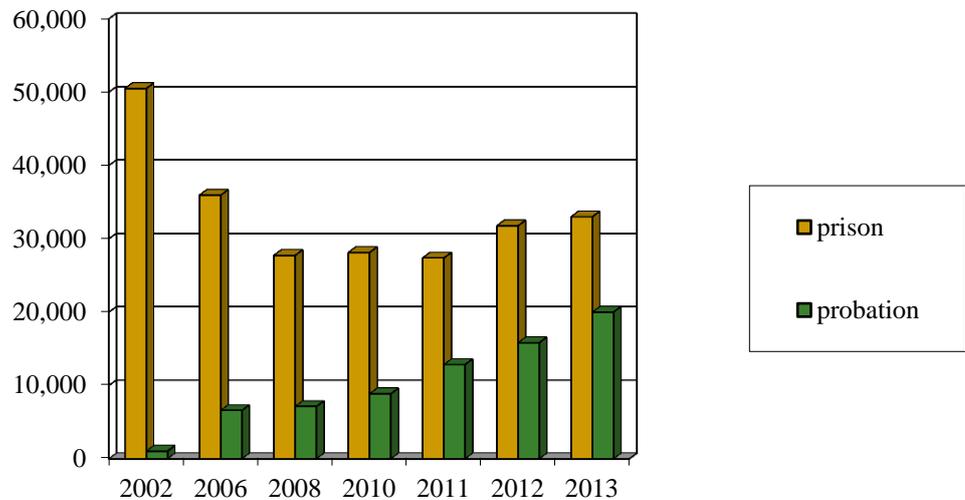
Probation in Romania

The Probation Service in Romania is relatively young compared to that in England and Wales. The relevant Romanian legislation was passed in 2000 and probation supervision started in 2001 following an experimental period of five years (Carbunaru 2014). The Probation Department (as it was at the start of the research), was based within the Ministry of Justice but distinct from prisons administration. There were 42 local probation services, with a total of 370 probation counsellors, who were all graduates, in social work, law, psychology, sociology or education. Since 2001, there has been a steady increase in probation caseload, with considerable reductions in prison caseload (Figure 2). Probation supervision at the time of the research was only available for community sentences.

In contrast, the probation service in England and Wales has been in existence for over a hundred years, though the population of service users being supervised has seen considerable change over that time. Sentence elements being supervised by probation staff in England and Wales included those on community sentences (whether purely probation supervision, or with additional programme elements of unpaid work), suspended sentence supervision orders, intensive probation and those on licence, including life licence.

In both England and Romania, probation staff received initial training, including training related to one-to-one supervision, and then received further in-service training, often on particular skills or techniques (such as cognitive behavioural techniques, or prosocial modelling), as well as having periodic staff events and conferences. All the probation staff

Figure 2 Changes in probation and prison caseloads (adapted from Carbutaru 2014)



who took part in the SEED and STREAM training were experienced staff who had been supervising convicted persons for a while. In both countries again, there had been significant recent change, though the nature of that change was different. In England it included recent moves from highly target-driven National Standards with prescribed intervals for supervision and little discretion for probation staff to vary supervision practices, to potentially more flexible National Standards with more scope for supervisor discretion. However, for staff in the three Trusts being evaluated, this was an imminent change, rather than the Trusts, at the time of SEED training, having prescribed a new regime.⁴ There was also, by the end of the SEED training year, the likelihood of the move to splitting the probation service to form a new National Probation Service (to supervise higher risk offenders, provide presentence reports to the courts and undertake breach proceedings) and Community Rehabilitation Companies (supervising lower risk offenders). Each Trust's staff would split into these entities, so that offender supervision could continue.

In Romania, a new Criminal Code and Criminal Procedure Code was enacted during the course of the STREAM training, to come into force on 1 February 2014 (i.e. during the training). The Probation Service, which moved to being a Directorate in its own right, responsible for its own budget, acquired a considerable range of new tasks, including preparing reports on the execution of penalties, supervising unpaid work for adult offenders, providing more reintegration programmes, supervising conditionally released prisoners on licence from prison. It is envisaged that it will increase staff numbers from 370 probation counsellors to 1,000 probation staff in 2017, and the initial tranche of new probation counsellors commenced work in late 2014. As a result, probation work will become more specialised, rather than generic.

Hence, both in England and Romania, the time of SEED and STREAM training was one of imminent or current change, which caused quite a lot of apprehension, some dismay but also, particularly in Romania, some excitement. The impact of the training needs to be seen against this background of imminent change in professional practice and in institutions.

⁴ The new National Standards allowed Trusts to specify how they wished standards to be operationalised locally.

Evaluating STREAM and SEED

As stated in the interim report (Sorsby et al. 2014), the original intention for the STREAM project was to focus on mounting the SEED training programme in Romania and looking at the feasibility of evaluating it. However, it was decided early on in the project that we would attempt to mount an evaluation in as similar a fashion as possible to the evaluation of SEED in England. Clearly, the evaluation methods had to be constrained by the time scale of the STREAM project – for example, it would not be possible to look at reconviction because the two year time period for STREAM would not permit sufficient time for reconviction.

The choice of methods linked closely to the aims of SEED and its nature. SEED was designed to enhance quality of supervision in one-to-one supervision with convicted persons, with the aim of facilitating and encouraging desistance. Hence what was important was:

- Whether the probation counsellors being trained found the SEED training helpful, intended to bring it into their practice with convicted persons, and felt they had used it in their practice. This applies to the training events, but also to the peer learning groups and observation by managers;
- Whether convicted persons noticed any difference between the supervision they received from SEED-trained counsellors as opposed to non-SEED trained counsellors;
- Whether there were effects on convicted persons' behaviour, comparing SEED-trained counsellors with non-SEED trained counsellors. These effects could be on compliance with the orders or subsequent reconviction.

The second and third of these methodological aspects required the construction of adequate comparison groups, in order to compare between SEED-trained counsellors and non-SEED trained counsellors.

In England and also in Romania, evaluation methods were:

1. Use of questionnaires at the end of each training event asking about reactions to that training event, and use of SEED during the previous period since the last training event. So that trainers could adjust the input to any concerns, these questionnaires were seen by the trainers, so they were anonymous. This means that it is not possible to link up any particular counsellor's responses to the responses of the convicted persons they were supervising. In both countries, questionnaires were completed by all those attending the training.
2. Observation of the training events, as far as possible, by researchers, including informal conversations with those being trained. In England, all the training events were observed, unless there was a date clash, but in Romania it was only possible to observe the initial training event in Bucharest.
3. Interviews with a small number of probation counsellors and managers at the end of the SEED training (July to September 2014) – with two probation counsellors and one manager in each Probation Service, either face-to-face or via Skype. Interviews were transcribed and analysed using the thematic analysis approach (Bernard and Ryan 2010).
4. Questionnaires to convicted persons being supervised by both the SEED-trained and comparison groups of counsellors, designed to tap the relationship between convicted person and counsellor and the aspects of supervision touched upon by SEED training. Only convicted persons who had had one month of supervision (in England) or five months of supervision (in Romania, because of the much longer probation periods and lower frequency of meetings) were given questionnaires. The sample comprised

those who had had at least one meeting with a counsellor (in England at least four weeks of supervision), with the start of their supervision being after the initial SEED training, so that they had actually had an opportunity to be supervised.

5. Acquiring compliance data from the central probation system for Romania, and from Trusts for England, for formal breaches of probation occurring after supervision had started.
6. In England, it is also intended to undertake a reconviction analysis, but this has not yet been completed. For time reasons, this cannot be undertaken under STREAM.

Scrutiny of the ethical considerations relating to all the above methods was undertaken by the University of Sheffield Research Ethics Committee and permission granted. Key elements were to ensure all those taking part were aware of the purpose of the research and its funding, gave informed consent, were aware they could withdraw at any point, individuals can not be identified in this and other publications, and that data were held securely.

As indicated above, the comparison groups were differently constituted in England and in Romania. In England, comparison groups of counsellors were in different towns to the SEED-trained groups of counsellors. In Romania, comparison groups were in the same teams, but did not receive SEED training. This meant that contamination (the comparison group knowing about SEED training methods, tips etc.) was highly likely in Romania, but, as shown below, the groups and the convicted persons they were supervising were very similar, so making the comparison much easier. This method will tend to reduce any difference due to SEED training in convicted persons' views and behaviour. In England, contamination was much less likely, but the comparison groups of convicted persons turned out to be rather different from the SEED-trained groups (which could not have been predicted by the researchers), so making statistical comparisons far more difficult. Acquiring good comparison groups is always difficult when groups of staff are to be given the initiative together (e.g. trained together, encouraged to discuss cases together), because random assignment of groups is not practically possible. The SEED/STREAM comparison shows there are both advantages and disadvantages of adopting the different methods open to us.

The samples of convicted persons

The Romanian Ministry of Justice provided us with data on convicted persons referred to the Bucharest, Dolj and Brasov Probation Services during 2013. In order to be included in our analysis, convicted persons had to have at least one supervision meeting with a probation counsellor and the first meeting had to take place between 1 February 2013 and 31 December 2013.⁵

A total of 849 convicted persons commenced supervision with a probation counsellor from one of the three Probation Services between 1 February 2013 and 31 December 2013, 585 with SEED trained probation counsellors and 264 with non-SEED trained probation counsellors. Characteristics of the convicted persons in the samples are given in Appendix 1.

In both groups the vast majority of convicted persons were male, 87% in the comparison group and 88% in the trained group. The mean age of convicted persons was 32 years in the comparison group and 31 years in the trained group. The categorisation of offences is different in Romania to that in England, so it is not possible to make clear comparisons. However, around a quarter of convicted persons in both the trained and comparison groups had committed theft or handling offences; 13% in the comparison group and 14% in the

⁵ A very small number of convicted persons appeared in the data more than once. In such cases we included only the case with the earliest date of first meeting and excluded the others. This was necessary so that we did not violate the assumption of independence made by many statistical tests.

trained group fraud, forgery or corruption offences; 10% in the comparison group and 11% in the trained group robbery; 8% in the comparison group and 9% in the trained group violence against the person; 6% in the comparison group and 4% in the trained group public order offences; 2% in the comparison group and less than 1% in the trained group criminal damage; and 1% or less in each group sexual offences. There were a few 'other' offences.

The risk of reoffending and threat to public safety was calculated in Romania according to a risk categorisation from category 1 to category 6. Category 1 was an administrative category used for matters such as absconding, so category 2 was the lowest risk category and category 6 the highest. Most of the convicted persons were in risk categories 2, 3 and 4 with somewhat more in categories 2 (33% overall) and 4 (29% overall) than category 2 (20% overall). Ten percent overall were in category 5 and six percent in category six. The mean supervision period for each of the two groups was just over five years. The risk comparison methods were different from those used in England, so it is not possible to make direct comparisons. However, it seemed that there was a higher proportion of first offenders in Romania and also of course all were on community sentences.

Overall there were no significant differences between the trained and comparison groups in relation to gender, age, risk category, offence type or supervision period.

In relation to differences between the Services, there were significantly fewer female convicted persons in Brasov as compared to Bucharest⁶ or Dolj⁷. The distribution of offence types differed significantly between the three probation services⁸. There were somewhat more offences of violence against the person and fraud, forgery and corruption and somewhat less theft and handling offences in Bucharest compared to elsewhere; public order offences were somewhat more common in Dolj than elsewhere. There were no significant differences between the Probation Services in relation to the age of convicted persons, risk category or the supervision period.

As the shortest period of planned supervision for any of the cases was one year, and the vast majority of cases (over 90%) had planned supervision periods of over three years (a considerable difference from the English sample), it was not possible for any of the convicted persons to have come to the end of their supervision period during the time we were able to monitor cases. Cases could potentially be terminated if the convicted person had failed to comply with the terms of supervision. Very few cases with a first meeting between 1 February 2013 and 31 December 2013 were terminated before 31 December 2013 (10 (4%) in the comparison group and 13 (2%) in the trained group). Almost all these had been terminated for administrative reasons or had been transferred to another Probation Service. One case in the trained group was terminated because of a fresh offence.

Probation counsellors' views of the SEED training events

Details of the reactions of the probation counsellors to the initial training and the first three follow-up events are given in the interim report (Sorsby et al. 2014). The fourth and last follow-up events in April 2014 were very much an opportunity to review what had happened over the course of the training, to run focus groups on how SEED elements had been used in practice, and to look forward to how participants would continue to use SEED in the future. The questionnaires for this fourth event hence primarily asked counsellors to think back over their practice and the whole SEED training.

⁶ $\chi^2(1, N=629)=20.685, p<0.001$.

⁷ $\chi^2(1, N=424)=22.670, p<0.001$.

⁸ $\chi^2(14, N=848)=50.880, p<0.001$.

The fourth follow-up event

The event in Bucharest was attended by the team manager and ten probation counsellors. The event in Brasov was attended by the Brasov team manager, the Dolj team manager, eight probation counsellors from Brasov and five probation counsellors from Dolj.

The events began with feedback on personal action plans. The participants were then split into focus groups to discuss strengths, weaknesses, opportunities and obstacles in relation to the SEED model, observation and feedback, peer learning groups and follow-up training. After lunch the teams were split into groups to work either on developing local sustainability plans or on generating suggestions about how the Ministry of Justice might sustain the model. The events concluded with the feedback questionnaire. In relation to the fourth event, reactions are shown in Table 1.

Almost all the participants found each of the elements very or quite interesting, with the review of the whole process being the most interesting. There was a significant difference between the teams in how interesting they found the local update of what has happened in the last three months⁹. Those in Bucharest rated this as significantly less interesting than those in Brasov or Dolj¹⁰.

We asked as open-ended questions what the most important aspects of the review process had been and also for any comments in relation to planning for the future and areas for development. Most comments were general - that it had been useful to look back over the whole process and identify strengths and barriers and that it had been good to share the experience.

‘Overviewing the entire SEED model and the advantages of using the techniques and methods in working with the clients.’

‘Identifying the strengths and the barriers.’

‘Sharing the experience.’

A few specifically mentioned the proposals made for the Probation Service and the Ministry of Justice. We also asked how appropriate the length of the event was, 68% felt the length was about right, 11% felt it was too long and 3% felt it was too short.

The context of practice

The questionnaire included a series of questions about the participants’ work schedule, including how much time they spent in one-to-one supervision and how much time they were able to spend preparing and writing notes. Their responses are provided in Table 2.

Time spent in one-to-one supervision, preparing and writing notes

In Romania, as in England, there was considerable variation in terms of how much time each week practitioners spent in actual one-to-one supervision. Very similar proportions (21-23%) indicated they spent less than one day, one day, two days and more than three days per week on supervision. Some of the probation counsellors worked part time and this may account for some of the variation (as the questionnaires were anonymous, we are unable to unpick this further). A difference between Romania and England was that in England very few people

⁹ Using a Kruskal-Wallis test $\chi^2(2, N=25)=9.745, p=0.008$.

¹⁰ As indicated by follow-up Mann-Whitney U tests: Bucharest compared to Brasov $U=14.0, p=0.004$; Bucharest compared to Dolj $U=13.0, p=0.017$.

(6%) indicated that they spent more than three days a week in one-to-one supervision while in Romania 23% reported that they did.

Table 1 How interesting participants found each of the elements of the event

N=26		%
How interesting was the local update of what has happened in the last three months?	Very	42.3
	Quite	50.0
	Not very	3.8
	Not at all	0.0
	Missing	3.8
How interesting was the review of the whole process?	Very	73.1
	Quite	19.2
	Not very	3.8
	Not at all	0.0
	Missing	3.8
How interesting was planning for the future and areas for development?	Very	50.0
	Quite	38.5
	Not very	3.8
	Not at all	0.0
	Missing	7.7

Sixty-two percent of Romanian participants indicated that an average appointment time was 30 minutes while 31% indicated that the average length was 15-20 minutes. Very few reported that the average appointment time was longer than 30 minutes. In England 43% reported an average supervision session lasted 15-20 minutes and the same proportion reported the average length was around 30 minutes. Hence, for the majority of practitioners supervision sessions would appear to be somewhat longer in Romania than in England. However in England more practitioners (15%) indicated that their average appointment time was 45 minutes or more, compared with only 4% of Romanian participants. Hence a more substantial minority had long supervision sessions in England. In Romania, as in England, almost all said they could vary the appointment time, so the average times in both countries are probably a function of caseload as well as reflecting choices made between prioritising contact time, paperwork and planning.

In Romania there was considerable variation in relation to how long practitioners reported they were able to spend writing notes about their one-to-one supervision, with 54% indicating they spent less than one day a week on this activity, 19% indicating they spent two days a week on this and 19% reporting they spent three days or more per week writing notes. Again some of this variation may be due to some of the practitioners working part-time. Romanian participants reported spending somewhat more time writing notes than their counterparts in England, where 75% spent one day per week or less writing notes, but the difference was not statistically significant.

In Romania, as in England, planning took less time than note writing with 42% of Romanian participants reporting they spent less than one day a week on this activity and 31% indicating it took one day per week. There was however a significant difference between the countries with those in Romania tending to report they spent longer on planning than participants in England¹¹ (where 79% reported they spent less than one day per week on this activity).

¹¹ U=357.5, p=0.002.

Around three-quarters of the Romanian practitioners indicated they would like to be able to spend more time planning while 19% thought it was fine as it was and no-one wanted to spend less time on planning. Very similar results were found in relation to this question in England.

There was no significant difference between the Romanian teams on any of the above measures.

Table 2 Probation counsellors' work schedules

N=26		
Thinking now about your own current caseload, overall, how much time are you able to spend on average on one-to-one supervision with offenders (actually doing face to face supervision, omitting paperwork and planning)?		
	Less than 1 day a week	19.2
	1 day a week	19.2
	2 days a week	23.1
	3 days a week	11.5
	More than 3 days a week	23.1
	Missing	3.8
How long is your average appointment time with an offender?		
	15-20 minutes	30.8
	30 minutes	61.5
	45 minutes	3.8
	More than 45 minutes	3.8
Can you decide to vary the appointment time yourself?		
	No, the system sets the time	3.8
	Having the same time for everyone is fine	3.8
	Yes I can vary it	92.3
How much time are you able to spend on writing notes about your one-to-one supervision?		
	Less than 1 day a week	30.8
	1 day a week	23.1
	2 days a week	19.2
	3 days a week	7.7
	More than 3 days a week	11.5
	Missing	7.7
How much time are you able to spend on planning what you will do in your one-to-one supervision?		
	Less than 1 day a week	42.3
	1 day a week	30.8
	2 days a week	7.7
	3 days a week	7.7
	More than 3 days a week	7.7
	Missing	3.8
Would you like to be able to spend more or less time on planning your supervisions?		
	More time	76.9
	It's fine as it is	19.2
	Less time	0.0
	Missing	3.8

Probation counsellors' impressions about the effect of SEED on their working week

Participants were also asked questions about how they managed their supervision practice and how they felt SEED had affected this (see Table 3). Forty-six percent of the Romanian participants felt that as a consequence of SEED their time was now more focused and 31% felt they now spent more time doing one-to-one supervision (whilst 8% felt they spent less

time and 15% felt SEED had had no effect in this regard or their time was spent in the same way). There were a few comments about this in Romania:

‘The training has had a favourable influence on my work; I am more focused on my working techniques and on my client.’

‘Using SEED techniques it is easier to adapt to individual needs. I don’t feel surprised by situations, by crises. My work is more structured, more focused.’

Table 3 Probation counsellors’ supervision practice and the effects of SEED

N=26	%
Has your SEED training affected at all your time doing one-to-one supervisions?	
It’s had no effect	11.5
I spend longer now on one-to-one supervision	30.8
I spend less time now	7.7
My time is more focused	46.2
My time on one-to-one supervision is spent in the same way	3.8
Do you have a plan for each supervision session with an offender?	
Always	15.4
Mostly	65.4
Occasionally	15.4
No	3.8
Do you find it helpful to use the SEED form for planning a session?	
I don’t use a form	23.1
I have my own form	15.4
I use the SEED form mostly	57.7
Missing	3.8
Do you worry if you are taken off course for that session by unexpected events?	
Always	0.0
Mostly	0.0
Occasionally	46.2
No	53.8
Are you able to find space to reflect back on a session afterwards?	
Always	3.8
Mostly	57.7
Occasionally	38.5
No	0.0
When are you able to write notes on supervision sessions?	
Immediately afterwards	76.9
At the end of the day	19.2
The next day or thereafter	3.8

It is difficult to make comparisons with England, as in England a number of participants ticked more than one box in response to this question. However, there did also seem to be a tendency for those in England to feel SEED had made their time more focused. Sixty percent of the participants in England indicated their time was now more focused and a further 11% indicated both that their time was now more focused but they still spent more time on on-to-one supervision.

Around two thirds of the Romanian participants (65%) indicated they mostly had a plan for each supervision session which is very similar to England (68%). Fifteen percent of the Romanian practitioners indicated they always had a plan (9% in England). There was no significant difference between the Romanian teams on this question.

The Romanian practitioners were somewhat more likely than their counterparts in England to report using the SEED form for planning (58% compared to 47%) and somewhat less likely to report they didn’t use a form (23% compared to 36%) but the difference between the countries was not statistically significant. Within Romania those in Bucharest were the most

likely to indicate they did not use a form (50% in Bucharest compared to 11% in Brasov and 0% in Dolj)¹² and those in Bucharest were the least likely to indicate they used the SEED form for planning (30% in Bucharest compared to 78% in Brasov and 83% in Dolj)¹³.

Nobody in Romania reported that they always or mostly worried if they were taken off course by unexpected events. Forty-six percent reported they occasionally worried about this while the remainder (54%) reported this did not worry them. This is slightly, although not significantly, fewer than in England (60%). There was very little difference between teams on this.

Fifty-eight percent of Romanian practitioners reported they were mostly able to find space to reflect back on a session afterwards. This is somewhat more than in England (40%) although there was no significant difference between the countries on this question. Most of the remainder in Romania (39%) indicated that they were occasionally able to do this. There was no significant difference between the Romanian teams.

The Romanian participants were significantly more likely to report writing notes on supervision sessions sooner than those in England¹⁴. In Romania 77% indicated they wrote notes immediately afterwards, compared to only 17% in England. Almost all of the remaining participants in Romania wrote notes at the end of the day, while in England 21% reported they wrote notes the next day or later and a further 11% indicated they wrote notes at the end of the day or the next day or later. The Romanian teams were very similar to one another in terms of when they wrote notes.

Overall, therefore, it appears that in both Romania and England, counsellors felt they were more organised and more likely to be focused after SEED training. If anything, the effect was greater in Romania, with counsellors feeling focused, not likely to be thrown off course, and able to reflect afterwards. There seemed to be a cultural difference in what was seen as good practice, in that Romanian counsellors were more likely than their English equivalents to write up their notes immediately afterwards.

How SEED training had been put in practice since the last follow-up event

At each follow-up training event, we asked how the input at the last event had or had not proved useful in practice. The results for all the follow-up events are presented in Table 4. The question only allowed for one element to be chosen, although a number of people picked more than one or even all the elements, presumably because they had found it all useful. These could not be included in the analysis, which is why there are relatively large amounts of missing data.

In England, structuring sessions was very clearly the element of the initial training that people had found most useful in practice and was selected as the most useful topic by 58% of participants. In Romania there was less agreement about what was **the** most useful element of the initial training. Here too structuring was selected as the most useful topic by the greatest proportion of participants (28%) but it did not stand out from the rest of the topics by

¹² A likelihood ratio test with participants categorised as using or not using a form indicated an overall significant difference between the teams $\chi^2(2, N=25)=7.412, p=0.025$. Pairwise comparisons indicated a significant difference between Bucharest and Dolj $\chi^2(1, N=16)=6.012, p=0.014$ but not between Bucharest and Brasov or Brasov and Dolj.

¹³ A likelihood ratio test with participants categorised as using or not using the SEED form indicated an overall significant difference between the teams $\chi^2(2, N=25)=6.492, p=0.039$. Pairwise comparisons were not significant after applying Holm's Sequential Bonferroni correction.

¹⁴ $U=268.5, p<0.001$.

anything like as clear a margin as it did in England. Structuring was fairly closely followed by motivational interviewing which was selected as the most useful element by 24% and relationship building which was selected by 21%. No one selected CBT as the most useful part of the initial training. In England also CBT was picked out as the most useful element in practice by the smallest number of people (4%).

Table 4 Which element of the previous training day people had found most useful in practice as reported at the next training day

<i>At first follow-up training(N=29)</i>	%
Thinking about all the elements of the initial training as listed below which would you say has been the most useful for your supervision practice in the last three months? (tick one)	
Structuring sessions	27.6
Motivational interviewing	24.1
Relationship building	20.7
Collaborative goal setting (RNR)	10.3
Pro-social modelling	6.9
Cognitive behavioural techniques	0.0
Missing	10.3
<i>At second follow-up training(N=28)</i>	
Thinking about all the elements of the first follow-up training day as listed below which would you say has been the most useful for your supervision practice in the last three months? (tick one)	
Solution focused approaches (part of MI)	39.3
New input on motivational interviewing	28.6
Socratic questioning (part of CBT)	7.1
Reviewing progress since the initial training	3.6
Missing	21.4
<i>At third follow-up training(N=27)</i>	
Thinking about all the elements of the second follow-up training day as listed below which would you say has been the most useful for your supervision practice in the last three months? (tick one)	
CBT	60.7
STREAM and dealing with crises (part of structuring)	17.9
Equality diversity and unconscious bias (part of RNR)	10.7
Reviewing progress since the initial training	7.1
Missing	3.6
<i>At fourth follow-up training(N=26)</i>	
Thinking about all the elements of the third follow-up training day as listed below which would you say has been the most useful for your supervision practice in the last three months? (tick one)	
Endings (part of RNR)	38.5
Mapping (part of RNR)	26.9
Brain friendly learning (part of RNR)	23.1
Reviewing progress since the initial training	7.7
Missing	3.8

In relation to the first follow-up event, in Romania solution focused approaches was identified as having been the most useful part of the training in practice by the greatest number of participants (39%), followed by the new input on motivational interviewing (29%), even though these elements had not been rated particularly highly in terms of perceived utility at the time of the training. Socratic questioning, on the other hand, was selected as having been the most useful part of the first follow-up training in practice by only 7% of participants, although at the time of the training that was mentioned as the element people felt they would be most likely to use by the greatest number of participants. In England also we found some disparity between what people thought would be the most useful

and what they actually found the most useful. Socratic questioning was identified as the most useful element of the first follow-up training in practice by a greater proportion of participants in England (24%).

The element of the second follow-up training which participants in Romania had found most useful in practice was the new input on CBT (selected by 61% of the participants). This material was also rated highly in England. Endings, the new training element that was not covered in England, was rated as the most useful part of the third follow-up training event by the greatest number of participants (39%) but just over a quarter of the practitioners rated mapping as the most useful part and just under a quarter rated brain friendly learning as the most useful part. Hence different practitioners had clearly found different elements of the training the most useful.

How useful participants found the material covered in practice

At each follow-up training event, participants were asked, in relation to each of the topics from the previous training event, whether they had had the opportunity to use the material; whether it was something they would use for most cases, for some or only occasionally and how helpful they had found it. Responses are provided in Table 5. Responses to these questions from the evaluation of the English SEED pilot can be found in Appendix 2.

It can be seen that everyone reported they had had some opportunity to use all of the topics within the motivational interviewing part of the model, and to use the material on collaborative goal setting, CBT and structuring from the initial training. Almost everyone reported they had had some opportunity to use the material on relationship building, pro-social modelling and the material on CBT from the second follow-up. The topics which people had had less opportunity to use were Socratic questioning (25% not used), brain friendly learning (19% not used), mapping (15% not used), endings (15% not used) dealing with crises (14% not used) and equality diversity and unconscious bias (11% not used) but even these had been used, at least to some extent, by the majority. Mapping (despite being rated highly in terms of perceived relevance), brain friendly learning and equality diversity and unconscious bias were also the topics people had had the least opportunity to use in England. In Romania, amongst those who indicated they had had an opportunity to use equality diversity and unconscious bias, a very large proportion (76%) indicated that they used it pretty much all the time which was not the case in England.

It is interesting that everyone indicated that they had had an opportunity to use the new input on motivational interviewing from the first follow-up (the use of simple, amplified and double sided reflection techniques), with 64% of people also indicating that this material is relevant 'pretty much all the time', and also that everyone indicated they had had an opportunity to use solution focused approaches. In terms of initial reactions these two topics were perceived as the least potentially useful or relevant. We had exactly the same finding in relation to the motivational interviewing techniques from the first follow-up event in England. There also the extent to which people said they had used it exceeded their initial expectations. On the other hand, mapping and endings received the highest ratings in terms of perceived usefulness in Romania at the time of the training but in practice these topics were amongst those that practitioners had had the least opportunity to use. We had exactly the same findings in relation to mapping in England. Endings were not covered in the training in England.

In relation to how regularly people used the skills ('pretty much all the time' through to 'only occasionally'), the material from the CBT part of the model and also the material from the risk-need-responsivity part of the model, with the exception of equality diversity and

Table 5 How much skills from the previous training have been used and how helpful they have been in practice (percentages)

	Rel build	Pro social	Motivational interviewing			Risk need responsivity					Cognitive behavioural techniques			Structuring sessions	
	Relationship building material in initial training	Pro-social modelling material in initial training	Motivational interviewing material in initial training	Solution focused approaches from first follow-up training	New input on MI from first follow-up training	Collaborative goal setting in initial training	Equality diversity unconscious bias from second follow-up training	Mapping from third follow-up training	Brain friendly learning from third follow-up training	Endings-helping to plan future from third follow-up training	CBT material in initial training	Socratic questioning from first follow-up training	New input on using CBT (DVID) from second follow-up training	Structuring sessions material in initial training	SEED and dealing with crises from second follow-up training
Since the last follow-up training have you had the opportunity to use the material on...?	n=29	n=29	n=29	n=28	n=28	n=29	n=28	n=26	n=26	n=26	n=29	n=28	n=28	n=29	n=28
Yes a lot	37.9	65.5	72.4	46.4	71.4	27.6	39.3	3.8	3.8	23.1	48.3	21.4	39.3	34.5	17.9
Yes to some extent	55.2	31.0	27.6	53.6	28.6	69.0	50.0	76.9	73.1	57.7	51.7	53.6	57.1	65.5	67.9
No	3.4	3.4	0.0	0.0	0.0	0.0	10.7	15.4	19.2	15.4	0.0	25.0	3.6	0.0	14.3
Missing	3.4	0.0	0.0	0.0	0.0	3.4	0.0	3.8	3.8	3.8	0.0	0.0	0.0	0.0	0.0
Thinking about your current caseload would you say in relation to ...*	n=28	n=28	n=29	n=28	n=28	n=29	n=25	n=21	n=20	n=21	n=29	n=21	n=27	n=29	n=24
I use it/the material is relevant pretty much all the time	64.3	67.9	65.5	42.9	64.3	27.6	76.0	0.0	25.0	33.3	27.6	33.3	33.3	62.1	16.7
It's useful at some point with most cases	21.4	17.9	17.2	14.3	21.4	34.5	4.0	28.6	15.0	38.1	31.0	14.3	0.0	20.7	0.0
It's an additional tool I use with relevant cases	7.1	10.7	17.2	32.1	14.3	24.1	20.0	61.9	50.0	23.8	31.0	28.6	66.7	10.3	83.3
I would only use it occasionally	0.0	0.0	0.0	10.7	0.0	6.9	0.0	9.5	5.0	4.8	3.4	23.8	0.0	0.0	0.0
Missing	7.1	3.6	0.0	0.0	0.0	6.9	0.0	0.0	5.0	0.0	6.9	0.0	0.0	6.9	0.0
How helpful did you find the training?*	n=28	n=28	n=29	n=28	n=28	n=29	n=25	n=21	n=20	n=21	n=29	n=21	n=27	n=29	n=24
Very helpful	50.0	60.7	58.6	57.1	60.7	37.9	52.0	47.6	45.0	61.9	41.4	42.9	66.7	55.2	66.7
Quite helpful	50.0	39.3	37.9	35.7	35.7	55.2	48.0	52.4	45.0	33.3	55.2	57.1	33.3	44.8	33.3
Not very helpful	0.0	0.0	3.4	3.6	0.0	3.4	0.0	0.0	0.0	4.8	0.0	0.0	0.0	0.0	0.0
Not at all helpful	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Missing	0.0	0.0	0.0	3.6	3.6	3.4	0.0	0.0	10.0	0.0	3.4	0.0	0.0	0.0	0.0

* Not asked of those who indicated they had not had the opportunity to use it.

unconscious bias, were rated as being relevant ‘pretty much all the time’ by considerably fewer people than much of the other material in the training.

There were some significant differences between England and Romania in the extent to which the participants felt they had had the opportunity to use the material (‘a lot’/‘to some extent’/‘no’) and how regularly they had used it (‘pretty much all the time’ through to ‘only occasionally’). Participants in Romania were significantly more likely to indicate they had had more opportunity to use¹⁵ the motivational interviewing material from the initial training, solution focused approaches, the new input on motivational interviewing from the first follow-up and the new input on CBT,¹⁶ as compared to their counterparts in England. Amongst those who had had the opportunity to use the material, participants in Romania indicated they used the material on equality, diversity and unconscious bias more regularly than those in England¹⁷ while those in Romania reported using dealing with crises¹⁸ and mapping¹⁹ less regularly than those in England.

There were few differences between the Romanian teams in their use of the material and the few differences that did exist indicated that some teams had had the opportunity to use some things more, while other teams had had the opportunity to use other things more, rather than any one team finding the training as a whole less applicable. We also found this to be the case in England.

All the material was rated as very or quite helpful by everyone or almost everyone. With the exception of the material on structuring and mapping, the Romanian participants tended to rate all the topics more positively in terms of how helpful they had been, as compared to those in England, but the difference was only statistically significant for pro-social modelling and dealing with crises²⁰. There were no statistically significant differences between the Romanian teams in relation to how helpful they had found any of the topics.

The different aspects of the SEED model – the overall judgment by counsellors

The questionnaire asked participants to rank each of the main elements of the SEED model in terms of how useful they had found it for their one-to-one supervision work. They were asked to assign a rank from one to eight, where one is the most useful and eight the least useful, to each of eight elements. The median ranks given to each element are shown in Table 6. Some people gave the same rank to all or most items. The Table includes only those who used at least four or more ranks.

In Romania, as in England, structuring was considered the most useful element of the training. The median ranks for a number of the topics were actually the same or very similar in both countries. The only statistically significant differences between the two countries were in relation to solution focused approaches and Socratic questioning. Solution focused approaches was rated as more useful by the Romanian participants (mean ranking 4.0 in Romania compared to 7.0 in England²¹) and Socratic questioning was rated as more useful by

¹⁵ Yes a lot/ to some extent/ no.

¹⁶ As measured by Mann-Whitney U tests: MI from initial training $U=577.500$, $p=0.002$; solution focused approaches $U=642.000$, $p=0.045$; MI from first follow-up $U=610.000$, $p=0.018$, CBT from follow-up $U=568.500$, $p=0.038$.

¹⁷ $U=312.500$, $p=0.002$.

¹⁸ $U=362.000$, $p=0.010$.

¹⁹ $U=235.000$, $p=0.012$.

²⁰ As measured by Mann-Whitney U tests: pro-social modelling $U=671.500$, $p=0.049$; dealing with crises $U=361.500$, $p=0.015$.

²¹ $U=134.5$, $p<0.001$.

the English participants (5.0 in England compared with 7.5 in Romania²²). CBT was rated as somewhat more useful by the Romanian practitioners (3.0 in in Romania compared to 5.5 in England) but the difference was not statistically significant. There were no significant differences between the Romanian teams in the rankings they gave to any of the topics.

Table 6 Overall ranking given to various elements of the SEED model

Thinking about the elements of the SEED model and training listed below, please rank these in terms of how useful you have found that input for your one-to-one supervision practice over the year, so that '1' is the most useful, '2' the next most useful and so on, with '8' being the least useful input	Median rank	n
Structuring sessions	2.0	18
Building effective relationships	3.0	18
Motivational interviewing	3.0	18
Cognitive behavioural techniques	3.0	18
Risk-need responsivity	4.5	18
Pro-social modelling	4.5	18
Solution focused approaches	4.0	18
Socratic questioning	7.5	18

Probation counsellors' views of peer group learning/team discussions

As part of the continuing professional development aspect of SEED, the programme included peer group learning of discussions within probation teams (termed action learning sets in England), intended to take place on a monthly basis. In the interim report, we noted that everyone at the first follow-up event said they had taken part in such discussions, most three or more times (Sorsby et al. 2014). They seemed to be taking place more often in Romania than they had in England. The events were seen as very helpful at this time, with nearly 90 per cent saying they were very or quite helpful.

At the fourth follow-up event, the focus groups included discussion of the peer group learning. Strengths and opportunities that were identified included sharing experiences, creating new solutions in a new manner, increased team cohesion, learning about more varied cases and approaches, the opportunity to improve practice and standardisation of practice. As with observations, difficulties and obstacles that were identified included caseloads, the time required for organising and carrying out the activity and the space required for the sessions. Other difficulties that were identified were being notified too late and not everyone participating in the discussion.

The interviews with practitioners which took place after the SEED training year indicated that the peer learning process played a special role for participants. Exchanging information and impressions with colleagues from other services was very appreciated by the practitioners. A small obstacle was noted by one manager at the beginning of the programme, in that some probation counsellors felt uncomfortable at the beginning but later came to enjoy the observations and the feedback. Overall, this element was seen as very beneficial and participants hoped it would continue after the SEED training year.

²² U=195.5, p=0.012.

Probation counsellors' views of observation by their line manager

SEED training also included observation of supervision sessions by the line manager of the probation counsellors. In the interim report, at the first and second follow-up training events, this had not yet happened for all, but was seen as positive when it had. In the final follow-up event, there were positive comments in relation to observation and feedback:

‘It offers the probation officer the possibility to develop in a good way by considering the feedback received.’

‘It is important for the quality of work and for the team relationship.’

‘It offers the opportunity for personal development.’

‘It is very useful because you can improve your working techniques with the client.’

though one practitioner was more negative about the feedback received:

‘Very rarely is feedback offered; they are mostly opinions.’

A couple of participants mentioned difficulties in relation to time and caseload.

‘I hope that we will have a lower caseload in order to prepare our observing activities.’

‘More time for the observation sessions.’

In the focus groups, it was felt that observation and feedback provided the opportunity to improve practice, encouraged reflection, provided confirmation of practice and provided an opportunity to develop the relationship between the probation counsellor and their manager. Weaknesses and obstacles that were identified were difficulties in planning the observations, high caseloads and lack of space (i.e. the difficulty in conducting observations in a shared room).

Managers themselves, interviewed after the SEED training year were all three very enthusiastic about the opportunity to run these procedures on a regular basis, based on a clear format. Unfortunately, once the training period has stopped, these activities ceased to take place anymore, or at least they did not seem to take place on a regular basis. They also commented on how beneficial it was to meet with staff from other Probation Services:

‘Sometimes it helps to see that your problem is not only yours. This gives you some power. To know that someone else has the same difficulty encourages you to discuss about the possible solutions and prevents you to think the cause of the problem is you.’

Overall, feedback for the managers was an ‘illuminating’ experience for both the managers and the staff. The managers had the chance to use some scales and measure in a more structured and objective way the existence of some skills. Practitioners said they had learned a lot about themselves and about their practice.

Support from managers

So far, we have been concentrating on counsellors' own reactions to SEED training and how they had used SEED aspects in their practice. However, new skills and ways of working tend only to persist if they are supported and emphasised by managers. Counsellors were asked to indicate on scales the extent to which they felt that, over the year, their line manager and senior managers had recognised and acknowledged the effort they had put into SEED and also whether they felt they would continue to be supported to develop their skills and practice. Responses were given a score from one to five according to their position along the

scale, where one is ‘very much so’ and five is ‘not at all’. Responses can be found in Table 7.

On both questions scores were towards the ‘very much so’ end of the scale. On the question concerning the extent to which their efforts had been recognised and acknowledged the mean score was 1.7 and 77% of scores were at position two or better. On the question concerning the extent to which they felt they would be supported to continue to develop their skills and practice the mean score was 1.6 and 85% of scores were at position two or better.

Table 7 Support from managers

Looking back over the year, do you feel that your line manager and senior managers have recognised and acknowledged the effort you have put into the SEED training and process?	Mean = 1.7 s.d. =0.91 n=26
Do you think you will be supported to continue to develop your skills and practice?	Mean = 1.6 s.d. = 0.86 n=26

Practitioners in England felt their efforts had been recognised and acknowledged and that they would continue to be supported but the Romanian participants were significantly even more positive in relation to both these questions²³. There were also significant differences between the Romanian teams on both these questions. Those in Brasov were the most likely to feel their efforts had been recognised while those in Bucharest were the least likely to think so²⁴. Similarly those in Brasov were the most likely to feel they would continue to be supported to develop their skills and practice while those in Bucharest were the least likely to

Overall, how SEED training was perceived by counsellors

We asked a number of questions about how probation counsellors felt SEED had affected their ability to deal with various aspects of cases, their confidence and the way in which they conducted supervision. Practitioners were asked to indicate on a scale how positive the effect of SEED had been. Responses were given a score from one to five, according to their position along the scale, where one is ‘very positive’ and five is ‘not at all positive’. Responses can be found in Table 8.

The practitioners clearly felt that SEED had impacted positively on their practice in a variety of ways. Mean responses were all very much towards the very positive end of the scale. On each of the measures, the vast majority of responses were at position two or better on the scale, 82% in relation to impact on confidence, 100% in relation to impact on ability to deal with different types of offender, 92% in relation to impact on knowledge and skills, 89% in relation to impact on ability to plan the course of supervision, 100% in relation to impact on ability to deal with unexpected crises, 96% in relation to the extent to which they talked to offenders about the purpose of supervision, 100% on the extent to which they talked with colleagues about one-to-one supervision and 96% on the extent to which they talked with their line manager about particular cases.

In England, practitioners’ ratings of the impact of SEED on these various elements of their practice were also very positive, but the ratings were even more positive in Romania,

²³ In relation to the extent they felt their efforts had been recognised and acknowledged $U=457.5$, $p=0.021$; in relation to the extent they felt they would continue to be supported to develop their skills and practice $U=424.5$, $p=0.007$.

²⁴ As indicated by a Kruskal-Wallis test $\chi^2(2, N=26)=12.223$, $p=0.002$. Follow-up Mann-Whitney tests indicated a significant difference between Bucharest and Brasov ($p=0.002$) but not between Bucharest and Dolj after applying Holm’s Sequential Bonferroni correction or between Brasov and Dolj.

significantly so in relation to counsellors' ability to deal with different offenders²⁵, their ability to deal with unexpected crises²⁶, the extent to which they talked with the offender about the purpose of supervision²⁷, the extent to which they talked with colleagues about one-to-one supervision²⁸ and the extent to which they talked with their line manager about particular cases²⁹. There were no significant differences between the Romanian teams on any of these measures.

Table 8 Overall impact of SEED on probation counsellors' practice

Looking back over the whole of the SEED training and your practice during that time, what has been the overall impact on you and your practice? Please put a cross on the scale at the appropriate point) (1 = Very positive, 5 = Not at all positive	Mean	s.d.	n
On your confidence in doing one-to-one supervision	1.6	0.67	26
On your ability to deal with different offenders	1.3	0.46	26
On your knowledge and skills	1.6	0.75	26
On your ability to plan the course of supervision	1.6	0.69	26
On your ability to deal with unexpected crises	1.6	0.50	26
On the extent to which you talk with the offender about the purpose of supervision	1.3	0.55	25
On the extent to which you talk with colleagues about one-to-one supervision	1.4	0.50	26
On the extent to which you talk with your line manager about particular cases	1.3	0.55	26

Summary of feedback from the focus groups

At the fourth follow-up event, participants were able to comment, in focus groups, on their whole experience of SEED and its application in practice. The focus group on **the SEED model itself** said that they felt that the SEED model increased rapport, made meetings more structured and focused, caused the convicted person to be more involved, facilitated interventions and assisted in the professional development of probation counsellors. It was also felt that the model is adaptable. Difficulties and obstacles included difficulties in conducting CBT, caseloads, and a potential reluctance to change working methods. It was also noted that in Romania there is a lack of confidentiality due to interviews being conducted in an open plan office rather than in interview rooms.

Perceived benefits in relation to the **follow-up training continuous professional development** included professional development, identifying and implementing objectives, acquiring new interventions, exercises and worksheets, encouraging reflection and team cohesion. The Dolj and Brasov teams, who had trained together, also saw two teams meeting and sharing experiences as an advantage. Again the main obstacles were perceived to be limited time and space.

These views are all very similar to those expressed in the study in England.

Summary of feedback from the interviews conducted after the training

In order to deepen the understanding of how practitioners and managers perceived and engaged with SEED, interviews were conducted in all three Probation Services by a native Romanian researcher. Very similar views were expressed by counsellors and managers.

When asked **how they would define SEED** almost all of the respondents stated that SEED is a set of interventions and techniques that help them structure their practice. As they mentioned, probation counsellors in Romania have benefited from many training sessions but

²⁵ U=382.0, p=0.002.

²⁶ U=351.5, p=0.001.

²⁷ U=303.0, p<0.001.

²⁸ U=401.0, p=0.004.

²⁹ U=278.5, p<0.001.

none previously had covered how they should integrate the new methods into their daily practice. This is exactly what SEED seems to have covered:

‘SEED comes somehow to put some order in all these methods, to show how some different methods, that have nothing in common, can be implemented in practice ’ (counsellor, Bucharest)

‘This is not a program but more methods placed in some kind of order’
(counsellor, Brasov)

Furthermore, some probation counselors perceived SEED as a ‘tool box’ where one could go and pick up the technique or the exercise needed depending on the convicted person’s situation or his/her characteristics.

It seems that counsellors defined SEED as something different to a programme. A programme, in their opinion, is a rigid set of sessions and exercises that should be implemented in a certain way. On the contrary, SEED is a framework that helps to structure the work with offenders while allowing a certain level of flexibility and access to a wide variety of ‘tools’. It seems that both counsellors and managers appreciated the interplay between structure, flexibility and tools.

Other advantages of SEED were: it consisted of a variety of methods and this would prevent offenders ‘getting bored with probation’, stress the importance of the relationship, prevent counsellors wasting too much time on unimportant aspects of the offender’s life and consists of many exercises that can be useful for different educational levels (as there are diagrams and visual aids that can be used with those with a low educational level).

One respondent also emphasised the fact that SEED connects Romanian probation practice with probation practice in Western Europe. As an example of a new development, he mentioned the strengths based approach. He mentioned that practice in Romania tended to focus on risk factors and deficits while the new approach promoted by SEED was also looking at strengths and opportunities. He would like this to be better integrated into Romanian probation practice.

In their answers to the questionnaires, counsellors and managers mentioned **pro-social modelling** as one of the most important elements of the SEED program. During the interviews, the researcher tried to understand why that was. It seems that pro-social modelling was seen as very much connected with the rehabilitation role of probation. Both counsellors and managers defined pro-social modelling as an essential involvement of the practitioner’s personality in the creation of a positive relationship. As one of the counsellors stated:

‘It is vain all these techniques if the way you relate with the offender is wrong. You are the one who labels, who criticises, who is always right or who teaches others how to live. If you don’t know how to relate with the individual all is for nothing.’ (counsellor, Bucharest).

It is important to note here that most of the participants considered pro-social modelling not as a technique but as a way of being with offenders. One of them mentioned also that pro-social modelling is useful in daily life, not only with offenders. Hence, they were seeing pro-social modelling as a fundamental approach without which all the other techniques or methods would not work effectively.

Regarding **implementing SEED in Romania**, all respondents agreed that SEED was relatively easy to be implemented, given that counsellors had already been familiarised with almost all of the methods included in SEED. Previous training had already been provided to

them on cognitive behavioural techniques, motivational interviewing, pro-social modelling and so on. As mentioned by some of them, even if these elements would not have been developed in their practice, SEED could be introduced but more training would have been required. The main difficulty in implementing SEED was time, according to four of the respondents. If counsellors are overloaded with a caseload of more than 100 cases it would be impossible to run any meaningful intervention. If time does not allow it would be impossible to think in terms of objectives, methods, structure and so on. Therefore, time might be an obstacle, not necessarily solely for SEED but for any sort of rehabilitation intervention. Two respondents stressed that once SEED becomes routine it would save time because it would help practitioners to focus on objectives and avoid diversions.

Another aspect mentioned in relation to potential difficulties in implementing SEED was space. If counsellors were to have no room for privacy and confidentiality they would not feel confident to use SEED, at least not all of it.

Another important point that was mentioned by some PCs was that some exercises were not suitable for some offenders - educational level seemed to be quite important. One such an example is the miracle question. One respondent mentioned that she tried to use it but failed twice because the offender did not understand the task. However, most of the respondents emphasised that not all the methods and tools of SEED should be used with all offenders. The fact that SEED has different visual exercises was very much appreciated by the practitioners.

All participants appreciated the **quality of the training**. It seems that they valued in particular the involvement of Romanian trainers ('who know the system') and the existence of follow-up sessions. By combining training sessions with follow-up sessions and homework the transfer from theory to practice was very much facilitated. The information was well structured and at the right level:

'Information was very well presented, very clear and concise. We didn't waste time analyzing too much but on the other hand we had enough information to properly understand the subject' (counsellor, Bucharest)

The visual aids (the Powerpoints and the graphs) were also very much appreciated by the respondents. A positive contribution to the training quality was the films based on the British experience. They made Romanian staff feel that they share the same challenges as their colleagues from elsewhere. Most of the respondents stated that they enjoyed all of the training. Only some of them suggested that they enjoyed more the elements that were new to them (e.g. Socratic questioning, miracle question, special endings, CRISS and SOLER).

Based on these interviews, it appears that SEED provided Romanian practitioners and managers with the structure that they strongly felt they needed. It also put together in a coherent manner the theories and the practices that seemed to work very well with offenders. In order for the approach to be embedded into the professional routine, more attention should be paid to issues like probation overcrowding and the existence of the necessary infrastructure (i.e. appropriate rooms). However, these issues are not relevant only to SEED but to any professional practice in probation.

Should aspects of SEED be continued?

We asked participants how important they felt it was to continue with the various aspects of SEED that they had discussed in the focus groups. Practitioners were also asked to indicate on a scale the extent to which SEED training had covered all they wanted it to cover. Responses were given a score from one to five, according to their position along the scale,

where one is 'covered all I wanted' and five is 'didn't meet my expectations'. The results can be found in Table 9.

Almost everyone felt it was very or quite important to continue with each of the elements of SEED. There were no significant differences between England and Romania in relation to how important practitioners felt it was to continue with any aspect of the model. Kruskal-Wallis tests indicated that there were significant differences between the Romanian teams in relation to how important practitioners felt it was to continue utilising the SEED model³⁰, continuing with peer group learning³¹ and having further training³². Brasov participants rated continuing with each of these as significantly more important than practitioners from Bucharest³³. Participants from Dolj also rated continuing with each of these as more important than those from Bucharest but not significantly so.

In relation to the extent to which SEED training had covered everything the practitioners had wanted it to cover, scores were very much towards the 'covered all I wanted' end of the scale. Eighty-nine percent of responses were at a position of two or less. The mean rating was 1.5. A Mann-Whitney U test indicated that the Romanian participants were significantly more likely than their counterparts in England to feel the training had covered all they wanted it to³⁴. There was also a significant difference between the Romanian teams on this question³⁵; those in Brasov being the most likely to feel it had covered everything they wanted it to, while those in Bucharest were the least likely to think so³⁶.

We asked for comments in relation to each of the above aspects of the model. All the comments about the continued use of the SEED model in one to one supervision were positive. Participants identified the advantages of using SEED in terms of structuring, relationship building and responsivity. One person felt the model would be particularly useful under the new legislation.

'Structuring the activity and buying some time.'

'For me SEED means working with the proper method.'

'It helps build the relationship between the probation officer and client and adjusting the intervention to the client's needs.'

'It is going to be useful especially in the new classification (NPC).'

'SEED techniques enable us to structure our sessions.'

In relation to further training comments indicated that people would like this in principle:

'It is necessary to continue with the training.'

'It is useful for developing working skills.'

However there were concerns that the caseload did not allow sufficient time for this:

'No availability in terms of time.'

³⁰ $\chi^2(2, N=26)=7.650, p=0.022$.

³¹ $\chi^2(2, N=25)=11.067, p=0.004$.

³² $\chi^2(2, N=26)=7.838, p=0.020$.

³³ Utilising the SEED model $U=22.5, p=0.011$; peer group learning $U=13.5, p=0.02$; further training $U=22.5, p=0.011$.

³⁴ $U=428.5, p=0.06$.

³⁵ As indicated by a Kruskal-Wallis test $\chi^2(2, N=26)=9.919, p=0.007$.

³⁶ Follow-up Mann-Whitney tests indicated a significant difference between Bucharest and Brasov ($p=0.007$) but not between Bucharest and Dolj or Brasov and Dolj.

Table 9 How important people felt it was to continue

N=26		%
How important do you think continuing with observations and feedback would be to your practice?	Very	73.1
	Quite	19.2
	Not very	7.7
	Not at all	0.0
	Missing	0.0
How important do you think continuing with peer group learning would be to your practice?	Very	65.4
	Quite	26.9
	Not very	3.8
	Not at all	0.0
	Missing	3.8
How important do you think continuing utilising the SEED model in one to one supervision would be to your practice?	Very	73.1
	Quite	23.1
	Not very	3.8
	Not at all	0.0
	Missing	0.0
How important do you think having further training would be?	Very	73.1
	Quite	15.4
	Not very	7.7
	Not at all	3.8
	Missing	0.0
To what extent has the SEED training covered all you wanted it to cover?		Mean=1.5 s.d.=0.91 n=26

In the focus groups held at the fourth follow-up session, participants were also split into groups to discuss either local sustainability plans or suggestions to the Ministry of Justice to sustain the model.

Suggestions in relation to **local sustainability** included: extending the training to co-workers that did not receive the training; advertising the existence of a new working method with convicted persons through the media and partner agencies; continuing with peer group learning and observations and feedback; and obtaining feedback from convicted persons after using SEED instruments.

Suggestions for the **Romanian Ministry of Justice** included: expanding SEED training at a national level; performance assessment for probation counsellors to include the SEED approach; drawing up a guidance manual using information from the evaluation; drawing up a report to the Ministry of Justice, Higher Council of Magistrates and the Director of the National Probation Directorate; investing in initial and continuous professional training for probation counsellors, especially for the newly employed, who must be very well trained from the outset including training on the SEED model; provision of sufficient space to carry out the various SEED activities; experience exchange with other probation services (e.g. study visit to the UK); trained officers becoming trainers in disseminating the SEED model all over the country and the necessity for this to be a paid activity; developing a visible, transparent strategy at the national level.

In the interviews held after the training, all respondents suggested that the programme should be extended at the national level but should be accompanied by training and monitoring, as in the experimental stage. Organizing training outside the service premises seemed to be very well appreciated by participants.

Convicted persons' views of their supervision

It was intended that each convicted person who was supervised during the relevant period (see below) by a member of probation staff in either the SEED trained or the comparison groups would be given a questionnaire about their supervision and their probation counsellor and asked to fill it in. Filling in the questionnaire was entirely voluntary and was done by convicted persons themselves.

The initial SEED training was delivered in January 2013. It was initially decided that any convicted person *commencing* a community order within the participating Probation Services between the start of February 2013 and the end of July 2013, was to be given the opportunity to complete a questionnaire when the convicted person had completed around five months of his or her order, or at the first possible opportunity thereafter, and administration was planned to continue until December 2013. However, in practice questionnaires continued to be administered until the end of April 2014 and were administered to people who commenced supervision up to the end of 2013. The five month period was chosen to ensure that the convicted person had sufficient experience of supervision to make informed judgements about their supervision. The equivalent period in England was three months, but English probationers were normally seen weekly, rather than monthly.

Questionnaires were given to participants by probation staff in open sealable envelopes. The questionnaire instructions made it clear to convicted persons that if they did not wish to complete it they could place the blank questionnaire in the sealed envelope. People were asked to put their name on the questionnaire or the envelope³⁷ and when they had finished to post the sealed questionnaire, either completed or blank, into a sealed box, which was collected by the evaluators. .

Number of completed questionnaires

The number of questionnaires collected from each probation service is provided in Table 10. The overall number of questionnaires in the trained and comparison groups is ample but, in terms of individual Probation Services, the number of participants in the Brasov comparison group is fairly low.

Table 10: Number of completed questionnaires collected from each probation service³⁸

Service	Completed questionnaires		Blank questionnaires	
	Trained	Comparison	Trained	Comparison
Bucharest	130	77	6	9
Brasov	115	25	15	1
Dolj	91	57	7	29
Total	336	159	39	28

³⁷ So that questionnaire responses could potentially be combined with compliance data although ultimately, due to data protection issues in relation to transmitting data, the compliance data was provided in an anonymised format.

³⁸ In addition in Dolj there was one completed questionnaire and in Brasov there was one blank questionnaire where the name of the counsellor and whether or not the counsellor was SEED trained had not been put on the envelope.

Few convicted persons decided just to put the blank questionnaire in the envelope - 10% for the trained group, 15% for the comparison group, 12% overall. Some people may not have been given the opportunity to complete a questionnaire for various administrative reasons. Based on the total number of convicted persons commencing community orders within the three Probation Services from February 2013 to the end of 2013 (i.e. the overall available population), the completion rate was 57% for the trained group³⁹ and 60% for the comparison group⁴⁰.

The convicted persons' view of their experience of supervision

The questionnaire contained a number of questions about the convicted persons' order and their experience during that order. Overall, the majority of respondents (86%) had not previously experienced probation supervision (see details for each Probation Service in Appendix 3). This is somewhat different to the English study where just under half had previously been on probation. Almost all convicted persons (90% overall) had had only one probation counsellor on this current supervision period. Again, this is different to the position in England where just under 70% of respondents had had only one probation supervisor, indicating somewhat better continuity of supervision in Romania as compared to England.

Sixty percent of respondents were seeing their probation counsellor monthly, with around a quarter seeing them less frequently and only a few participants were seeing their counsellor more frequently. This is different to England, where just over half of the respondents were seeing their probation supervisor weekly. Romanian convicted persons were clearly being seen over a much longer time period (with an average length of supervision of five years), but much less frequently during that period.

Overall 55% of respondents indicated that a normal supervision session lasted 15 to 30 minutes, 21% indicated it lasted for 30 to 45 minutes, 16% indicated it lasted for less than 15 minutes, and 7% indicated it lasted more than 45 minutes. Responses were very similar to this in England. Were there differences between the experience of probation in the three areas in Romania? Mann-Whitney U tests indicated that overall respondents in the comparison group had been on orders for longer than those in the trained group.⁴¹ In Bucharest respondents in the trained group indicated that their supervision sessions lasted for longer than did those in the comparison group⁴². There were no significant differences between trained and comparison groups on any other of the above variables either overall or for individual probation services.⁴³

What happened in supervision sessions?

Table 11 provides details in relation to what happens in supervision sessions and more generally in relation to the order. We asked whether their probation counsellor was always on time for their supervision sessions – an element of prosocial modelling. In both the

³⁹ 43% in Bucharest, 71% Brasov and 74% Dolj.

⁴⁰ 62% in Bucharest, 57% Brasov and 59% Dolj.

⁴¹ $U=23336.0, p=0.003$.

⁴² $U=4193.5, p=0.047$.

⁴³ There was no significant difference between the three Romanian Probation Services in terms of whether or not respondents had experienced probation supervision before but Kruskal-Wallis tests and follow-up Mann-Whitney tests indicated significant differences between the three services on the other items in this section of the questionnaire. Respondents in Bucharest tended to have had more probation counsellors, have been on probation for longer and to see their counsellor less frequently than those from the other services. Probation sessions in Brasov tended to be longer than those for the other two services.

trained and comparison groups, almost all the respondents indicated that their probation counsellor was always on time for their supervision sessions. There was no significant difference between the three Probation Services. A Mann-Whitney U test indicated there was a statistically significant difference between the trained and comparison groups overall, with those in the comparison group actually being more likely to indicate that their probation counsellor was always on time⁴⁴. In England only around two thirds of respondents indicated that their probation supervisor was always on time - a significant difference between the two countries⁴⁵. Supervision sessions in England took place in interview rooms; shortage of interview rooms was frequently reported as a problem by probation staff in England and was a reason for sessions not starting on time. In Romania supervision sessions took place in the office in which the probation counsellor worked and this may account for some of the difference between the two countries.

In terms of how a typical supervision session started, the most frequent answer in both groups was with the probation counsellor asking questions about what has happened (74% trained group, 68% comparison group). Most of the remaining participants, 15% in the trained group and 20% in the comparison group, indicated that they went straight in to what they had planned to do that session. There was no significant difference between the trained and comparison groups or between the three Probation Services on this question. There was a significant difference between England and Romania in the distribution of answers to this question⁴⁶. In England around a third of the participants indicated sessions started with them relating what had happened.

Probation counsellors will not themselves be able to solve all the problems the convicted person reports, so they may need to involve other agencies. We were interested in how this is done. We asked the convicted persons whether they were told to get in touch with the other agency themselves ('signposting') whether an appointment was made for them by the probation counsellor ('referral') or whether the counsellor encouraged them to contact the other agency using a telephone in the probation office, so that the counsellor could prompt them if there were difficulties (what might be called 'assisted signposting'). Each of these involves a different amount of agency and effort on the part of the convicted person (and the counsellor). Helping convicted persons to contact agencies themselves clearly will hone the convicted person's skills in dealing with other bodies.

There were quite a lot of missing data on this question, largely because a number of respondents ticked a number of boxes, presumably because things had happened in different ways at different times or in relation to different agencies. There was a significant difference between England and Romania in the distribution of answers⁴⁷. Practitioners in England were more likely to make the appointment themselves rather than leaving it to the convicted person to follow it up (42% in England compared to 26% in Romania). A few more participants in the trained group in Romania indicated that their probation counsellor just told them where to go (37% in the trained group compared to 28% in the comparison group); while a few more in the comparison group indicated that their probation counsellor made the

⁴⁴ $U=24726.0, p=0.002$. Within individual probation services the difference was significant for Bucharest ($U=4543.0, p=0.006$) but not for Brasov or Dolj (Examining the two variables (trained versus comparison and Probation Service) together in an ordinal regression analysis was not possible due to complete data separation). It should be noted that, although the difference between the two groups is statistically significant, 94% or more of the participants in each group indicated that their probation counsellor was always on time for supervision sessions.

⁴⁵ $U=82785.5, p<0.001$.

⁴⁶ $\chi^2(3)=184.93, p<0.001$.

⁴⁷ $\chi^2(3)=29.56, p<0.001$.

appointment for them (33% in the comparison group compared to 24% in the trained group). There was however no significant difference between the two groups overall in the distribution of responses. There was also no significant difference between the three Romanian Probation Services.

Table 11 General running of the order

	Bucharest n=207		Brasov n=140		Dolj n=148		Total N=495	
	Trained n=130	Comp. n=77	Trained n=115	Comp. n=27	Trained n=91	Comp. n=57	Trained n=336	Comp. n=159
Is your probation counsellor on time for supervision sessions?	%	%	%	%	%	%	%	%
Always	90.8	100.0	98.3	100.0	94.5	94.7	94.3	98.1
Almost always	6.9	0.0	1.7	0.0	5.5	0.0	4.2	0.0
Mostly	2.3	0.0	0.0	0.0	0.0	0.0	1.5	0.0
Hardly ever	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Missing	0.0	0.0	0.0	0.0	0.0	5.3	0.0	1.9
How would a typical supervision session start?								
Me saying what has happened	3.1	2.6	4.3	4.0	3.3	7.0	3.6	4.4
Probation counsellor asking questions	70.8	66.2	73.9	92.0	78.0	59.6	73.8	67.9
Go straight in	16.2	24.7	14.8	4.0	12.1	19.3	14.6	19.5
Something else	2.3	2.6	0.9	0.0	0.0	0.0	1.2	1.3
Missing	7.7	3.9	6.1	0.0	6.6	14.0	6.8	6.9
If it's suggested you go to another agency about something does your probation counsellor normally?								
Just tell you where to go	30.0	23.4	24.3	12.0	29.7	14.0	28.0	18.2
Make an appointment for you	18.5	18.2	23.5	28.0	9.9	22.8	17.9	21.4
Get you to ring them whilst at probation	8.5	3.9	2.6	8.0	6.6	1.8	6.0	3.8
Hasn't referred me anywhere else	23.8	23.4	23.5	8.0	23.1	24.6	23.5	21.4
Missing	19.2	31.2	26.1	44.0	30.8	36.8	24.7	35.2
At the end of the supervision session do you agree who should be doing what next? (1 =Never, 5=Almost every session)								
Mean	4.5	4.5	4.5	4.8	4.4	4.6	4.5	4.6
Standard deviation	1.00	1.06	1.03	0.52	0.88	0.90	0.98	0.94
n	114	68	96	23	79	42	289	133
Is there a plan for what you will have achieved by the end of your order?								
Yes	75.4	87.0	66.1	84.0	83.5	75.4	74.4	82.4
No	3.8	3.9	7.0	4.0	1.1	1.8	4.2	3.1
I don't know	16.9	7.8	21.7	4.0	9.9	15.8	16.7	10.1
Missing	3.8	1.3	5.2	8.0	5.5	7.0	4.8	4.4
Is there a plan for the rest of your order?								
Yes	73.8	74.0	61.7	88.0	83.5	71.9	72.3	75.5
No	5.4	6.5	5.2	4.0	3.3	1.8	4.8	4.4
I don't know	16.9	14.3	26.1	4.0	6.6	17.5	17.3	13.8
Missing	3.8	5.2	7.0	8.0	6.6	8.8	5.7	6.3

We asked whether at the end of a supervision session it was agreed who was doing what next, i.e. tasks for the counsellor and convicted person to accomplish before the next session. Answers were given on a scale, with responses given a score from one to five, according to their position along the scale, where one is 'Never' and five is 'Almost every session'. Mean responses for both groups were very much towards the 'Almost every session' end of the scale and there was no significant difference between trained and comparison groups. There was also no significant difference between the three Romanian Probation Services. There was

a significant difference between England and Romania on this question with those in Romania being more likely to indicate that it was agreed who should be doing what next almost every session⁴⁸.

Over 70% of participants in both the groups indicated that there was a plan for what should be achieved by the end of the supervision and that there was a plan for the rest of the order. Actually somewhat more in the comparison group answered yes to these questions but there was no overall significant difference between the groups on either question. There was also no significant difference between the three Romanian Probation Services. There was a significant difference between Romania and England on both these questions with those in Romania being significantly more likely to indicate there was a plan for what would be achieved by the end of supervision⁴⁹ and that there was a plan for the rest of the order⁵⁰.

The content of supervision sessions

We were interested in finding out what gets talked about in supervision sessions, so asked respondents to indicate on a series of scales the extent to which various topics were discussed during probation supervision. The list of possible topics includes items which figured as important in desistance as obstacles for persistent offenders to overcome in order to stop offending (Bottoms and Shapland 2011). Responses were scored from 1 to 5, where 1 = 'Never' and 5 = 'Almost every session'.⁵¹ Mean responses for trained and comparison groups can be found in Table 12.

There are quite a lot of missing data in this section, particularly on some of the items. It is possible that some people did not give a response for topics that they did not remember being discussed, rather than putting a cross at the 'never' end of the scale. The data should therefore be treated with some caution.

In both groups, ratings for all the topics are towards the 'almost every session' end of the scale, although less so for use of drugs and alcohol. This suggests that most potential topics were talked about each time – we need to remember that appointments in Romania tended to be monthly. Discussing use of drugs and alcohol will not be relevant for convicted persons who did not have a drug or alcohol problem.

In relation to comparing between the trained and comparison groups, and between the three Probation Services, we used Mann-Whitney U tests.⁵² In relation to almost all the topics, overall and across all three probation Services, respondents in the comparison group were somewhat more likely than those in the trained group to indicate that they were discussed 'almost every session'. It seems that discussions in the comparison group were somewhat less focused than those in the SEED trained group.⁵³

⁴⁸ $U=58898.0, p<0.001$.

⁴⁹ $\chi^2(2)=22.34, p<0.001$.

⁵⁰ $\chi^2(2)=17.35, p<0.001$.

⁵¹ Where the respondent placed a cross between the points on the scale intervals of 0.25 were used. The response was scored $x.25$ if nearer the lower point, $x.5$ if in the middle and $x.75$ if nearer the upper point.

⁵² Ideally we would analyse the two variables (trained versus comparison and Probation Service) together in a factorial ANOVA. However the responses were clearly skewed and the assumption of equality of variance was not met for all but one of the scales, making ANOVA unsuitable. As the responses are scored on a scale with decimal places ordinal regression is not a possibility. Using Mann-Whitney U tests means we cannot examine interactions, hence we compared trained versus comparison for each Service.

⁵³ The difference between the two groups was significant overall for three of the topics. There was a significant difference for 'discussing any emergencies I've had' ($U=12375.5, p=0.001$); for 'temptation/ circumstances in which offending occurs' ($U=12644.0, p=0.10$) and for 'getting work or training' ($U=14264.0, p=0.028$, all in the direction of the comparison group discussing these areas more regularly).

In relation to discussing crises or emergencies, SEED training includes a section on dealing with crises. Probation counsellors are encouraged to consider whether the crisis really is a crisis that needs to be dealt with straight away and also to try not to allow crises to divert them completely away from what it was intended to cover within the session. Our finding that participants in the comparison group indicated emergencies were discussed more regularly is in the direction that one would predict. There was also a difference between individual Probation Services, the difference being significant for Bucharest and Dolj but not Brasov⁵⁴.

Table 12 What gets talked about during supervision sessions

		Bucharest n=207		Brasov n=140		Dolj n=148		Total N=495	
		Trained n=130	Comp. n=77	Trained n=115	Comp. n=27	Trained n=91	Comp. n=57	Trained n=336	Comp. n=159
Practical problems like money/ debt /employment/ housing	Mean	4.6	4.7	4.5	4.9	4.2	4.3	4.5	4.6
	s.d	0.80	0.52	0.94	0.33	0.99	0.98	0.91	0.72
	n	118	68	95	25	67	46	280	139
Attitudes to offending	Mean	4.0	4.2	4.1	4.7	4.3	4.3	4.1	4.3
	s.d	1.26	1.05	1.15	0.65	0.86	1.03	1.13	1.00
	n	108	65	84	19	64	43	256	127
Temptations/circumstances in which offending occurs**	Mean	3.9	4.2	3.9	4.6*	4.2	4.3	4.0	4.3
	s.d	1.35	1.23	1.31	0.83	1.07	1.07	1.28	1.11
	n	102	59	84	20	55	45	241	124
My family	Mean	4.5	4.6	4.4	4.7	4.2	4.3	4.4	4.5
	s.d	0.82	0.75	1.00	0.66	0.85	1.04	0.90	0.86
	n	114	69	88	20	65	46	267	135
The support I am getting	Mean	4.5	4.6	4.3	4.8	4.4	4.5	4.4	4.6
	s.d	0.94	0.77	1.10	0.39	0.74	0.80	0.95	0.74
	n	114	73	87	22	63	45	264	140
Getting work or training*	Mean	4.3	4.4	4.1	4.9	3.7	4.1	4.1	4.4
	s.d	1.09	1.10	1.29	0.32	1.36	1.25	1.24	1.10
	n	109	63	87	20	56	46	252	129
Use of drugs and alcohol	Mean	3.4	3.4	3.5	4.6	3.3	3.7	3.4	3.7
	s.d	1.62	1.44	1.51	0.83	1.43	1.42	1.54	1.41
	n	98	62	83	19	51	43	232	124
Achieving goals	Mean	4.5	4.5	4.2	4.7	4.2	4.4	4.3	4.5
	s.d	1.08	0.93	0.99	0.45	0.88	0.82	1.01	0.84
	n	103	65	80	19	52	42	235	126
Maintaining change	Mean	4.4	4.4	4.1	4.7	4.4	4.2	4.3	4.4
	s.d	1.11	0.99	1.25	1.03	0.69	1.09	1.08	1.03
	n	105	63	77	18	59	41	241	122
Any emergencies I've had**	Mean	4.2	4.6	4.2	4.6	3.9	4.3	4.2	4.5
	s.d	1.13	0.93	1.15	0.83	1.17	1.23	1.15	1.04
	n	104	64	79	19	55	44	238	127
What should happen next in the order	Mean	4.4	4.3	4.2	4.8	4.3	4.2	4.3	4.3
	s.d	1.07	1.08	1.10	0.44	0.93	0.97	1.05	0.98
	n	101	64	82	21	56	42	239	127
How I'm getting on generally	Mean	4.7	4.7	4.5	4.8	4.4	4.6	4.6	4.6
	s.d	0.67	0.84	0.89	0.53	0.87	0.92	0.80	0.82
	n	113	68	89	22	60	47	262	137
What I want from the future	Mean	4.4	4.4	4.4	4.9	4.3	4.6	4.4	4.5
	s.d	0.93	0.95	0.98	0.49	0.71	0.82	0.90	0.86
	n	110	67	90	20	59	45	259	132

*denotes difference between trained and comparison groups overall is significant at the 0.05 level

** denotes significant at the 0.01 level.

⁵⁴ Bucharest: U=2757.5, $p=0.031$; Dolj: U=939.0, $p=0.038$.

We also found differences on ‘temptations/circumstances in which offending occurs’ and ‘getting work or training’, but only significantly in relation to Brasov⁵⁵. These are not in the direction that would be predicted for SEED training.

Kruskal-Wallis tests and follow-up Mann-Whitney tests were used to examine overall differences between the three Romanian Probation Services. ‘Practical problems like money, debt, employment and housing’, ‘my family’ and ‘getting work or training’ were all discussed more regularly in Bucharest and Brasov than they were in Dolj⁵⁶. ‘Achieving goals’ and ‘how I am getting on generally’ were discussed more frequently in Bucharest than in Dolj⁵⁷.

In terms of overall differences between the two countries, the Romanian convicted persons indicated that all of the topics were discussed more regularly than did their counterparts in England and the difference was significant on Mann-Whitney U tests for all of the topics⁵⁸, except use of drugs and alcohol. However, we need to bear in mind the amount of missing data and also that appointments in Romania tended to be monthly rather than weekly.

What convicted persons thought about their supervisors and supervision

The remainder of the questionnaire was designed to tap into convicted persons’ views of the quality of their supervision sessions, focusing particularly on aspects covered in the SEED training (see Table 13), namely relationship building, structuring skills, pro-social modelling, motivational interviewing, risk-need responsivity and cognitive behavioural techniques (CBT).

As can be seen from Table 13, in both SEED trained and comparison groups, and in both England and Romania, in general the majority of people either agreed or strongly agreed with the positively worded statements and either disagreed or strongly disagreed with the negatively worded statements (my probation counsellor is not very professional and my probation counsellor sometimes annoys me so much I feel like ignoring what he/ she says). In other words, the majority of convicted persons in each Probation Service felt positively about their probation counsellors (or at least, reported that on the questionnaires). Though we shall discuss below differences between the trained and comparison groups, and differences between England and Romania, we must not forget this overall key finding.

⁵⁵ U=598.0, $p=0.033$; and U=581.0, $p=0.009$.

⁵⁶ ‘Practical problems like money, debt, employment and housing’ $\chi^2(2)=20.796$, $p<0.001$, pairwise comparisons were significant for Bucharest compared to Dolj U=7934.5, $p<0.001$ and Brasov compared to Dolj U=5292.5, $p=0.001$ but not Bucharest compared to Brasov; ‘my family’ $\chi^2(2)=17.573$, $p<0.001$, pairwise comparisons were significant for Bucharest compared to Dolj U=7576.5, $p<0.001$ and Brasov compared to Dolj U=4847.5, $p=0.005$ but not Bucharest compared to Brasov; ‘getting work or training’ $\chi^2(2)=11.510$, $p=0.003$, pairwise comparisons were significant for Bucharest compared to Dolj U=6958.5, $p=0.001$ and Brasov compared to Dolj U=4579.0, $p=0.021$ but not Bucharest compared to Brasov.

⁵⁷ ‘Achieving goals’ $\chi^2(2)=8.924$, $p=0.012$, pairwise comparisons were significant for Bucharest compared to Dolj U=6486.5, $p=0.001$ but not for Brasov compared to Dolj or Brasov compared to Bucharest; ‘how I’m getting on generally’ $\chi^2(2)=7.646$, $p=0.022$, pairwise comparisons were significant for Bucharest compared to Dolj U=8233.5, $p=0.005$ but not for Brasov compared to Dolj or Brasov compared to Bucharest.

⁵⁸ Practical problems like money/ debt /employment/ housing U=40104.5, $p<0.001$; attitudes to offending U=51202.5, $p<0.001$; temptations/circumstances in which offending occurs U=52310.0, $p<0.001$; my family U=51457.5, $p<0.001$; the support I am getting U=47691.5, $p<0.001$; getting work or training U=50552.0, $p<0.001$; Achieving goals U=48141, $p<0.001$; maintaining change U=48323.0, $p<0.001$; any emergencies I’ve had U=37167.0, $p<0.001$; what should happen next in the order U=46927.0, $p<0.001$; how I’m getting on generally U=67894.5, $p<0.001$; what I want from the future U=57278.0, $p<0.001$.

In Romania there were two items on which there was somewhat less consensus of opinion, namely 'I now know what kinds of thing are making me more likely to offend' and 'My probation counsellor challenges some of the things I say'. In both trained and comparison groups opinion was fairly polarised on the first, with around 30% in both groups strongly agreeing with this statement and just under 20% strongly disagreeing. In relation to 'My probation counsellor challenges some of the things I say', responses in both groups were fairly spread out over all the possible responses. We need though to note there is quite a bit of missing data on these questions.

The differences between England and Romania

Turning our attention to differences between England and Romania, Mann-Whitney U tests indicated there were significant differences between the two countries on *all* the statements⁵⁹. Romanian convicted persons were *more* positive about their probation counsellors than were English service users about their probation officers. So, similarly, on the two negatively phrased items ('My probation counsellor is *not* very professional' and 'My probation counsellor sometimes annoys me so much I feel like ignoring what he/ she says') participants in Romania disagreed to a greater extent than did those in England.

It could potentially be argued that the participants might have been worried that their responses might be seen by their probation counsellor or others in authority and that this may have made them unwilling to express negative feelings. It may also be possible that this was more of an issue in Romania than in England (even though the response boxes were clearly sealed). However, the comments made at the end of the questionnaire, which we explore further below, appear to support the overall positive view of probation supervisors in Romania. It seems unlikely that people would write sometimes extensive and detailed, positive comments if they were not their true feelings. Furthermore, although people's comments about their probation counsellors were universally positive, participants did make more negative comments in relation to their sentence and other bodies, such as the police and the courts, indicating that at least not all the participants were unwilling to express negative sentiments. This allows us to have somewhat more confidence in the results.

Differences between views on SEED trained counsellors and counsellors in the comparison group in Romania

Responses were clearly skewed (i.e. slanted towards the positive end for positively worded questions). Because of the skewed nature of the data, analyses were performed using ordinal regression rather than parametric tests.⁶⁰

There was a significant difference between trained and comparison groups on 'I think that probation staff are fair to me' with those in the trained group agreeing with this statement to a greater degree than those in the comparison group ($p=0.011$)⁶¹. Incorporating the training by Probation Service interaction term into the model indicated no significant interactions, indicating that the effect did not differ significantly between the three towns.

There was also a significant difference between trained and comparison groups on 'My probation counsellor sometimes annoys me so much I feel like ignoring what he/ she says'.

⁵⁹ Values are provided in Appendix 5.

⁶⁰ Variables denoting Probation Service and trained versus comparison group were entered as potential predictors into the regression models. Where the proportional odds assumption was not met categories were collapsed and/ or analyses were performed using multinomial logistic regression.

⁶¹ Full details can be found in Appendix 6.

Table 13 Views on supervision

Designed to measure 'Relationship building'	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Missing
I feel my probation counsellor and I work well together						
Romania trained (n=336)	81.5	11.9	1.2	0.0	0.3	5.1
Romania comparison (n=159)	85.5	10.7	0.0	0.0	0.6	3.1
England trained (n=327)	51.4	36.7	7.3	1.2	0.3	3.1
England comparison (n=155)	47.7	36.8	12.9	0.0	0.6	1.9
My probation counsellor generally tells me the reasons behind his/her decisions						
Romania trained	69.9	15.5	3.3	1.2	0.3	9.8
Romania comparison	78.0	12.6	3.1	0.6	0.0	5.7
England trained	42.2	39.8	11.0	1.5	0.9	4.6
England comparison	32.9	44.5	18.1	1.3	0.0	3.2
Overall I have been treated better than expected on probation						
Romania trained	80.7	10.4	1.8	0.0	0.3	6.8
Romania comparison	83.0	10.1	1.3	0.0	0.6	5.0
England trained	41.3	39.8	12.8	1.8	0.3	4.0
England comparison	40.0	36.8	20.0	0.6	1.3	1.3
My probation counsellor is not very professional						
Romania trained	1.5	0.3	3.6	11.0	54.5	29.2
Romania comparison	1.9	0.6	3.1	9.4	69.8	15.1
England trained	4.3	4.3	7.6	22.9	54.4	6.4
England comparison	1.9	5.2	12.3	21.9	56.8	1.9
Probation staff are usually able to answer all my questions about my time on probation						
Romania trained	72.3	14.0	2.1	0.6	0.9	10.1
Romania comparison	71.1	19.5	1.3	0.0	1.9	6.3
England trained	31.8	43.1	16.2	1.5	1.5	5.8
England comparison	33.5	45.8	14.8	1.3	0.6	3.9
My probation counsellor tries to inspire me to do well in my life						
Romania trained	82.4	8.6	1.8	0.0	0.6	6.5
Romania comparison	80.5	15.1	0.0	0.0	0.6	3.8
England trained	39.1	40.7	14.1	1.5	0.9	3.7
England comparison	37.4	41.9	16.8	1.3	0.0	2.6
I think that probation staff are fair to me						
Romania trained	82.7	10.1	0.3	0.0	0.3	6.5
Romania comparison	75.5	18.2	1.3	0.0	0.6	4.4
England trained	82.7	10.1	0.3	0.0	0.3	6.5
England comparison	75.5	18.2	1.3	0.0	0.6	4.4
My probation counsellor and I get on well						
Romania trained	82.4	9.8	0.3	0.0	0.3	7.1
Romania comparison	84.3	11.3	0.0	0.0	0.6	3.8
England trained	82.4	9.8	0.3	0.0	0.3	7.1
England comparison	84.3	11.3	0.0	0.0	0.6	3.8
My probation counsellor has tried to build a good relationship with me						
Romania trained	81.3	9.5	1.2	0.0	0.3	7.7
Romania comparison	80.5	13.8	1.3	0.0	0.6	3.8
England trained	81.3	9.5	1.2	0.0	0.3	7.7
England comparison	80.5	13.8	1.3	0.0	0.6	3.8

Table 13 cont. Views on supervision

Designed to measure ‘Structuring’	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Missing
My time on probation is well organised						
Romania trained	75.3	14.6	3.3	0.0	0.3	6.5
Romania comparison	76.1	17.0	1.9	0.0	1.3	3.8
England trained	34.9	45.0	14.4	2.1	0.0	3.7
England comparison	36.1	42.6	14.8	1.9	0.6	3.9
I feel that our supervision sessions are well structured						
Romania trained	74.7	14.3	3.3	0.3	1.2	6.3
Romania comparison	71.7	21.4	1.9	0.0	1.3	3.8
England trained	35.8	44.6	12.2	3.1	0.0	4.3
England comparison	36.1	43.9	14.2	1.9	0.6	3.2
We review our previous sessions at the start of each supervision session						
Romania trained	49.1	25.9	8.9	3.0	1.2	11.9
Romania comparison	51.6	24.5	10.1	4.4	2.5	6.9
England trained	27.5	37.9	22.0	6.7	1.5	4.3
England comparison	29.7	41.9	20.6	4.5	0.0	3.2
My probation counsellor gives me achievable tasks to work towards						
Romania trained	56.0	22.0	6.8	0.9	1.5	12.8
Romania comparison	55.3	23.3	11.9	0.6	1.3	7.5
England trained	28.1	44.0	18.7	3.4	0.9	4.9
England comparison	28.4	41.3	25.8	1.9	0.0	2.6
I feel that we have enough time in our supervision sessions to cover everything I would like to						
Romania trained	74.1	17.0	1.5	0.3	0.3	6.8
Romania comparison	71.7	23.9	0.6	0.0	0.6	3.1
England trained	41.6	43.7	10.1	1.2	0.0	3.4
England comparison	40.6	38.7	16.8	0.6	0.0	3.2
Designed to measure ‘Prosocial modelling’						
My probation counsellor is interested in what I have to say						
Romania trained	73.5	15.5	1.5	0.3	0.3	8.9
Romania comparison	76.7	17.6	0.0	0.0	0.6	5.0
England trained	42.8	43.4	9.8	0.6	0.0	3.4
England comparison	39.4	41.3	14.8	0.0	0.0	4.5
My probation counsellor follows through with things that they say they are going to do in between sessions						
Romania trained	68.8	16.7	2.7	0.3	0.3	11.3
Romania comparison	72.3	19.54	1.9	0.0	1.3	5.0
England trained	39.1	44.0	12.2	0.6	0.0	4.0
England comparison	34.8	45.8	13.5	1.3	0.6	3.9
My probation counsellor provides me with positive feedback when I do well						
Romania trained	61.3	15.2	4.2	0.9	0.9	17.6
Romania comparison	69.8	13.2	3.8	0.0	0.6	12.6
England trained	38.8	44.3	10.4	2.1	0.0	4.3
England comparison	38.1	41.3	15.5	1.3	0.0	3.9
My probation counsellor challenges some of the things I say						
Romania trained	22.0	15.8	16.7	16.7	10.7	18.2
Romania comparison	19.5	15.1	22.6	11.9	17.6	13.2
England trained	22.0	42.5	23.2	4.6	2.8	4.9
England comparison	23.2	34.2	29.0	5.8	2.6	5.2

Table 13 cont. Views on supervision

Designed to measure ‘Prosocial modelling’	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Missing
Probation staff are good role models for people like me						
Romania trained	64.3	17.3	7.1	0.6	0.6	10.1
Romania comparison	59.1	18.9	11.9	1.3	0.6	8.2
England trained	28.4	39.4	23.9	1.8	1.5	4.9
England comparison	30.3	36.8	25.8	1.3	1.9	3.9
My probation counsellor is interested in my life						
Romania trained	56.8	22.0	6.3	0.9	0.6	13.4
Romania comparison	66.7	20.8	5.0	0.6	0.6	6.3
England trained	32.4	42.2	19.3	1.8	0.6	3.7
England comparison	42.2	43.9	16.1	1.3	0.6	7.7
My probation counsellor appears to understand my circumstances						
Romania trained	67.3	20.5	2.4	0.3	0.6	8.9
Romania comparison	66.0	22.0	1.9	1.3	1.3	7.5
England trained	33.0	43.4	16.2	1.5	0.6	5.2
England comparison	27.7	46.5	15.5	2.6	0.6	7.1
My probation counsellor always sets a good example						
Romania trained	70.8	16.1	1.8	0.0	0.6	10.7
Romania comparison	73.6	18.9	1.3	0.0	0.6	5.7
England trained	33.6	43.1	16.5	0.6	0.0	6.1
England comparison	34.8	42.6	14.8	0.6	0.0	7.1
Designed to measure ‘Motivational interviewing’						
My probation counsellor sometimes annoys me so much I feel like ignoring what he/ she says						
Romania trained	2.7	2.4	5.1	11.0	56.3	22.6
Romania comparison	1.9	0.6	1.3	11.3	71.7	13.2
England trained	5.5	12.2	16.8	20.2	40.1	5.2
England comparison	2.6	8.4	14.8	20.6	46.5	7.1
My probation counsellor motivates me to change						
Romania trained	56.8	19.9	5.1	1.8	2.7	13.7
Romania comparison	59.7	18.9	8.2	2.5	1.9	8.8
England trained	32.4	40.7	19.6	2.8	0.3	4.3
England comparison	33.5	40.0	20.6	0.6	0.0	5.2
My probation counsellor has set out clearly what I am expected to achieve						
Romania trained	60.4	18.8	6.3	0.9	0.9	12.8
Romania comparison	61.0	23.9	5.7	0.6	1.3	7.5
England trained	31.5	45.0	17.7	2.1	0.0	3.7
England comparison	28.4	47.7	18.7	0.6	1.3	3.2
My probation counsellor has made me realise that change is possible						
Romania trained	67.6	19.3	3.6	0.3	0.6	8.6
Romania comparison	68.6	17.0	6.3	0.6	1.9	5.7
England trained	35.8	38.5	18.7	1.8	0.9	4.3
England comparison	34.8	41.9	16.8	0.0	0.6	5.8
I feel my probation counsellor listens to what I have to say						
Romania trained	71.4	16.7	1.8	0.0	0.9	9.2
Romania comparison	74.8	18.2	1.3	0.6	0.6	4.4
England trained	37.9	44.0	11.3	0.9	0.0	5.8
England comparison	40.6	40.0	9.7	0.6	0.6	8.4

Table 13 cont. Views on supervision

Designed to measure ‘Risk need responsivity’	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Missing
My probation counsellor and I have worked over time on an area of my life related to offending						
Romania trained	46.7	23.5	9.5	3.3	3.3	13.7
Romania comparison	50.9	18.9	10.7	3.8	1.9	13.8
England trained	28.7	39.8	19.9	5.5	0.9	5.2
England comparison	24.5	41.9	21.9	2.6	0.6	8.4
My probation counsellor and I agree goals together						
Romania trained	56.8	25.0	2.4	0.6	0.6	7.5
Romania comparison	65.4	19.54	5.7	1.3	0.6	7.5
England trained	33.9	40.7	16.2	2.8	0.3	6.1
England comparison	31.0	41.9	16.1	2.6	0.0	8.4
Designed to measure ‘Cognitive behavioural techniques’						
Working with my probation counsellor is giving me more skills to solve problems						
Romania trained	60.7	17.9	7.4	1.5	0.9	11.6
Romania comparison	63.5	17.6	7.5	1.3	0.6	9.4
England trained	27.5	37.9	26.3	4.0	1.2	1.3
England comparison	26.5	40.6	25.8	2.6	1.3	3.2
My probation counsellor has made me realise that how I have behaved is not the best way						
Romania trained	56.0	22.9	5.7	0.9	1.8	12.8
Romania comparison	59.7	17.6	6.3	1.3	4.4	10.7
England trained	34.6	36.1	19.0	2.8	1.2	6.4
England comparison	35.5	37.4	15.5	1.3	1.3	9.0
I now know what kinds of things are making me more likely to offend						
Romania trained	32.1	14.6	7.4	4.5	17.0	24.4
Romania comparison	29.6	12.6	10.7	8.2	18.9	20.1
England trained	32.4	45.6	13.5	2.4	1.5	4.6
England comparison	29.0	45.8	13.5	0.0	1.3	10.3
Since working with my probation counsellor I think more about what I do or say affects those around me						
Romania trained	52.7	18.5	6.3	3.6	3.3	15.8
Romania comparison	54.7	17.0	8.2	1.3	5.0	13.8
England trained	32.7	39.4	19.0	3.1	0.9	4.9
England comparison	33.5	42.6	13.5	1.3	1.3	7.7
I now try to think more before I act						
Romania trained	70.5	14.3	2.1	0.9	0.3	11.9
Romania comparison	72.3	14.54	0.6	0.0	1.3	11.3
England trained	40.4	40.4	12.2	1.2	0.6	5.2
England comparison	38.1	41.9	9.7	0.6	1.3	8.4
My probation counsellor has made me realise more the harm I have done through offending						
Romania trained	65.2	15.2	4.5	0.9	2.1	12.2
Romania comparison	63.5	18.9	4.4	0.6	1.9	10.7
England trained	35.2	44.6	13.8	1.5	0.0	4.9
England comparison	33.5	36.1	21.3	1.3	1.3	6.5
My probation counsellor has taught me how to approach problems differently						
Romania trained	62.2	16.7	6.5	0.6	1.5	12.5
Romania comparison	66.0	15.7	6.9	0.6	0.6	10.1
England trained	36.4	38.2	18.7	1.8	0.6	4.3
England comparison	31.6	38.1	21.3	1.3	0.6	7.1

Those in the trained group agreed with the statement to a greater degree than those in the comparison group ($p=0.021$)⁶². Again, there was no difference between Probation Services. This item is a negative item so it may appear contradictory that those in the trained group would agree with this item more than those in the comparison group. However, annoying the convicted person may be a consequence of challenging some of the things they say and there is evidence in our analysis that this was so.⁶³

Challenging pro-criminal attitudes and behaviour is an important part of pro-social modelling. Previous research has found that, in general, practitioners are good at rewarding pro-social behaviour but less inclined to challenge pro-criminal attitudes (Bonta et. al, 2008). SEED training encourages practitioners to be more responsive in relation to the expression of anti-social attitudes and to challenge more. This however should be done in as non-confrontational, pro-social manner as possible, avoiding argument. Convicted persons in the trained group indicated that their probation counsellors did challenge somewhat more than those in the comparison group but the difference was not significant in the ordinal regression analysis, although it was almost significant on a one-tailed test ($p=0.08$). No other individual items showed any significant overall relationship between training and responses.

Differences between the three Probation Services in Romania

There were significant differences between the three Romanian Probation Services on some of the items. Participants in Dolj agreed to a greater extent than those in Bucharest that probation staff were fair to them ($p=0.043$), although it should be pointed out that the difference really was between whether people agreed or strongly agreed, as only two people, and in fact nobody in Bucharest, disagreed with this item. There was no difference between Dolj and Brasov or Bucharest and Brasov on this item. Compared to those in Bucharest, participants in Brasov ($p=0.035$) and participants in Dolj ($p=0.039$) agreed to a greater degree with the statement 'Probation staff are good role models for people like me'. Participants in Dolj disagreed to a greater extent with the statement 'My probation counsellor sometimes annoys me so much I feel like ignoring what he/ she says' ($p=0.037$) and agreed to a greater extent with the statement 'My probation counsellor has made me realise more the harm I've done through offending' ($p=0.012$) as compared to participants in Bucharest. There was no difference between Dolj and Brasov or Bucharest and Brasov on these two items. Compared to those in Bucharest participants in Brasov agreed to a greater extent with the statements 'My time on probation is well organised' ($p=0.041$) and 'My probation officer always sets a good example' ($p=0.043$). There was no difference between Dolj and Brasov or Bucharest and Dolj on these items.

The principal components analysis of convicted persons' views on supervision

Each individual question was designed with the intention of assessing the use of one particular skill. The colour coding in Appendix 4, which shows the answers to each question, indicates the particular skill which each question was intended to tap. As some of the skills are fairly closely related, and the skills may also be interdependent to some extent in practice, a certain amount of correlation between skills is to be expected. Operation of a halo effect is also possible, such that respondents answer questions in a generally positive or negative manner in line with their general feelings about their probation counsellor. Hence we

⁶² Full details can be found in Appendix 6.

⁶³ There was a statistically significant correlation between the extent to which convicted persons indicated their probation counsellor challenged some of the things they said and the extent to which they indicated their probation counsellor annoyed them ($R=0.232$, $p<0.001$) and both items loaded onto the same component in the principal components analysis (see below).

decided to undertake principal components analysis (a form of factor analysis which looks at the underlying structure of the responses) across the whole sample (SEED trained and comparison groups together).⁶⁴

The analysis produced five independent components, or factors. The first component explained 44% of the variance, the second component 7% of the variance, the third component 4% of the variance, and the fourth and fifth components each explained 3% of the variance. The component loadings for each question are provided in Table 16. Each statement has been colour coded in terms of the skill the item was intended to tap.

It can be seen that most of the items intended to tap relationship skills load principally onto component one and the statements loading most strongly onto this component are relationship items. However, a number of the statements intended to assess structuring and pro-social modelling also load onto component one. It is not surprising that relationship items and pro-social modelling items load onto the same component, as behaving pro-socially is considered important in building a good relationship. It is somewhat more surprising that items designed to assess structuring also load onto component one, although having enough time to cover everything the convicted person would like to cover and feeling that their time on probation is well organised may be important in building an effective relationship. It could also be that probation counsellors who have built a good relationship with convicted persons are judged by those convicted persons to be better in other ways (i.e. a halo effect). On the whole, component one seems to reflect the **relationship** the convicted person has with their probation counsellor; how **well organised** the probation supervision is in general terms, including whether the convicted person is given sufficient time; together with **the probation counsellor behaving pro-socially** in terms of doing what they say they will do, being interested in the convicted person and setting a good example.

Component two appears to be about **effecting change and approaching problems in a different way**. The statements which load most strongly onto component two are those intended to specifically tap CBT skills. Statements intended to tap risk-need-responsivity, motivational interviewing and pro-social modelling also load onto component two. SEED training is about applying a combination of skills in an effort to bring about change and reduce recidivism. It is therefore not surprising that skills covered in different parts of the model would load onto this component. Motivational interviewing and CBT are both about effecting change and being responsive to individual needs is important in applying these techniques. Being a good role model will also be important in bringing about change.

Component three appears to be about the extent to which the probation counsellor **does or does not irritate the convicted person**. Two pro-social modelling items and one relationship item load onto this component. Two of the items that load onto this component, namely annoying the convicted person to the point where they feel like ignoring the probation counsellor and behaving unprofessionally are obviously negative elements of supervision. The third item however – challenging - is important in bringing about change. Challenging is a necessary but difficult element of good supervision.

⁶⁴ The Kaiser-Meyer-Olkin measure of sampling adequacy was 0.95, well above the minimum recommended value of 0.6 for such analysis. Bartlett's test of sphericity was significant ($\chi^2(630) = 6342.986, p < .001$). Extracting components with eigenvalues above one resulted in five components. Oblimin rotation was used to clarify the data structure as one would expect correlation between components. Indeed the resultant component correlation matrix indicated that it would not have been reasonable to assume independence between components.

Only two items load onto component four, both intended to tap the use of CBT. This component seems to be about **addressing how the convicted person affects those around them** and how those around them and external events affect the convicted person.

Component five appears to be about **reviewing progress and working towards goals** in a structured manner. A combination of items intended to tap various parts of the model load onto this component but, although from different parts of the model, they all seem to relate to progress and goals.

It is possible to obtain a component score for each respondent on each of these five components, using the regression method within SPSS. The scores can then be used to ascertain whether there was any effect of SEED training in relation to any of the components. Two-way (trained/comparison by Probation Service) independent groups ANOVAs were performed on the component scores for each of the five components. There was no significant main effect of training on any of the five components. There was also no significant difference between the three Probation Services on any of the five components.

In the evaluation of SEED training in England the principal components analysis resulted in three components. In that study also there was no significant difference between the trained and comparison groups on any of the individual components.

In the English study, in order to gain an overall composite measure of the extent to which participants perceived their supervisors to be using all the different skills which form part of the SEED approach, we divided scores on each of the components into two categories (high and low) using a median split. We then produced a variable which divided respondents into those for whom the score was in the top half for *all* the three components found in the principal components analysis in England and those for whom it was not (i.e. were in the bottom half on one or more components). In the English study those in the SEED trained group were significantly more likely to be in the category which scored in the top half across all three components than those in the comparison group, suggesting that the trained supervisors were more likely to be using all the SEED skills than the comparison group, as far as those being supervised could see.

Producing a similar composite measure in Romania was somewhat more complicated, because in relation to component three it is difficult to say whether scoring highly should be seen as a good or a bad thing.⁶⁵ We hence split the participants into two groups based on whether they appeared to have been challenged without becoming annoyed and without considering their probation counsellor to be unprofessional.⁶⁶ On the remaining four components participants were split into two groups in the same manner as in the English study, using the component scores and a median split. We then produced a variable which divided respondents into those who were in the high group on all five components and those who were not. There was no significant difference between the trained and comparison groups on this measure. There was also no significant difference between the three Probation Services. We also produced a composite measure based just on components one, two four and five (i.e. dividing participants into two groups based on whether they were high on these

⁶⁵ Component three consists of three items: 'My probation counsellor sometimes annoys me so much I feel like ignoring what he/she says', 'My probation counsellor is not very professional' and 'My probation counsellor challenges some of the things I say'. Convicted persons agreeing with the first two of these would be seen as a bad thing while, on the other hand, challenging is seen as a good thing in terms of pro-social modelling. Splitting the participants into two groups based on their scores on this component does not therefore seem to be appropriate.

⁶⁶ Participants were placed in the high group if they strongly agreed or agreed that their probation counsellor challenged them but simultaneously strongly disagreed or disagreed that their probation counsellor annoyed them and that their probation counsellor was not very professional.

just these four components, leaving out the problematic component three). There was also no significant difference between the groups or the three Probation Services on this measure. Hence these composite measures, in Romania, did not seem to distinguish between the SEED trained and comparison groups.

Comments from the convicted persons about their probation supervision

Participants were asked if they would like to make any other comments about their probation supervision on the current order. A number of people did so and we summarise these below. Apart from in Dolj most of the comments came from those with SEED trained counsellors. *All* the comments about the actual supervision were positive – we can only provide a small sample here to illustrate what people said:

‘He has helped me to overcome this difficult period of my life.’ (Bucharest trained group)

‘I have only good things to say about my probation counsellor; she is really professional (in my opinion), she has made me open my soul and made me understand that I am not alone. She helped me a lot (even though she didn’t realize, she guided me and supported me unconditionally). After the first meeting, over two years ago, I realised that there are people who are really ‘human’. She gave me hope, purpose in life; she made me able to walk again with my head held high, she taught me how to say ‘no’, she made me realise that I can live and raise my children with dignity. She also made me realise that no one can judge me for a mistake. Thank you very much!’ (Bucharest trained group)

‘My probation counsellor is very prepared.’ (Bucharest trained group)

‘I am totally pleased with the way I am treated and the things I learn from my probation counsellor and I am grateful for the support and understanding. I finally feel that I am understood by someone. I have learned to make good decisions and to think very hard before I do something. I thank her for all the patience that she has with me and for the understanding and support.’ (Bucharest trained group)

‘For now I am pleased with the help that was given to me, I expected it to be worse but it is actually very good.’ (Bucharest trained group)

‘I am very pleased with the actual supervision and I admire my probation counsellor who wants to reintegrate me.’ (Bucharest comparison group)

‘My probation counsellor is a good person and she made me realise what might come with negative actions. For that, I thank her!’ (Brasov trained group)

‘I believe that supervision is necessary for all the people who have had “issues” in life. I appreciate the methods and the positive way they are trying to “build” something with you, emphasising the positive aspects when they really are there.’ (Brasov trained group)

‘It gave me the strength to move on, to find a job and especially to think more positively than I used to do.’ (Brasov comparison)

‘My probation counsellor is a special person! She knows what she is doing and she is a real professional.’ (Brasov trained group)

‘I am very pleased; my probation counsellor is a communicative, honest and warm person who makes me understand all that she is trying to tell me. This way I can tell her all my problems.’ (Dolj comparison group)

‘I think this is a very useful period of time. I learned during the OTO programme to raise questions differently than I used to. The attitude and the behaviour of my probation counsellor made me more motivated to change.’ (Dolj comparison group)

‘For me, and I think for the majority, it helped me to realise and to understand what is better for the future and to stop the criminal behaviour - STOP, THINK, CHANGE. I believe that

the probation counsellors that are here deserve an A+ for their effort and the help that they give to us in order to realise what is better in life. They helped me to go on the right path and to change my behaviour. Congratulations to the probation counsellor for their effort! Congratulations Probation Service!’ (Dolj comparison group)

‘I want to say that I didn’t expect to have this kind of moral support from my probation counsellor. No matter about the offence I’ve committed, my probation counsellor believes in me and morally he helps me a lot, he challenges me to think, to live optimistically and have perseverance. My probation counsellor gave me the ‘drive’ I needed to feel reinserted in a community that failed me at some point and which I failed in my turn.’ (Dolj comparison)

‘I am very lucky to have my probation counsellor, who knows how to be a good person, how to be understanding and explains to me what is good and better in life in order to pursue the right path in life. Every success I have from now on, it will be thanks to my probation counsellor.’ (Dolj trained group)

There were some negative comments in relation to the fairness of the sentence and particularly the length of the sentence.

‘The supervision period is too long considering what happened and that this is the first time I have broken the law.’ (Bucharest trained group)

‘The supervision period is too long. I would prefer to come more often but for a shorter period of time.’ (Bucharest trained group)

Some combined positive comments about the supervision and their probation counsellor with negative comments about the fairness of the actual sentence:

‘At the beginning (the first three months) it was extremely hard for me – until I was able to tell my probation counsellor in detail what happened, how my life was before and how it is now, until we created a relationship and we got to know each other and I was able to feel closer to her. Now I am fine, I go monthly as I pay my bills (this analogy between what happened and a bill is to emphasise the fact that I moved on from that horrible episode of my life and that I “accepted” what happened). What I will never understand is that I lived through a horrible tragedy, an accident (that’s why it is called “accident”) so why am I supervised monthly for 5 years? I didn’t stab the people that I loved most. I am not a criminal but still I am treated like the other criminals and offenders. IT IS NOT FAIR.’ (Bucharest trained group)

‘Regarding the personnel I cannot criticise anything but I consider that a minor life mistake should not get me here.’ (Brasov trained group)

There were also negative comments about other elements of the criminal justice system, particularly where convicted persons did not feel they should have been convicted:

‘I believe that I am not guilty of all the offences that I have been convicted of ... there were misunderstandings by the prosecuting authority and magistrates and the sanction that was given to me is ungrounded and illegal. Also, both at the prosecutions phase and trial stage a series of cases were not allowed which could demonstrate my innocence. Actually, both these stages of the procedure demonstrated the incompetence of the prosecuting authority and magistrates in applying justice.’ (Brasov trained group)

The content, depth and strength of feeling expressed in the participants’ comments about their actual probation supervision demonstrate how positively they feel about the supervision and their probation counsellor. This, combined with their willingness to express more negative sentiments about the length of the sentence and other parts of the criminal justice system, allow us to have increased confidence in the overall positive attitudes expressed throughout the questionnaire.

Measuring compliance

In England, one potential outcome measure for SEED was that the convicted person complied with the order and was not breached (though SEED training might make counsellors more confident in their own judgment and so more likely to breach where necessary more quickly). Breaches can be for further offending or for not complying with the conditions of the order. It was originally not intended to measure compliance in Romania, but, once it was decided to obtain a comparison group, measuring compliance became feasible, though in the context of the whole order (of average just over five years), we could only collect data on breach for the very first part of the orders within the time scale of the study.

For Romania, the only available data on compliance were whether the court was informed of a breach, the date that occurred, why it occurred, the court's decision and the date of the court decision. Events (breaches, terminations) occurring up to 31 December 2013 were included in the data. Hence, we have information on compliance for a period between 1 day and 11 months of supervision for cases starting supervision within a period of 11 months. The proportion of such cases where the court was informed of a breach and the proportion that were terminated during the time period are provided in Table 14.

Table 14 Data on compliance and termination of cases

	Bucharest		Brasov		Dolj		Overall	
	C	T	C	T	C	T	C	T
	n=124	n=301	n=44	n=161	n=96	n=123	n=264	n=585
Number of terminated cases	4 3.2%	2 0.7%	3 6.8%	9 5.6%	3 3.1%	2 1.6%	10 3.8%	13 2.2%
Termination reason								
Administrative	3	1	3	6	3	1	9	8
New offence	0	0	0	0	0	1	0	1
Transfer	0	1	0	3	0	0	0	4
Deceased	1	0	0	0	0	0	1	0
Breach initiated after first meeting	0 0.0%	1 0.3%	1 2.3%	1 0.6%	0 0.0%	0 0.0%	1 0.4%	2 0.3%
Breach initiated prior to first meeting	0 0.0%	0 0.0%	0 0.0%	1 0.6%	3 3.1%	2 1.6%	3 1.1%	3 0.5%

Breach proceedings were initiated after a first meeting with a probation counsellor in only three cases during the monitoring period, one in the comparison group (0.4%) and two in the trained group (0.3%). This is not a significant difference. There was also no significant difference between the three Probation Services on this. Breach proceedings, at least in the comparatively early stages of supervision were rare occurrences in Romania, with or without SEED training.

In a further six cases which eventually continued to supervision - 3 (1.1%) in the comparison group and 3 (0.5%) in the trained group) - breach proceedings were initiated prior to the first supervision meeting, because the convicted person did not attend the first meeting. We have excluded these breaches from our comparison of the number of breaches within the trained and comparison groups because SEED training could not be expected to have an impact on events that occurred prior to meeting the probation counsellor⁶⁷. None of these 6 convicted persons were subsequently breached once they actually commenced supervision up to the end of the monitoring period.

⁶⁷ There is in any case no significant difference between the two groups if they are included.

Breach proceedings were initiated in a further 17 cases (8 in Bucharest, 4 in Brasov and 5 in Dolj) which never proceeded to supervision because the convicted person did not attend a meeting. These have been completely excluded from our analyses.

Breaches occurred far more frequently in the English study, being initiated in 29% of community order cases, though we did monitor participants for a longer time period in England – for between one and two years after the training, which for many was their entire order (orders lasted on average one year in England). In the English study however 56% of breaches took place in the first three months of the order. Even taking account of the differences in the monitoring period breach proceedings were clearly much more common in England.

Conclusions

The principal aims of this evaluation of SEED training on one-to-one supervision in Romania were to:

- test whether a model developed and piloted in England, the SEED training of probation counsellors, would be able to be applied in a different EU jurisdiction, namely Romania, and what the results would be;
- explore how the model needed to be adapted for use in this jurisdiction;
- test whether the approach developed by the University of Sheffield to evaluate the model, in England, could also be applied in another EU jurisdiction.

Originally, the research was designed only to test the feasibility of mounting the SEED model in Romania and of evaluating it. However, it was decided at the beginning of the project to try to replicate the evaluation itself, as far as possible, in Romania. To this end, a comparison group of probation counsellors was constructed, using those counsellors in the same Probation Services as the trained counsellors, but who were not themselves trained. This choice had the effect that there was, not surprisingly, quite a lot of ‘contamination’ between the trained and comparison groups of counsellors (i.e. the comparison group learned quite a lot about the SEED model and methods from the trained group), but resulted in very comparable groups of convicted persons between those supervised by the trained group of counsellors and those supervised by the comparison group. It therefore had the effect of, if anything, making it harder to find any significant effects between the groups of the training. We shall summarise the results of the evaluation here and will then discuss the results on transferability and adaptation between the two countries in the next section.

In terms of implementation, it was clear that the SEED training was delivered, in a very comparable way to that in England, to probation counsellors and their managers from Bucharest, Dolj and Brasov, the three Probation Services involved. The planned formal training sessions all happened, as did the peer learning group discussions and observations of counsellors doing individual supervisions by their managers. There was thus very good implementation, due, we think, both to the receptiveness and keenness of the counsellors and very considerable support from managers, including senior managers from the central probation directorate.

SEED is a ‘training plus’ package, building on practitioners’ existing skills and training. Teams are trained together, reflecting back each time on what was useful and what had been used in practice. In terms of practitioner response:

1. Practitioners were very positive about the training, in both England and Romania – but if anything Romanian practitioners were even more positive than English ones. This was so for the initial training and for each of the follow-up training sessions.

2. Practitioners were already familiar with most of the skills and techniques, but appreciated both the refreshing of their skills and, particularly, working out how to use those skills and techniques in a more structured way in one-to-one supervision. As one counsellor put it in Romania, 'It was like we had a cupboard full of clothes and now we put some order to the clothes'.
3. Practitioners in both Romania and England (with, again, those in Romania being more positive) said that it improved their confidence in doing one-to-one supervision, their ability to deal with different offenders, their ability to plan the course of supervision, their ability to deal with unexpected crises, the extent to which they talked with convicted persons about the purpose of supervision, the extent to which they talked with colleagues about one-to-one supervision and the extent to which they talked with their line managers about particular cases.
4. Almost all the parts of the SEED training were found helpful – motivational interviewing, relationship building, collaborative goal setting (RNR), pro-social modelling and cognitive behavioural techniques. The training on structuring sessions and on the endings of orders (the latter only given in Romania) were found particularly helpful.
5. For both countries, there were some practical problems in putting the SEED training into practice, centring around time and caseloads, and, in Romania, having to use shared space to see convicted persons. In England, there were problems with previous overly prescribed targets and standards. The emphasis put on planning in SEED, though, did help practitioners. Though they found that, if they had previously not planned supervision sessions or the order very much, it took time for them to do it initially, yet after a while, they found using this SEED planning tended to save time.
6. In both countries, discussing cases together with their team in regular sessions was found helpful, as was observation of supervision sessions, with feedback, by managers. It seemed though, that after the SEED training finished, these sessions tended to lapse, because of difficulties in organising them.

We gave convicted persons being supervised by both the trained and comparison groups questionnaires, which asked about their experience of supervision and what they felt about their probation counsellor.

1. Convicted persons were more likely to be first time convicted in Romania, than in England and had much longer orders in Romania, but were seen less often (monthly in Romania, more often weekly in England).
2. Probation counsellors in Romania were more likely to 'signpost' convicted persons to other agencies they might need (welfare support, accommodation etc.) by telling them where to go, whilst English probation staff were more likely to 'refer' them by making an appointment or assisting the convicted person to make their own appointment.
3. Convicted persons in Romania were more likely to say it was agreed at the end of the session what should be done next, and more likely to understand there was an overall plan for the order.
4. Overall, convicted persons in Romania were very positive about their counsellors – both in the SEED trained group and the comparison group, so there was no significant difference. They were slightly more positive than English convicted persons. We wondered whether this positivity in Romania was due to suspicion that their responses might be read by the authorities or their counsellor – but the positivity in ratings was matched by positivity in written responses about their supervision, and greater negativity towards other parts of the criminal justice system, so we think it is genuine.

5. In England, convicted persons saw SEED trained counsellors as using more SEED skills overall – but there was no difference in Romania between the views of convicted persons who had SEED trained counsellors and those whose counsellors were in the comparison group.
6. In Romania, though, SEED trained counsellors were seen by their convicted persons as more likely than those in the comparison group to be focusing on particular aspects in particular supervision sessions rather than talking about almost everything every session (SEED training would encourage this greater selectivity). They were also seen as more likely to challenge convicted persons (though sometimes this might also annoy).
7. In England, there was one main factor drawing together convicted persons' responses about their supervision, so they were tending to see all aspects together. In Romania, there were five independent factors. The first and largest primarily consisted of relationship items, with some aspects relating to structuring and pro-social modelling (which itself is intended to lead to building a good relationship). The second was about effecting change and approaching problems in a different way. The third seemed to be about whether or not the counsellor irritates the convicted person – though challenging inappropriate statements and behaviour are a key part of good supervision. The fourth was about cognitive behavioural training (CBT), whilst the fifth, the smallest one, was about reviewing progress and working towards goals.

We also attempted to see whether there were any differences between convicted persons' compliance with their orders between those with SEED trained counsellors and those whose counsellors were in the comparison group. However, because of the length of orders in Romania and the shorter time span for this research, compared to the evaluation in England, very few convicted persons were breached in Romania once their supervision had started, during the relevant time span (of up to 11 months on orders of average five years). There was no difference between the two groups of convicted persons. There were some breaches before the first meeting with the probation counsellor for some convicted persons – they simply never turned up, but this could not have been due to their supervision or the counsellors' training (since the order had not effectively begun). In these cases the courts tended to tell the convicted persons to go back on probation – after they did that there were no differences on compliance between the SEED trained and non-SEED trained convicted persons. There was obviously no possibility of comparing the two groups on reconvictions, given the orders had not finished during the time span of the research.

Transferring policies and training – tips and problems

The experience of transferring SEED training for probation counsellors from England to Romania was overall a highly positive one, though there were some minor problems both in relation to the training and the evaluation. The team was aware of the previous literature on transferring policies between countries and had previous experience of doing cross-national comparative research. We therefore planned from the start to:

- Put in place measures to be sensitive to the legal and cultural differences in criminal justice and in participants' roles. In particular, one of our partners (ID) is an experienced Romanian social scientist who has undertaken empirical research on probation in Romania and has written many articles on probation, including cross-cultural European comparisons. We also arranged very helpful liaison with both senior staff in probation and in relation to the Romanian databases.
- Visit Romania to liaise with appropriate people and finalise details of methods and possibilities.

- Allow time (and money) for translation and checking of the translation of written materials by criminal justice experts.
- Check the ways in which probation staff work in Romania to ensure that the particular facets of SEED training (working in groups of professionals, supervision of probation counsellors by managers in the same site) were able to be accommodated.
- Use both a trainer from England who had delivered SEED training there and also local co-trainers, to ensure maximum replicability in the SEED training itself.

All of these proved very helpful. Nelken (2002) has characterised cross-cultural criminological research methods as ‘virtually there’ (using foreign experts), ‘researching there’ (going abroad to interview people), or ‘living there’ (drawing on one’s own expertise of living and working abroad). We have previously also devised a further method of getting experts to work together over at least a year (Shapland 2008). In this project we have used ‘virtually there’, ‘researching there’ and have worked together over time (we could not manage ‘living there’). We think that this close contact has been essential for the implementation of SEED and for its evaluation.

However, another key lesson about policy transfer is that the policy needs to have very strong support from the top of the organisation, so that practitioners are motivated to undertake it and believe they will be supported in doing it – and that senior managers think this will improve the organisation and what practitioners are trying to accomplish. SEED training was very strongly supported by senior managers in Romania, who spent considerable time attending training and helping us understand the system.

These factors may help to explain why the policy transfer happened so well. They do not explain why the reaction of practitioners to SEED was so positive. The focus groups and interviews undertaken at the end of the SEED training period concluded that ‘SEED seems to travel very well from England to Romania and has good potential to travel further more across the services interested in effective probation practice’. It was also said that there could be transferability of SEED to other types of community sanctions (e.g. community service) or other jurisdictions as long there is an interest in offender rehabilitation. As preconditions for a successful transfer, the respondents mentioned staff motivation and openness to new, flexible legislation and the existence of a reasonable caseload.

We think that the latter comments pick up on why SEED was positively received in England and even more positively in Romania. In England, SEED training was developed deliberately to help practitioners move into a somewhat different mode of practice, in which previously very strict guidelines (accompanied by targets for managers) were changing into more flexible guidance involving more discretion for individual practitioners. SEED was intended to help practitioners deal with new situations. In Romania, probation counsellors were aware of the impending moves to expand the remit of probation, with the new legislation, and to increase the probation workforce. Again, it was a time of change. We think SEED, because it was a course for experienced practitioners and because of its emphasis on planning and structuring for one-to-one supervision, was seen as:

- Investing in staff training and expertise (i.e. caring about the challenges facing staff at a time of change)
- Concentrating upon the ‘core job’ for probation – one-to-one supervision
- Picking up from initial and previous training which had concentrated upon particular tools/skills, to provide means to put things together
- Bringing teams of practitioners together to provide support whilst discussing cases

- Though it involved more time and effort initially, had the potential for staff to feel they could work more effectively and efficiently, at a time of potentially increasing caseload.

Hence, though there are general lessons and tips for successful policy transfer, the policy itself has to be seen as relevant to those practitioners who will receive it, for the conditions of their job at the time it is implemented, and their feelings about their current and future environment.

In relation to the evaluation, and the lessons for future evaluators, we needed to take into account:

The time necessary for translation of materials, which was considerably longer and a more complicated process than we had expected. Though all evaluation materials were commercially translated initially, it became apparent that technical aspects of probation were not being rendered entirely correctly, or using the current probation vocabulary. All the materials had to be checked by a native Romanian expert in probation matters. Moreover, because we were using questionnaires which depend upon visual impact and correct spacing, and had common elements over time, we had to check the same words were being used as potential answers to questions over the different ‘sweeps’ of the training questionnaires.

The different context for creating a comparison group. There were too many differences between areas and it would be too difficult to administer the convicted person questionnaires in different offices (as in England, where it was extremely difficult to do this effectively over the long time period involved). Hence the decision was to use non-trained councillors from the same teams. This in fact, as we comment above, created much more comparable groups of convicted persons than in England, though there was clearly transfer of ideas between the individuals in the trained and comparison groups.

The different legislative possibilities for supervision in the two countries, particularly that in England probation staff were supervising convicted persons released on licence from prison as well as those on community sentences, whereas at the time, Romanian probation counsellors were only dealing with community sentences in relation to adult offenders. The length of probation orders in the two countries was also very different, from an average of one year (in England) to five years (in Romania), which impacted on possibilities to investigate compliance and also the time needed before convicted persons could be expected to have views on their individual probation counsellors.

The differences in record keeping systems in the two countries. Romania had one system for probation records, which was held centrally and easy to access, but this did not always contain all the information necessary (for example, who was supervising which convicted person at each time), so requiring some manual work by probation staff to help us to sort this out. England had several computer systems running at the time, which used somewhat different codes (each Probation Trust we were working with was using a different system). These systems were designed as case management systems, so were less good for obtaining overall management (and evaluation) information. It was also difficult, from the centre, to provide to offices which convicted persons should be given questionnaires at which time. So both countries posed challenges to evaluators in terms of working out the sample of convicted persons relevant to the evaluation, England actually somewhat more so than Romania.

None of these factors is fatal to effective evaluation, but each requires some time to sort out and, particularly, time and goodwill from personnel within the probation services to help us understand the systems and work round problems. We are very grateful to all of those, in both countries, who helped with all of these problems.

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Appendix 1: Characteristics of cases in the three Probation Services in Romania commencing supervision between 1 February 2013 and 31 December 2013

		Bucharest		Brasov		Dolj		Overall	
		C	T	C	T	C	T	C	T
		n=124	n=301	n=44	n=161	n=96	n=123	n=264	n=585
Gender	Male	88.7%	83.3%	93.2%	98.1%	83.3%	82.9%	87.5%	87.3%
	Female	11.3%	16.7%	6.8%	1.9%	16.7%	17.1%	12.5%	12.7%
Mean age (years) at first meeting		30.9	32.0	31.8	30.8	34.0	29.9	32.2	31.2
		s.d.	s.d.	s.d.	s.d.	s.d.	s.d.	s.d.	s.d.
		10.81	12.17	10.81	10.95	13.77	11.30	12.00	11.68
Age	Under 18	2.4%	4.3%	2.3%	5.6%	2.1%	3.4%	2.3%	4.5%
	18-20	13.7%	7.3%	11.4%	10.6%	8.4%	18.1%	11.4%	10.4%
	21-24	12.9%	19.3%	18.2%	20.0%	22.1%	22.4%	17.1%	20.1%
	25-29	28.2%	21.6%	15.9%	20.0%	20.0%	16.4%	23.2%	20.1%
	30-34	14.5%	14.3%	15.9%	10.6%	11.6%	9.5%	13.7%	12.3%
	35-39	8.1%	11.3%	15.9%	11.3%	8.4%	11.2%	9.5%	11.3%
	40-44	9.7%	7.3%	4.5%	10.0%	2.1%	5.2%	6.1%	7.6%
	45-49	0.8%	4.3%	6.8%	3.1%	6.3%	6.0%	3.8%	4.3%
	50 or over	9.7%	10.3%	9.1%	8.8%	18.9%	7.8%	12.9%	9.4%
Risk category	1	2.4%	2.3%	2.3%	5.0%	2.1%	0.8%	2.3%	2.7%
	2	17.7%	22.0%	29.5%	9.9%	22.9%	21.1%	21.6%	18.5%
	3	26.6%	31.7%	25.0%	40.4%	35.4%	33.3%	29.5%	34.4%
	4	34.7%	29.3%	20.5%	26.7%	28.1%	30.9%	29.9%	28.9%
	5	8.1%	10.0%	13.6%	11.2%	10.4%	8.1%	9.8%	9.9%
	6	10.5%	4.7%	9.1%	6.8%	1.0%	5.7%	6.8%	5.5%
Offence type	Violence	10.5%	11.3%	4.5%	5.6%	7.3%	8.9%	8.3%	9.2%
	Sexual offences	0.8%	0.7%	0.0%	0.0%	2.1%	0.8%	1.1%	0.5%
	Robbery	10.5%	9.3%	11.4%	11.9%	9.4%	13.0%	10.2%	10.8%
	Theft and handling	21.0%	22.6%	31.8%	26.9%	25.0%	34.1%	24.2%	26.2%
	Fraud/ forgery/ corruption	18.5%	16.6%	4.5%	10.0%	10.4%	12.2%	13.3%	13.9%
	Criminal damage	0.8%	0.7%	0%	0%	3.1%	0.8%	1.5%	0.5%
	Public order	6.5%	2.3%	2.3%	1.3%	8.3%	9.8%	6.4%	3.6%
	Other	31.5%	36.5%	45.5%	44.4%	34.4%	20.3%	34.8%	35.3%
Mean supervision period (months)		62.3	62.9	60.6	61.6	60.4	59.8	61.3	61.9
		s.d.	s.d.	s.d.	s.d.	s.d.	s.d.	s.d.	s.d.
		18.52	17.76	12.75	14.45	14.33	14.03	16.19	16.18
Supervision period	<24 months	0.8%	0.3%	0.0%	0.0%	0.0%	0.0%	0.4%	0.2%
	24-36 months	12.9%	9.0%	2.3%	5.0%	5.2%	3.3%	8.3%	6.7%
	37-48 months	15.3%	19.6%	22.7%	23.6%	27.1%	28.5%	20.8%	22.6%
	49-60 months	29.8%	27.9%	45.5%	33.5%	32.3%	36.6%	33.3%	31.3%
	61-72 months	21.0%	22.6%	20.5%	25.5%	27.1%	22.0%	23.1%	23.2%
	73-84 months	11.3%	13.3%	6.8%	9.3%	5.2%	5.7%	8.3%	10.6%
	85-96 months	8.1%	5.6%	2.3%	2.5%	2.1%	4.1%	4.9%	4.4%
	Over 8 years	0.8%	1.7%	0.0%	0.6%	1.0%	0.0%	0.8%	1.0%
Number terminated cases		4	2	3	9	3	2	10	13
		3.2%	0.7%	6.8%	5.6%	3.1%	1.6%	3.8%	2.2%

Appendix 2 England: How much skills from the previous training have been used and how helpful they have been in practice (percentages)

	Rel build	Pro social	Motivational interviewing			Risk need responsivity				Cognitive behavioural techniques			Structuring sessions		Material spanning whole model	
	Relationship building material in initial training	Pro-social modelling material in initial training	Motivational interviewing material in initial training	Solution focused approaches from first follow-up training	New input on MI from first follow-up training	Risk need responsivity material in initial training	Equality/diversity/unconscious bias from second follow-up training	Mapping from third follow-up training	Brain friendly learning from third follow-up training	CBT material in initial training	Socratic questioning from first follow-up training	New input on using CBT (DVD) from third follow-up training	Structuring sessions material in initial training	SEED and dealing with crises from second follow-up training	New input on SEED supervision from second follow-up training	Distance research and links with SEED from third follow-up training
Since the last follow-up training have you had the opportunity to use the material on...?	n=55	n=55	n=55	n=55	n=55	n=55	n=47	n=47	n=47	n=55	n=55	n=47	n=55	n=47	n=47	n=47
Yes a lot	49.1	63.6	40.0	30.9	45.5	36.4	17.0	10.6	8.5	45.5	21.8	19.1	63.6	19.1	10.6	14.9
Yes to some extent	49.1	36.4	60.0	60.0	50.9	63.6	61.7	59.6	59.6	50.9	69.1	72.3	36.4	74.5	74.5	55.3
No	1.8	0.0	0.0	7.3	1.8	0.0	21.3	29.8	25.5	3.6	7.3	6.4	0.0	6.4	8.5	27.7
Missing	0.0	0.0	0.0	1.8	1.8	0.0	0.0	0.0	6.4	0.0	1.8	2.1	0.0	0.0	6.4	2.1
Thinking about your current caseload would you say in relation to ...*	n=54	n=55	n=55	n=51	n=54	n=55	n=37	n=33	n=35	n=53	n=51	n=44	n=55	n=44		n=34
I use it/the material is relevant pretty much all the time	70.4	83.6	54.5	23.5	70.4	47.3	27.0	3.0	25.7	49.1	23.5	54.5	81.8	22.7	Not asked	26.5
It's useful in some cases	18.5	9.1	29.1	45.1	18.5	29.1	37.8	57.6	51.4	24.5	29.4	34.1	10.9	36.4	asked	50.0
It's an additional tool I use with relevant cases	9.3	7.3	16.4	27.5	9.3	21.8	29.7	39.4	8.6	26.4	45.1	9.1	7.3	34.1		20.6
I would only use it occasionally	0.0	0.0	0.0	2.0	0.0	1.8	2.7	0.0	5.7	0.0	0.0	0.0	0.0	4.5		0.0
Missing	1.9	0.0	0.0	2.0	1.9	0.0	2.7	0.0	8.6	0.0	2.0	2.3	0.0	2.3		2.9
How helpful did you find the training?*	n=54	n=55	n=55	n=51	n=54	n=55	n=37	n=33	n=35	n=53	n=51	n=44	n=55	n=44	n=43	n=34
Very helpful	42.6	40.0	41.8	33.3	44.4	34.5	24.3	66.7	22.9	49.1	35.3	40.9	70.9	27.3	18.6	29.4
Quite helpful	55.6	58.2	56.4	62.7	50.0	63.6	70.3	33.3	65.7	50.9	60.8	54.5	29.1	61.4	65.1	67.6
Not very helpful	0.0	1.8	1.8	2.0	3.7	0.0	2.7	0.0	0.0	0.0	2.0	0.0	0.0	4.5	9.3	0.0
Not at all helpful	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Missing	1.9	0.0	0.0	2.0	1.9	1.8	2.7	0.0	11.4	0.0	2.0	4.5	0.0	6.8	7.0	2.9

* Not asked of those who indicated they had not had the opportunity to use it.

Appendix 3 The convicted persons and their orders

	Bucharest n=207		Brasov n=140		Dolj n=148		Total N=495	
	Trained n=130	Comp. n=77	Trained n=115	Comp. n=27	Trained n=91	Comp. n=57	Trained n=336	Comp. n=159
Have you been on probation before this current period?	%	%	%	%	%	%	%	%
No	89.2	88.3	86.1	88.0	76.9	93.0	84.8	89.9
Yes	7.7	10.4	12.2	12.0	18.7	7.0	12.2	9.4
Missing	3.1	1.3	1.7	0.0	4.4	0.0	3.0	0.6
On this current order how many probation counsellors have you had?								
One	83.8	92.2	88.7	96.0	94.5	94.7	88.4	93.7
Two	13.1	6.5	3.5	4.0	1.1	0.0	6.5	3.8
Three	0.0	0.0	3.5	0.0	1.1	1.8	1.5	0.6
More than three	1.5	0.0	0.9	0.0	0.0	1.8	0.9	0.6
Missing	1.5	1.3	3.5	0.0	3.3	1.8	2.7	1.3
How long have you been on this current supervision period?								
About 1 month	1.5	0.0	0.9	0.0	2.2	0.0	1.5	0.0
2 months	1.5	0.0	3.5	0.0	1.1	0.0	2.1	0.0
3 months	4.6	2.6	6.1	4.0	5.5	1.8	5.4	2.5
4 months	6.9	5.2	14.8	8.0	15.4	12.3	11.9	8.2
More than 4 months	84.6	92.2	72.2	88.0	73.6	86.0	77.4	89.3
Missing	0.8	0.0	2.6	0.0	2.2	0.0	1.8	0.0
How often do you see your probation counsellor at the moment?								
Weekly	1.5	0.0	1.7	4.0	2.2	3.5	1.8	1.9
Fortnightly	16.9	11.7	5.2	0.0	0.0	1.8	8.3	6.3
Every three weeks*	3.1	3.9	0.9	0.0	0.0	0.0	1.5	1.9
Monthly	63.8	70.1	50.4	44.0	68.1	54.4	60.4	60.4
Less often than that	13.1	13.0	39.1	48.0	25.3	38.6	25.3	27.7
Missing	1.5	1.3	2.6	4.0	4.4	1.8	2.7	1.9
How long would your normal supervision session last for?								
Less than 15 minutes	10.8	19.5	12.2	4.0	20.9	26.3	14.0	19.5
15-30 minutes	61.5	61.0	45.2	44.0	56.0	50.9	54.5	54.7
30-45 minutes	20.0	14.3	27.0	44.0	17.6	19.3	21.7	20.8
More than 45 minutes	6.9	3.9	14.8	8.0	4.4	3.5	8.9	4.4
Missing	0.8	1.3	0.9	0.0	1.1	0.0	0.9	0.6

* This was not an option on the questionnaire but a few people wrote this on the questionnaire.

Appendix 4 Component loadings for each item from the oblimin rotated analysis

Component	1	2	3	4	5
20. I think that probation staff are fair to me	0.88				
21. My probation counsellor and I get on well	0.87				
14. I feel that my probation counsellor and I work well together	0.81				
16. Overall I have been treated better than I expected on probation	0.81				
22. My probation counsellor has tried to build a good relationship with me	0.80				
18. Probation staff are usually able to answer all my questions about my time on probation	0.80				
23. My time on probation is well organised	0.72				
19. My probation counsellor tries to inspire me to do well in my life	0.72				
24. I feel that my supervision sessions are well organised	0.59				
28. I feel that we have enough time in our supervision sessions to cover everything I would like to	0.52				
29. My probation counsellor follows through with things that they say they are going to do in between sessions	0.49				0.44
27. My probation counsellor is interested in what I have to say	0.47				
39. My probation counsellor always sets a good example	0.43				
47. I now try to think more before I act					
35. Working with my probation counsellor is giving me more skills to solve problems		0.65			
49. My probation counsellor has taught me how to approach problems differently		0.64			
37. My probation counsellor and I have worked over time on an area of my life related to offending		0.62			
40. My probation counsellor has made me realise that change is possible		0.60			
33. My probation counsellor motivates me to change		0.58			
41. My probation counsellor has made me realise that how I have behaved is not the best way		0.57			
32. Probation staff are good role models for people like me	0.44	0.54			
48. My probation counsellor has made me realise more the harm I've done through offending		0.51		0.41	
42. My probation counsellor sometimes annoys me so much I feel like ignoring what he/ she says			0.79		
31. My probation counsellor challenges some of the things I say			0.64		
17. My probation counsellor is not very professional			0.60		
43. I feel my probation counsellor listens to what I have to say					
45. I now know what kinds of things are making me more likely to offend				0.78	
46. Since working with my probation counsellor I think more about how what I do or say affects those around me				0.66	
25. We review our previous sessions at the start of each meeting					0.63
26. My probation counsellor gives me achievable tasks to work towards		0.41			0.63
15. My probation counsellor generally tells me of the reasons behind his/ her decisions					0.55
44. My probation counsellor and I agree goals together					0.54
30. My probation counsellor provides me with positive feedback when I do well					0.44
34. My probation counsellor has set out clearly what I am expected to achieve					0.43
36. My probation counsellor is interested in my life					
38. My probation counsellor appears to understand my circumstances					

Note: Component loadings of below 0.4 have been suppressed to aid interpretation.

Relationship Structuring Pro-social modelling CBT RNR MI

Appendix 5 Significant differences between Romania and England on the convicted persons questionnaire items about their counsellor (questions 13 to 48)

	Mann-Whitney U	P value (two-tailed)
13. I feel that my probation counsellor and I work well together	71269.5	<0.001
14. My probation counsellor generally tells me of the reasons behind his/ her decisions	64272.0	<0.001
15. Overall I have been treated better than I expected on probation	58975.5	<0.001
16. My probation counsellor is not very professional	67143.0	<0.001
17. Probation staff are usually able to answer all my questions about my time on probation	55572.0	<0.001
18. My probation counsellor tries to inspire me to do well in my life	56776.5	<0.001
29. I think that probation staff are fair to me	58839.0	<0.001
20. My probation counsellor and I get on well	62126.5	<0.001
21. My probation counsellor has tried to build a good relationship with me	61585.0	<0.001
22. My time on probation is well organised	60131.5	<0.001
23. I feel that my supervision sessions are well organised	63764.5	<0.001
24. We review our previous sessions at the start of each meeting	74706.0	<0.001
25. My probation counsellor gives me achievable tasks to work towards	67413.5	<0.001
26. My probation counsellor is interested in what I have to say	65076.5	<0.001
27. I feel that we have enough time in our supervision sessions to cover everything I would like to	68960.0	<0.001
28. My probation counsellor follows through with things that they say they are going to do in between sessions	63741.0	<0.001
29. My probation counsellor provides me with positive feedback when I do well	62388.0	<0.001
30. My probation counsellor challenges some of the things I say	73676.0	<0.001
31. Probation staff are good role models for people like me	62152.0	<0.001
32. My probation counsellor motivates me to change	69993.0	<0.001
33. My probation counsellor has set out clearly what I am expected to achieve	64825.0	<0.001
34. Working with my probation counsellor is giving me more skills to solve problems	59078.5	<0.001
35. My probation counsellor is interested in my life	65229.0	<0.001
36. My probation counsellor and I have worked over time on an area of my life related to offending	73277.5	<0.001
37. My probation counsellor appears to understand my circumstances	59686.5	<0.001
38. My probation counsellor always sets a good example	56386.0	<0.001
39. My probation counsellor has made me realise that change is possible	65629.5	<0.001
40. My probation counsellor has made me realise that how I have behaved is not the best way	70386.5	<0.001
41. My probation counsellor sometimes annoys me so much I feel like ignoring what he/ she says	60496.0	<0.001

Appendix 5 contd. Significant differences between Romania and England on the convicted persons questionnaire items about their counsellor (questions 13 to 48)

	Mann-Whitney U	<i>P</i> value (two-tailed)
42. I feel my probation counsellor listens to what I have to say	63907.0	<0.001
43. My probation counsellor and I agree goals together	63045.5	<0.001
44. I now know what kinds of things are making me more likely to offend	74295.5	<0.001
45. Since working with my probation counsellor I think more about how what I do or say affects those around me	72190.5	<0.001
46. I now try to think more before I act	60389.5	<0.001
47. My probation counsellor has made me realise more the harm I've done through offending	63839.5	<0.001
48. My probation counsellor has taught me how to approach problems differently	64946.0	<0.001

Appendix 6 Results of ordinal regression analyses

Table 1 Relationships with 'I think that probation staff are fair to me'

		B	Std. Error	df	Sig.
Threshold	[Fair = 1]	2.389	.309	1	.000
	[Fair = 2]	5.178	.534	1	.000
	[Fair = 3]	6.103	.765	1	.000
Location	[Group=0]	.692	.272	1	.011
	[Group=1]	0 ^a	.	0	.
	[Bucharest]	.666	.329	1	.043
	[Brasov]	.123	.401	1	.758
	[Dolj]	0 ^a	.	0	.

^a parameter is set to zero because it is redundant.

$R^2=0.044$ (Nagelkerke). Model $\chi^2(3)=12.66$, $p=0.005$. The test of parallel lines indicated the proportional odds assumption is met $p=0.318$.

The outcome measure is 'I think that probation staff are fair to me' coded: 1=Strongly agree, 2=Agree, 3=Neither agree nor disagree, 4=Disagree, 5=Strongly disagree. The predictors are Group: coded 0=Comparison, 1=Trained and Probation Service; the reference category is Dolj.

Table 2 Relationships with 'My probation counsellor sometimes annoys me so much I feel like ignoring what he/ she says' with first three categories collapsed.

The proportional odds assumption is not met using the full coding. If the analysis is run with the first three categories collapsed the proportional odds assumption is met.

		B	Std. Error	df	Sig.
Threshold	[Annoys me collapsed = 1.00]	-2.439	.305	1	.000
	[Annoys me collapsed = 2.00]	-1.386	.280	1	.000
Location	[Group=0]	.622	.270	1	.021
	[Group=1]	0 ^a	.	0	.
	[Bucharest]	-.649	.311	1	.037
	[Brasov]	-.378	.349	1	.278
	[Dolj]	0 ^a	.	0	.

^a parameter is set to zero because it is redundant.

$R^2=0.035$ (Nagelkerke). Model $\chi^2(3)=10.74$, $p=0.013$. The test of parallel lines indicated the proportional odds assumption is met $p=0.294$.

The outcome measure is 'My probation counsellor sometimes annoys me so much I feel like ignoring what he/ she says' coded: 1=Strongly agree/ Agree/ Neither agree nor disagree, 2=Disagree, 3=Strongly disagree. The predictors are Group: coded 0=Comparison, 1=Trained and Probation Service; the reference category is Dolj.

Table 3 Relationships with 'Probation Staff are good role models for people like me'

		B	Std. Error	df	Sig.
Threshold	[Role models = 1]	0.621	.170	1	.000
	[Role models = 2]	1.905	.200	1	.000
	[Role models = 3]	3.987	.403	1	.000
	[Role models = 4]	4.845	.594	1	.000
Location	[Group=0]	.290	.215	1	.178
	[Group=1]	0 ^a	.	0	.
	[Dolj]	-.506	.245	1	.039
	[Brasov]	-.537	.255	1	.035
	[Bucharest]	0 ^a	.	0	.

^a parameter is set to zero because it is redundant.

$R^2=0.025$ (Nagelkerke). Model $\chi^2(3)=9.408$, $p=0.024$.

The test of parallel lines indicated the proportional odds assumption is met $p=0.500$.

The outcome measure is 'Probation Staff are good role models for people like me' coded: 1=Strongly agree, 2=Agree, 3=Neither agree nor disagree, 4=Disagree, 5=Strongly disagree. The predictors are Group: coded 0=Comparison, 1=Trained and Probation Service; the reference category is Bucharest.

Appendix 6 contd. Results of ordinal regression analyses

Table 5 Relationships with 'My probation counsellor has made me realise more the harm I've done through offending'

		B	Std. Error	df	Sig.
Threshold	[Realise harm = 1]	1.438	.242	1	.000
	[Realise harm = 2]	2.858	.281	1	.000
	[Realise harm = 3]	3.861	.351	1	.000
	[Realise harm = 4]	4.208	.390	1	.000
Location	[Group=0]	.102	.231	1	.658
	[Group=1]	0a	.	0	.
	[Bucharest]	.679	.271	1	.012
	[Brasov]	.305	.309	1	.323
	[Dolj]	0a	.	0	.

^a parameter is set to zero because it is redundant.

$R^2=0.020$ (Nagelkerke). Model $\chi^2(3)=7.251$, $p=0.064$. The test of parallel lines indicated the proportional odds assumption is met $p=0.778$.

The outcome measure is 'My probation counsellor has made me realise more the harm I've done through offending' coded: 1=Strongly agree, 2=Agree, 3=Neither agree nor disagree, 4=Disagree, 5=Strongly disagree. The predictors are Group: coded 0=Comparison, 1=Trained and Probation Service; the reference category is Dolj.

Table 6 Relationships with 'My time on probation is well organised'

		B	Std. Error	df	Sig.
Threshold	[Overall well organised = 1]	1.190	.192	1	.000
	[Overall well organised = 2]	3.085	.289	1	.000
	[Overall well organised = 3]	4.853	.599	1	.000
Location	[Group=0]	-.009	.248	1	.971
	[Group=1]	0a	.	0	.
	[Dolj]	-.138	.270	1	.609
	[Brasov]	-.618	.303	1	.041
	[Bucharest]	0a	.	0	.

^a parameter is set to zero because it is redundant.

$R^2=0.014$ (Nagelkerke). Model $\chi^2(3)=4.595$, $p=0.204$. The test of parallel lines indicated the proportional odds assumption is met $p=0.392$.

The outcome measure is 'My time on probation is well organised' coded: 1=Strongly agree, 2=Agree, 3=Neither agree nor disagree, 4=Disagree, 5=Strongly disagree. The predictors are Group: coded 0=Comparison, 1=Trained and Probation Service; the reference category is Bucharest.

Table 7 Relationships with 'My probation counsellor always sets a good example'

		B	Std. Error	df	Sig.
Threshold	[Sets example = 1]	1.110	.191	1	.000
	[Sets example = 2]	3.490	.339	1	.000
	[Sets example = 3]	4.809	.598	1	.000
Location	[Group=0]	-.020	.247	1	.936
	[Group=1]	0a	.	0	.
	[Dolj]	-.167	.270	1	.535
	[Brasov]	-.614	.303	1	.043
	[Bucharest]	0a	.	0	.

^a parameter is set to zero because it is redundant.

$R^2=0.014$ (Nagelkerke). Model $\chi^2(3)=4.424$, $p=0.219$.

The test of parallel lines indicated the proportional odds assumption is met $p=0.591$.

The outcome measure is 'My probation counsellor always sets a good example' coded: 1=Strongly agree, 2=Agree, 3=Neither agree nor disagree, 4=Disagree, 5=Strongly disagree. The predictors are Group: coded 0=Comparison, 1=Trained and Probation Service; the reference category is Bucharest.