

Convicts Upskilling Pathways

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of the European Union



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Intellectual Output 1

# Advocacy Handbook

A practical guide to successful advocacy  
on prison education.

Enti partner



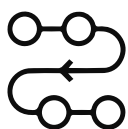
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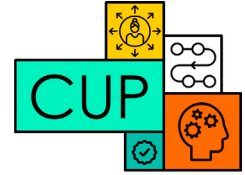


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# Advocacy under the CUP project: why this handbook?

The Convicts Upskilling Pathways (CUP) is a transitional project carried out between 2019 and 2022 under the European Erasmus Plus program that aims to enhance the medium to long term employability and the social reintegration of female and male convicts in six European prisons in Italy, Greece, Cyprus, and The Netherlands.

During the 36 months of its implementation, CUP designed and tested training modules based on technical skills with embedded learning for soft and basic skills as well as monitoring tools. These scalable tools will enable CUP to broaden its impact from the local to the national and European level contributing to also change the narrative on prison education. CUP's innovation is bringing together advocacy, practice, and evaluation as a culture to work on.

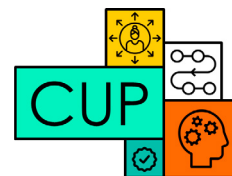
## Animated Presentation of the CUP Project



Watch the video.

## Partner Countries





In CUP we believe that advocacy in prison education related topics is essential to correct misunderstandings, build commitment and facilitate actions that instigate systemic changes within the penitentiary systems. CUP aims at promoting a shift of attention by designing an advocacy toolkit that will offer engaged and willing policy makers, professionals, institutions and third sector organizations specific tools to make the case for prison education addressing non-engaged audiences. CUP's intention is also to create a shared advocacy strategy, which will enable partners to reach out to key stakeholders and audiences in a coordinated way.

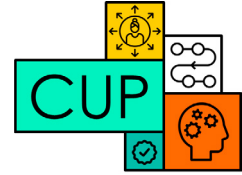
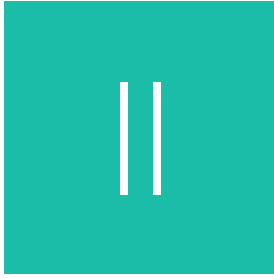
This handbook's objective is to show the way forward. It is a guide that consists of steps and practical tools as far as the strategies on how to approach advocacy in prison education related topics is concerned. It is mainly addressed to all advocates, regardless of relevant experience – engaged practitioners, professional or nongovernmental organizations, prison administration and concerned individuals.

## This handbook is part of the CUP Interactive Advocacy Toolkit.

The handbook must be combined with:

- The **CD/DVD Multimedia pack** with the multimedia products – video testimonials, video animations and interactive multimedia presentations produced under the CUP.
- The **repository of articles and other documents** on arguments supporting the case of Prison Education.

All materials are available on the CUP webpage: <https://www.cup-project.eu/en/>



# What is advocacy?

Advocacy means...

<b>Supporting</b> , defending, or arguing for a <b>specific cause</b> or issue.	Putting a problem on the agenda, <b>providing a solution</b> to that problem, and building support for acting on both the problem and the solution.	
		Getting those with power to <b>correct a situation</b> .
A <b>social change process</b> affecting attitudes, social relationships and power relationships that strengthens civil society and opens up democratic spaces.	Giving a <b>person</b> support to have their <b>voice</b> heard.	Taking action to create a <b>change</b> .
Within the CUP project, advocacy means making use of the field work, data, and other elements of the project implementation, <b>in order to instigate systemic change on a broader level.</b>		

## Types of advocacy

### A / **PEER ADVOCACY**

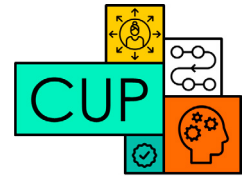
When individuals advocate for someone else usually in a one-on-one context (e.g., teachers who work in the prison system can advocate for the students' needs of digital literacy because they work closely with them and understand the challenges their students face. They know which resources are needed, and who to ask to provide them).

### B / **CAUSE ADVOCACY**

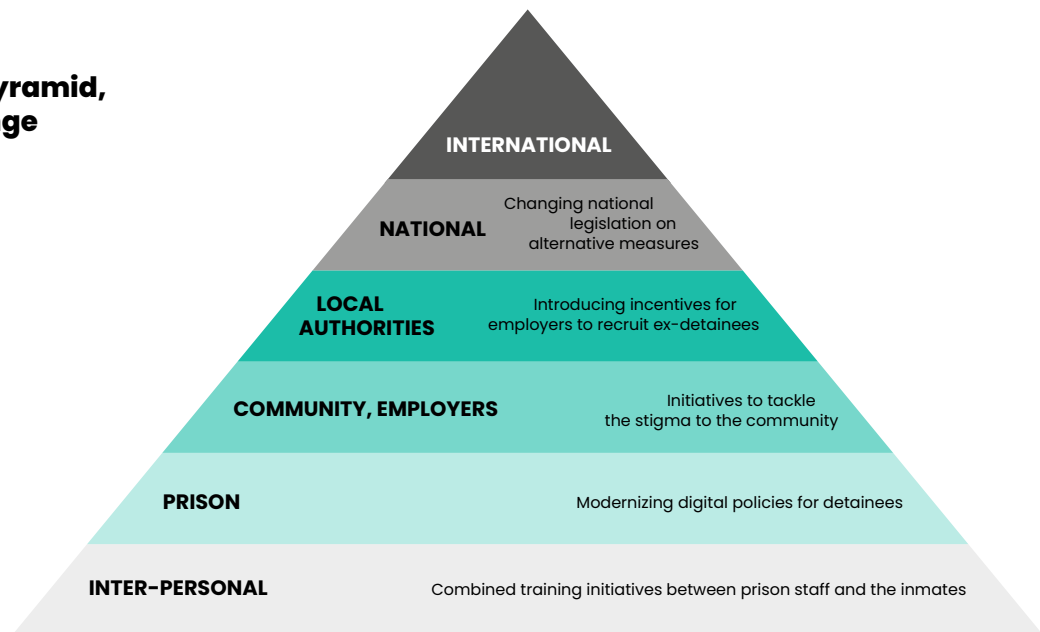
Championing a specific cause or issue that an organization and its supporters are passionate about (e.g., a local nonprofit organization can run an advocacy campaign in support of prison education's link with employability. The NGO can connect with the community and the employers and influence the public opinion).

### C / **SYSTEMS ADVOCACY**

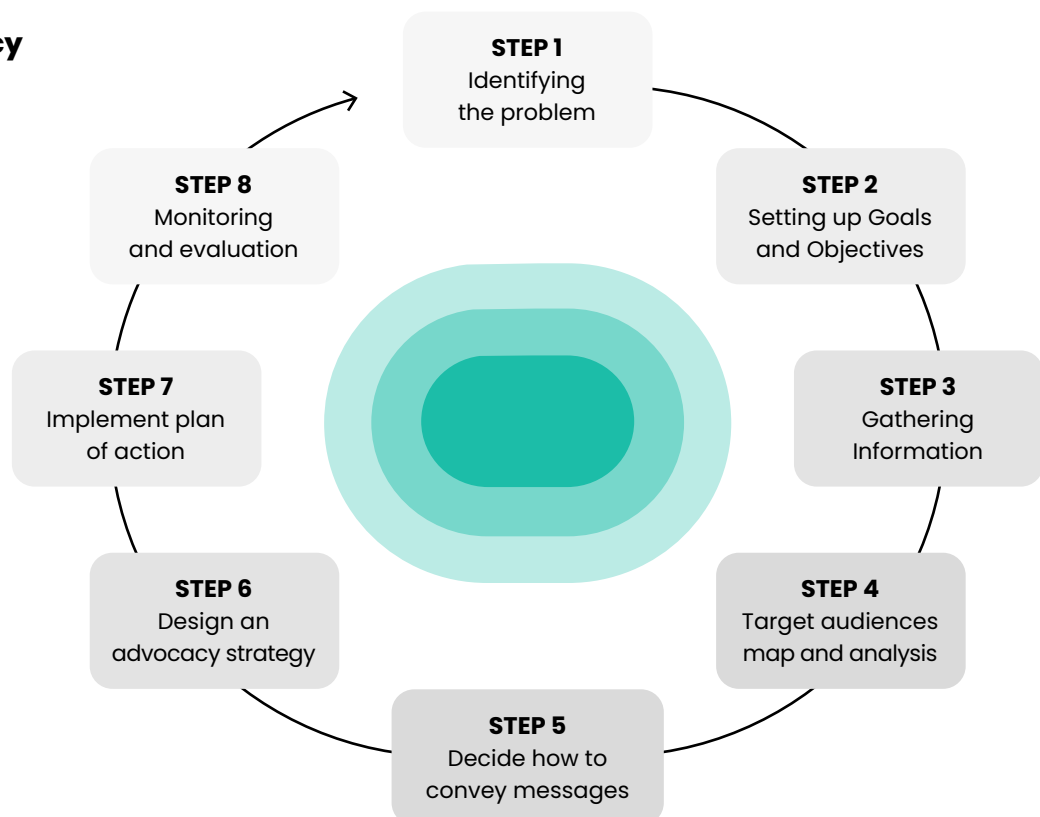
Advocacy on a large scale, with a goal of affecting change within a social, economic, or political system (e.g., A huge organization or/and more organizations with force of influence and policy makers can use advocacy and campaigns to influence public opinion and introducing the right to education in prison in the EU Human Rights Charter).

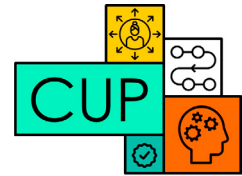


## Advocacy pyramid, level of change



## The advocacy circle





# Identifying the problem, defining the situation on prison education

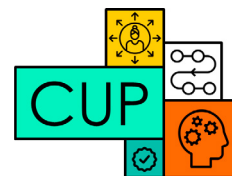
## **A** Defining the situation on prison education

66 *He, who opens a school door, closes a prison.*

**Victor Hugo**

According to international conventions and recommendations, detainees have the same right to education as other citizens. Furthermore, providing learning opportunities in prisons presents a range of potential benefits to the detainee and to society. Education and vocational training can reduce the social costs of crime. They also represent one of the key tools that help to support the rehabilitation of detainees and their reintegration into society and are among the strongest remedies for the endemic problem of criminal recidivism.

Training courses in the penitentiary system except that broaden the horizons of the detainees, help to empower the individuals, promote the value of diversity, and help the citizenship process, they are an essential tool and service for the prison itself. However, prisons' managers have to encourage the active involvement of convicts, ensure that the courses are permanent, make sure that there is a link between the courses and the job market, as well as that trainees acquire formal qualifications. At the same time adequate strategies at a national level are needed to facilitate a rights-based approach to access to education in prison and sufficient funding so that these strategies could have a real impact.



## B Identifying the problem

The problem analysis is the phase in which the negative aspects of a given situation is identified, establishing the cause-and-effect relationship between the observed problems.

**The problem analysis is extremely important with regard to advocacy strategy, since it maps and influences the design of all possible interventions.**

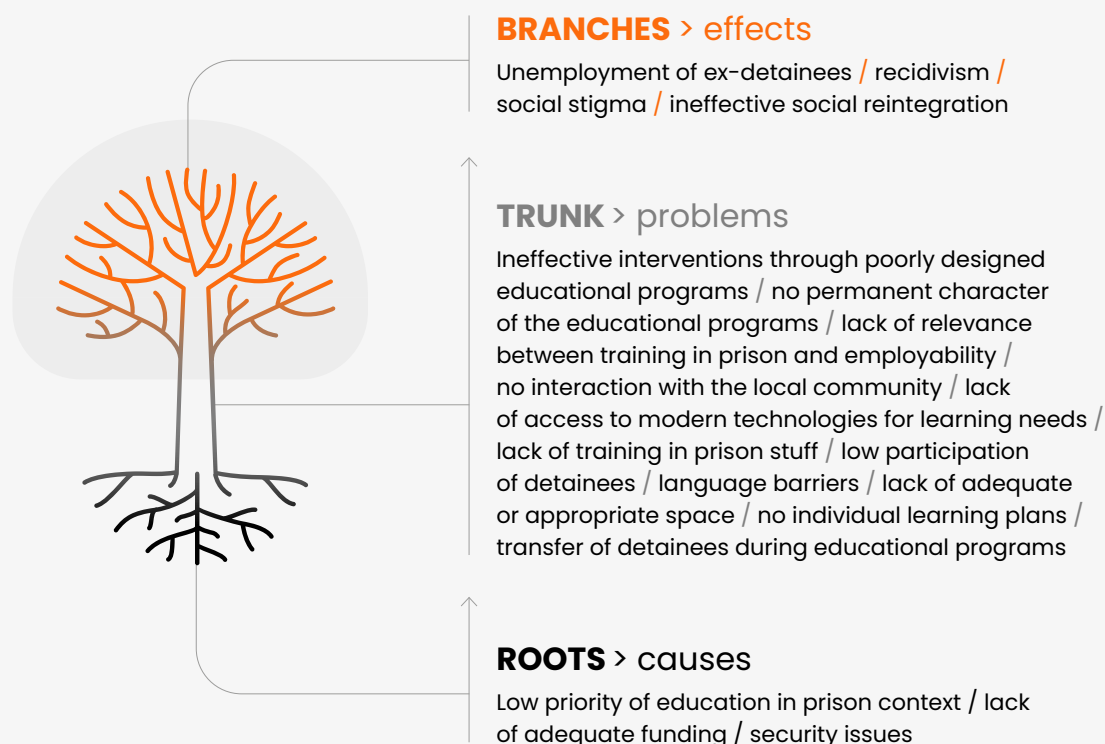
The problem analysis includes:

- Definition of the framework and the subject of analysis.
- Identification of existing problems faced by the target group.
- Formulation of the causes and consequences of the problems.
- Design of a diagram, called “problem tree” to help analyze the cause-effect relationships.

The following figure shows an example of a “problem tree” related to prison education.

### TOOL 1 THE PROBLEM TREE

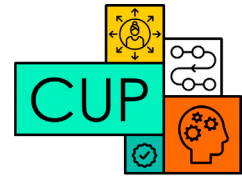
*Problem tree analysis helps stakeholders and policy makers to establish a realistic overview and awareness of the problem by identifying the fundamental causes and their most important effects. The trunk represents the problems. The roots are the causes of the problems while the branches represent its effects.*





# IV

## STEP 2



# Setting up goals and objectives

The most important part of the advocacy plan is to define what you intend to achieve:

- Establish a medium or long-term goal – a vision for change.
- Design a short term and a measurable objective.
- Be sure that your objective is SMART (Specific, Measurable, Achievable, Realistic, Time-bound).
- Focus on challenges and opportunities.
- Think: Do qualitative or quantitative data exist to show that the objective will improve the situation?
- Be sure to identify the specific action or response required to fulfill the objective.
- Who can take the action?

Having understood the context and based on the problem analysis and the challenges and barriers that we have identified we can now set the objectives and then identify the specific actions or responses required to fulfill them.

## TOOL 2 EXAMPLES OF OBJECTIVES' ANALYSIS

### Objective A

#### Modernizing digital policies in prison.



**WHY?** Urgent need for Internet access to remove barriers to digital literacy / possibility for the detainees to enroll to distance education courses / use digital services for rehabilitation, education, and reintegration

**CHALLENGE.** Prisons consider security concerns more important than educational goals / lack of political will to access the appropriate technology for this limited external communication.

“Our school children are experts in digital technology, while our detainees “constitute one of the most impoverished groups in the digital age”

(Jewkes and Reisdorf, 2016, p. 1)





**OPPORTUNITY.** Covid-19 provides the ideal opportunity to reform outdated prison systems.

**EVIDENCE BASED.** A study in 2017 (The Effect of Digital Technology on Prisoner Behavior and Reoffending: A Natural Stepped Wedge Design) showed the effects of prison digital technology on prison behavior and reoffending. According to the study, prison behavior was significantly improved, and reoffending in the community was significantly reduced. This suggests that by introducing detainees to modern technology it can transform their lives from dependency to self-responsibility, where they can learn new ways of behaving in a supportive rather than a punitive environment.

[https://pure.port.ac.uk/ws/portalfiles/portal/7913133/The\\_effect\\_of\\_digital\\_technology.pdf](https://pure.port.ac.uk/ws/portalfiles/portal/7913133/The_effect_of_digital_technology.pdf)

**BEST PRACTICE. Finland's Smart Prison Project** - The Smart Prison Project was started in October 2018 with the purpose to introduce a new prison concept that uses digital services for rehabilitation, education, and reintegration. The objectives were to install cell devices, with a smart system, in to the new Hämeenlinna women's prison and develop the use of digital services in all Criminal Sanctions Agency's (CSA) units (**ideas to use:** use of computers with restricted access to the Internet, via a whitelist. The list of accessible sites could include Moodle, through which the prison population can study, news reading, and other selected websites that support rehabilitation).

<https://icpa.org/smart-prison-the-preliminary-development-process-of-digital-self-services-in-finnish-prisons/>

**SPECIFIC ACTIONS.** Underline the importance of modernizing digital policies in prison; raise awareness on the need of access to technology, advocate along with prison managers on the weighting between security and digital literacy for the reintegration of detainees.

**WHO CAN TAKE THE ACTION.** Prison managers and educators in prison / policy makers

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## Objective B

### Prison education and trainings link with employability.



**WHY?** Due to the stigmatizing mark of a criminal record along with the association between education levels and employment, relatively high rates of unemployment have been observed for ex-detainees. However, access to legal employment is the key to reduce recidivism and the post-prison social disabilities that ex-detainees endure.

**CHALLENGES.** (1) Adult education is much more than the acquisition of skills or the accumulation of knowledge. That's why a combination of basic, soft, and technical skills is needed. (2) Stigma continues to have a significant effect on employers, (3) Vocational training sometimes could not be continued outside prison.

**OPPORTUNITY.** There are a lot of professions that are in great demand in the labor market as well as professions that can offer self – employment.





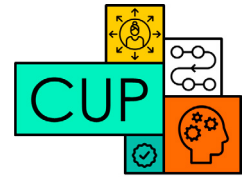
**EVIDENCE BASED.** Research shows that being employed reduces the risk of re-offending by a third or even by a half.

**BEST PRACTICE (1). Corporate evenings in prison / The Netherlands** – Every year PrisonVught organizes two corporate evenings in collaboration with its Labor Department, Case Managers and Security. About 40 to 50 employers are invited to meet PrisonVught on a Wednesday evening. These meetings have two goals: To show employers what kind of work PrisonVught does, in order to possibly win orders and to introduce them to detainees who are motivated to work after detention. These evenings always deliver great results, because many prejudices about detainees are removed, because they see the detainees at work, and can start a conversation with them. Some of the results are that some companies have employed detainees after detention and that they can contact them for a work experience placement during detention.

**BEST PRACTICE (2). Memorandum of cooperation for the labor reintegration of detainees and ex-detainees / Greece** – A memorandum of cooperation was signed between OAED the *Greek Manpower Employment Organization* and Epanodos with the aim of preparing the reintegration of detainees and ex-detainees into the labor market. The cooperation concerns the development and implementation of targeted actions and programs, with the aim of effectively promoting the employment of adults and minors in order to achieve their placement in jobs with parallel preparation and support.

**SPECIFIC ACTIONS.** Underline the strong connection of the training courses with the labor market and their focus on job openings / organize communication evenings with employers and the local community / advocate the need to give motivation to employers / networking with the National Labor Force Organizations / advocate the need to provide technical skills in prison in close liaison with, those specialized agencies in society (local authority, government agencies, professional bodies) to ensure their continuation outside.

**WHO CAN TAKE ACTION.** Prison managers / employers / local authorities / policy makers



# Gathering information: Evidence-based advocacy

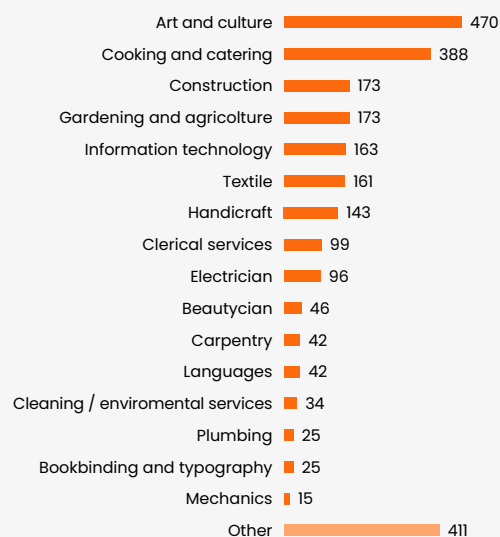
- Gathering, analyzing, and using data from the field will provide much-needed facts and information to develop, support, and strengthen advocacy messages.
- Using action-oriented and up-to-date research is a crucial way of showing decision makers and the broader public why an advocacy campaign is needed. It allows advocates to speak with credibility and adds weight to their arguments.
- Project information Factsheets / Infographics: These are developed using the information gathered for the baseline providing both national profiles as well as snapshots of the current situation in the participating prisons.
- Research / Analysis / Dissemination

In this field the research, statistics and evidence are limited (in scope, specificity and methodological terms) mostly as far as the effects of education on detainees' skills and the relationship between education and criminal behavior/recidivism are concerned. This could be explained, as recidivism rates are difficult to measure but also because what constitutes recidivism is hard to be defined. However, research and evaluation are essential to inform future decisions about policy and investment of funding in prison education. The existing evidence based on a range of aspects of prison education and training showed that both education and training must be improved. Furthermore, research which identifies evidence of the economic and social benefits of prison education could help to inform the general public on the issue and ensure that both policy and practice in the future are informed by a robust evidence.

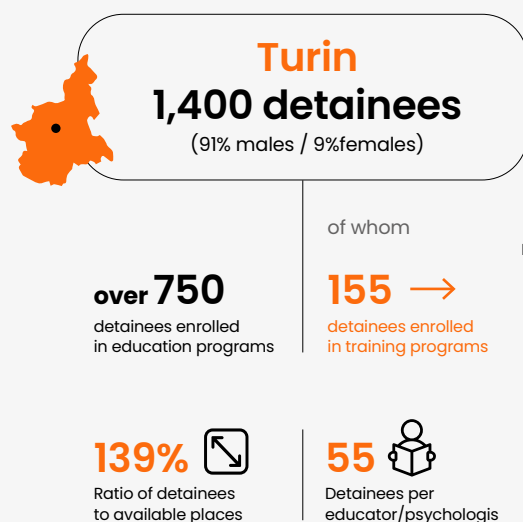
## TOOL 3 INFOGRAPHICS



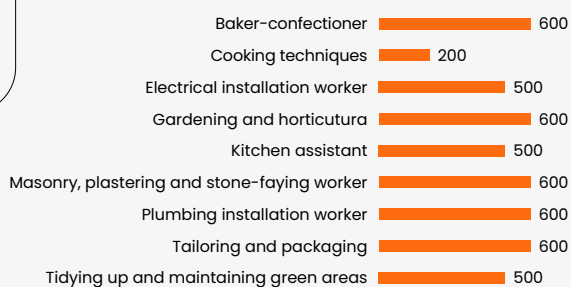
### No. of detainees by area/subject of training



Data sources: Italian Ministry of Justice – Dipartimento dell'amministrazione penitenziaria

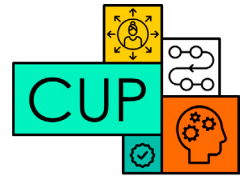


### No. of hours of training paths by area/subject



"Lorusso e Cutugno" prison in Turin; XV Rapporto Antigone, 2019

**Check the repository** of articles (<https://www.cup-project.eu/>) and other important documents on arguments supporting the case of Prison Education



**Perla Allegri**  
**Fundamental Rights Laboratory (LDF)**



Watch the video.

# Target audiences map and analysis

**Time spent identifying the target audience is the most important part of an advocacy plan. Whom you need to target to achieve your objectives? What will motivate and influence them?**

Identifying our audience and create a relevant mapping is a milestone in our strategy. This process helps us achieve the desired outcomes, whether that's reaching a group of people or raising awareness for an issue. A target audiences' analysis highlights which institutions and individuals have a stake in an issue, as well as their interests, support or opposition, influence, and importance.

A target audiences' analysis involves four steps:

1. **Identify the key stakeholders** from the large array of groups and individuals that could potentially affect or be affected by the proposed intervention.
2. **Assess stakeholder interests** and the potential impact of advocacy on these interests.
3. **Assess the influence and importance of the identified stakeholders.**
4. **Outline a stakeholder participation strategy.**

## TOOL 4 MAPPING TARGET AUDIENCE'S INTERESTS, INFLUENCE AND IMPORTANCE IN PRISON EDUCATION

Target Audience →

Why  
target  
them

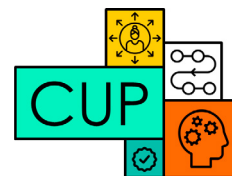
→

What  
influences  
them

### PRISON MANAGERS.

**WHY TARGET THEM?** Extremely influential with strong understanding of the issues. Powerful advocates once convinced of the need for action. We need their understanding and support to be most successful. They are the ones who can take the decisions and create the plan as far as prison education is concerned





and at the same time play a vital role in promoting prison education and shaping the positive learning environment in which it can develop. They are the ones who communicate with the competent Ministers of Justice, Labor and Education (e.g., they can help to modernize digital policies for detainees – overcome the lack of political will to access the appropriate technology to remove barriers to digital literacy / organize combined training initiatives of the detainees and the prison police / introduce the idea of tailor made training programs / underline the importance of the non-transfer of detainees who attend training courses to other correctional facilities to facilitate their educational pathway / disseminate their training methods and data of each prison between themselves / give the consent for meetings in the prison and joint actions along with the local community and future employers / persuade for the need of prison education both for the improvement of prison environment, the general well-being of the detainees and for tackling recidivism and as a result reducing the prison population).

**WHAT INFLUENCES THEM?** Impact of the suggested policies, proposed budget as well as institutional advocacy & lobbying. Possibility of funds for the institutions.

#### **EXTERNAL EDUCATION INSTITUTIONS.**

**WHY TARGET THEM?** Extremely important for the continuation of the education programs outside prison and reintegration pathway of the ex-detainees. If they are convinced on the benefits (e.g., working opportunities for the detainees) after their engagement they could further advocate on the importance of the link between internal and external training initiatives (e.g., detainees and ex-detainees to obtain recognized professional diplomas and certificates).

**WHAT INFLUENCES THEM?** Results upon implementation, good practices scenarios, impact on the future, continuity and access to education, metrics.

#### **EMPLOYERS – LABOR MARKET.**

**WHY TARGET THEM?** The most important audience as far as the reintegration pathway is concerned. They need strong arguments, data and facts on the level of training provided in prison and the link between the technical, basic and soft skills obtained and the labor market needs and demands. In close cooperation with the local authorities as well as the policy makers to advocate for the need to introduce incentives for them to recruit ex-detainees. Once involved they could be perfect advocates for the reducing of the stigma in the labor market.

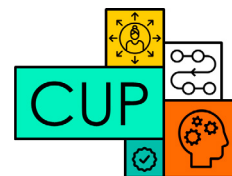
**WHAT INFLUENCES THEM?** Efficiency and successful examples from various markets, good practices, and benefits for the market, focus on the results and not the theoretical part, metrics.

#### **COMMUNITY LEADERS / LOCAL AUTHORITIES (REGION – MUNICIPALITY).**

**WHY TARGET THEM?** Include local government bodies, city councils and mayors. They often want to interact with the detainees and create working and/ or training opportunities for the detainees after their release. They can help in reducing the stigma as well as spreading the message of the importance of prison education to the rehabilitation of the detainees – members of the community by organizing events and joint actions (e.g., exhibition of the products that detainees had created during training courses, communication with local employers, actively involve ex-detainees and promote their work, start-ups or small independent business). They need information and suggestions for specific actions that they can take, such as introducing incentives for employers to recruit ex-detainees, establishing a network of employers who commit to recruit ex-detainees or creating initiatives to tackle the stigma in the community and ensure security and trust.







**WHAT INFLUENCES THEM?** Efficiency and successful examples work here as well, especially when taken from other local communities focusing on positive impact not only for the person but also for the local society. Institutional advocacy & lobbying too.

### **POLICY MAKERS.**

**WHY TARGET THEM?** Powerful advocates once convinced of the need for action. They are the ones that could propose new policies to a national level, help to change legislation and introduce initiatives (e.g., propose alternative measures to enhance detainees' training opportunities outside prison, underline the need to strengthen the employability by increasing the opportunities for job placement by giving incentives to employers, persuade about the need of prison training to reduce criminal rates and the risk of reoffending).

**WHAT INFLUENCES THEM?** Lobbying and "pressure" from the related groups, such as prison managers and people in the field. Budget and previous evaluation of a proposed strategic.

### **STAKEHOLDERS (INSTITUTIONS, NGOS, FUNDERS).**

**WHY TARGET THEM?** They require arguments about why they should get involved or invest, along with facts, figures and messages. They will need information on the impact of prison education and training to the rehabilitation of detainees. When informed they could play an important role in advocacy strategies.

**WHAT INFLUENCES THEM?** Clear information on the impact, opportunities to elaborate on crucial change, possibilities for future grants and impactful projects.

### **ACADEMIC AND RESEARCHERS.**

**WHY TARGET THEM?** Extremely influential with strong understanding of the issues. They can help advocacy actions to be more evidence - based as needed and at the same time they can work on new projects and topics (e.g. rights - based approach to access education, barriers and challenges on prison education, new training modules and their effectiveness) and communicate the results achieved.

**WHAT INFLUENCES THEM?** Policy papers and good overview of what happens in the field. Statistics and metrics, evidence and detailed analysis; more research is also needed for the effectiveness of education programs/good practices in prisons.

### **GENERAL PUBLIC.**

**WHY TARGET THEM?** The public need to be informed and understand the importance of prison education and its rehabilitative value. The analysis of the cost-effectiveness, the macro-economic impact of prison education and the benefits for the society as the reduction of the risk of recidivism, have to be underlined. We want to target the general public in advocacy strategies to tackle the stigma and stereotypes, eliminate discrimination and labeling, create raising awareness and promote the idea of the generative welfare and the development of a fairer inclusive culture for all.

**WHAT INFLUENCES THEM?** The most difficult audience. Detailed but concrete strategy needs to be selected to address them. Successful examples and the positive impact in the lives of all people is a strategic we can work on. Personal stories could also approve to be extremely impactful.

# Decide how to convey messages

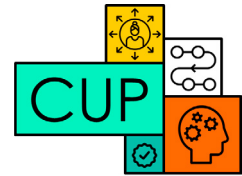
## A How to focus on changing the narrative for the general public<sup>1</sup>

People's reactions to communications about prisons are guided by a set of strong beliefs about why people commit crime and how to reduce crime. These beliefs affect everyone, are deep seated, strong, and sometimes contradictory. We are unlikely to fundamentally change people's beliefs, but we can change their appetite for progressive reforms by triggering some beliefs and moving the debate to a more inclusive narrative.

### Narrative Change Campaign Planning Process



1. See a comprehensive analysis of this approach: <https://www.transformjustice.org.uk/reframing/>



## FRAMES AND MESSAGES YOU WOULD RATHER AVOID:

**Crime is an individual, rational choice.** The belief that those who commit crime are “rational actors” is powerful. People think that crime is committed by those who logically weigh up the chances of being caught, and the punishment that would follow, against the potential benefit of committing the crime.

**Deterrence.** If you believe people decide whether to commit crime by considering the punishment that would be meted out to them if caught, you are also likely to believe in deterrence. People think that the prospect of punishment prevents people from committing crimes, and from reoffending. Triggering people’s faith in deterrence will lead them to call for harsher and more “consistent” punishment, since that would provide a strong incentive against committing crime.

**Punishment.** Typically most people believe prison exists to punish. That punishment deters crime and that retribution is desirable. This is a strong belief that underpins support for harsher punishment, and for imprisonment. For many, punishment is the primary purpose of the criminal justice system.

There are two ways to deal with the belief in punishment:

1. **Do not refer to punishment as a goal of the system.**
2. **Tackle the belief head on by explaining why harsh punishment does not reduce crime.**

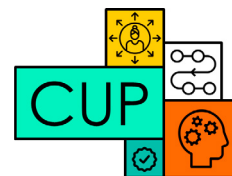
**Human nature and moral breakdown.** Many people think that some people are just bad, that it is in their nature to commit crime, and that nothing can be done to reform bad people. Some blame moral breakdown for this badness. They think moral standards are declining, and people no longer know right from wrong. Avoid any implication that a propensity to commit crime is innate, genetic or runs in families, and any support for a decline in morality.

## FRAMES AND MESSAGES YOU WOULD RATHER FOCUS ON:

**Crime has societal causes.** People do understand that being poor can lead people into crime, either because they need to steal to survive, or because they are led there by their social upbringing. People also understand that if someone is surrounded by people who commit crime, they are more likely to commit crime. Conversely, if someone has a positive and supportive environment with good role models, they are less likely to commit crime.

**Rehabilitation.** The public supports rehabilitation as one of the purposes of the criminal justice system. It is not as strong as the beliefs in punishment and deterrence, but can be triggered. Rehabilitation is usually viewed as providing detainees with an education and job skills, to help them rebuild their lives meaningfully and have a second chance on release. Focus on rehabilitation in prison, and the avoidance on recidivism.

**Alternatives to prison.** These are definitely not top of mind but can be triggered. People can see that, given the conditions in prison, alternatives for those who commit less serious crimes are worth considering. People also understand that those who are imprisoned may learn “bad lessons” from others in prison. This does not mean we should say “those who commit serious crimes should be punished in prison”, but that we should promote alternatives to prison.



## **B** Create and develop clear messages

### **ALWAYS KEEP IN MIND “WHAT IS THE CLEAR MESSAGE WE WANT TO COMMUNICATE”?**

- What is the main point you want to communicate to your audience?
- Is the language appropriate for your target audience?
- Use clear, straightforward language for advocacy messages.
- Always use language which is familiar to the specific actor being addressed.
- Use the target audience’s terminology and examples, building on their experience.
- Statement (the central idea of the message), Evidence (data to support the narrative), Example (engage the audience), and Action Requested (what has to be done to change the situation).

### **SAMPLE MESSAGES**

*“What does freedom/reintegration mean to you?”*

*“Hope can be born in prison”*

*“Justice means no revenge but reintegration”*

- Use examples of successful cases of individuals, highlighting “... has been convicted himself/herself”, helps to create closeness and overcome the stigma.
- Let employers talk directly about the contribution of ex – convicts in their own business etc.
- Let ex-convicts talk on how much their lives changes through a well-structured process of reintegration.

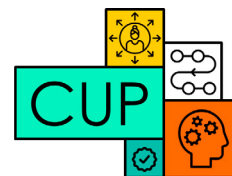
# Develop and implement an **advocacy strategy**

## Types of advocacy – Different approaches and strategies

Advocacy can be described as the act of speaking on behalf of or in support of another person. Advocacy helps promoting the interests or the cause of someone or a group of people and helps vulnerable groups find their voice.

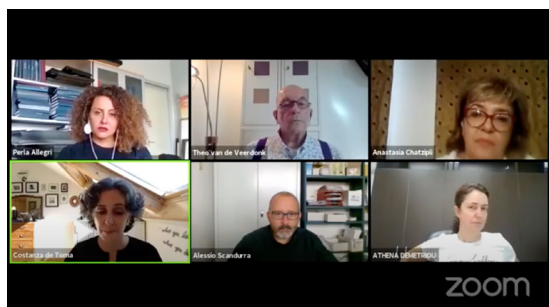
There are several types of advocacy:

<b>THE STORYTELLING APPROACH</b>	>	Collecting real life stories and experiences / successful pathways / emotional motivation
<b>INTERVIEWS OF PROFESSIONALS'</b>	>	Evidence based / research / invoking the authorities
<b>DATA/EVIDENCE BASED ADVOCACY</b>	>	Uses verified, concrete information as proof to trigger change. Data is gathered, organized and analyzed to produce clear and accessible information which can influence leaders and decision makers upon an important issue.
<b>CASE ADVOCACY</b>	>	Highlights the site of injustice and assists to navigate other systems, public servants, and the public
<b>PEER ADVOCACY</b>	>	Refers to one-to-one support provided by advocates with a similar disability or experience to a person using services
<b>INSTITUTIONAL ADVOCACY</b>	>	Government and / or management related advocacy to strengthen the organization's/group's claims and goals.
<b>RAISING AWARENESS CAMPAIGNS</b>	>	Videos, press releases, joint letters, open letters, events, conferences, workshops, meetings, social media, and other relevant media



13<sup>th</sup> October

International Day of Education in Prisons



### Event organized by CUP on the occasion of the International Day of Education in Prisons



The day is an important opportunity to highlight the benefits and importance of prison education, consider the barriers and reflect on how it can best be promoted at an international policy-making level.



Watch the video.

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Erasmus+ Programme  
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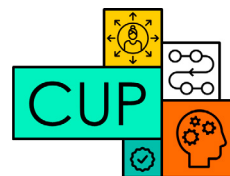
Convicts Upskilling Pathways

## Upskilling detainees in European prisons: What have we learned from the COVID-19 pandemic and what does the future look like?

**LIVE WEBINAR TO MARK  
THE INTERNATIONAL DAY OF EDUCATION IN PRISON  
13TH OCTOBER 2020, 11:00AM-12:30PM CEST**

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# Implement your plan of action

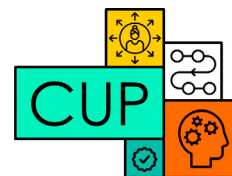
An advocacy strategy plan should factor in all the elements described in the previous sections; it details what needs to be done, when, by whom and what resources or materials may be required will help coordinate all campaign elements.

## TOOL 5 ADVOCACY STRATEGY SCHEDULE WORKSHEET – CHECKLIST

Visualize your advocacy strategy and ideas into a sketch for a program using this Schedule Worksheet. List key activities at each phase on the left. On the right plot your own program timeline.

### Key activities TO DO

	COMPLETED	DATE
<b>Problem Analysis</b>		
1 Create a Problem Tree Identify the problems – analyze the cause effects relationship	<input checked="" type="checkbox"/>	mm/yyyy
<b>Objectives Analysis</b>		
2 Identification of goals and objectives Establishment of a short term and measurable objective	<input checked="" type="checkbox"/>	mm/yyyy
<b>Identification of target audience</b>		
3 Create an audience map	<input checked="" type="checkbox"/>	mm/yyyy
<b>Design and develop an advocacy strategy</b>		
4	<input checked="" type="checkbox"/>	mm/yyyy
<b>Design your messages</b>		
5 Create messages to influence your target audiences	<input checked="" type="checkbox"/>	mm/yyyy
<b>Implement your advocacy plan</b>		
6	<input checked="" type="checkbox"/>	mm/yyyy
<b>Engage Media Interest</b>		
7	<input checked="" type="checkbox"/>	mm/yyyy
<b>Monitor and Evaluate your plan</b>		
8	<input checked="" type="checkbox"/>	mm/yyyy



# Monitoring and evaluation an advocacy plan

Monitoring and evaluating an advocacy plan represents an important activity for understanding the changes obtained and to improve advocacy strategies. As in other contexts, the evaluation should look at both the results achieved and the process implemented. There should be an initial analysis defining a connection between the situation at the beginning (baseline), the plan of activity and the achieved outcomes. This analysis could imply some meetings for discussing and reflecting on the expected and obtained results, prior to starting a new cycle of change.

Let's see an example.

## SITUATION AT THE BEGINNING

A survey conducted among all the prison managers of prisons in a given region highlighted that only 20% of them believed that engaging detainees in training paths preparing them for labour market would really lead to an average reduction in recidivism

## PLAN OF ACTIVITY

A series of workshops targeting all the prison managers in the region is organized. Workshops are aimed at providing managers with evidence-based knowledge about the actual reduction in reoffending rates among former detainees who (before being released) had attended training paths preparing them for the labour market in the region

## EXPECTED RESULTS / OUTCOMES

At least 8 in 10 prison managers in the region are expected to fully attend the series of workshops.  
At the end of the course, at least 60% of the managers are expected to believe that engaging detainees in training paths preparing them for labour market actually leads to an average reduction in recidivism

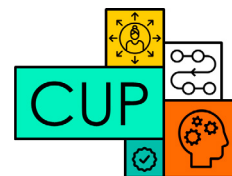
## DESIGN AND DEVELOP AN ADVOCACY STRATEGY

Only 4 in 10 prison managers in the region fully attend the series of workshops. At the end of the course, a new survey is carried out among all the prison managers in the region, highlighting that: a) overall, 30% of them believe that engaging detainees in training paths preparing them for labour market actually leads to reduced recidivism; b) however, this percentage equals 75% among the managers who fully attended the workshops

## HOW TO MODIFY OUR STRATEGY?

Based on the results of the second survey, relevant authorities decide to promote a new series of workshops on training paths and employment perspectives for detainees, and to require all prison managers in the region to fully attend this new series of workshops, in order to increase awareness on the topic for most of the managers





In the previous example, both output and outcome indicators are considered, in order to monitor both the results of the process (attendance at workshops) and the potential outcomes obtained (changes in beliefs – and potentially behaviours – of the prison managers).

The example helps us to highlight the importance of ongoing monitoring for understanding if advocacy is able to reach the expected audience, and this implies the ability to define and measure specific indicators. This means that monitoring and evaluation go in parallel with the definition of the advocacy plan because this will ensure that there is a shared understanding of the expected results of the strategy and how to measure and document them.

## Tips.

1. The process of monitoring and evaluation requires **ongoing attention**. It is not a separate phase but a focus that has to be present in every phase.
2. Don't document tasks just because it is required, or evaluate just because it is an obligation: **partners should not see monitoring and evaluation as an extra paperwork**, but something that can provide new valuable information.

## How to monitor and evaluate.

Depending on the type of results expected and pursued, specific tools and evaluation methodologies may be used. They can be quantitative, qualitative or both. In any case, the final evaluation should capture as many voices and viewpoints as possible in order to create a complete picture of the progress that the advocacy strategy has enabled.

In this context, Theory of Change (ToC) is a useful **methodology for planning, participation, and evaluation** that is used in companies, philanthropy, not-for-profit and government sectors to promote social change. Theory of Change defines long-term goals and then maps backward to identify necessary preconditions, and is a very interesting approach for monitoring and evaluation of our advocacy work. A Theory of Change is a tool to help you describe a project's pathway from the need you are trying to address, to the changes you want to make and what you plan to do.



Example of this approach<sup>2</sup>:



## What to measure.

In order to measure the improvements obtained, it is important to document the results achieved along the process. As an example, useful indicators of changes obtained could be:

- the “topic” appears in the political discussions (e.g. by monitoring the number of discussions in which it appears);
- the “topic” is covered by the media (e.g. by monitoring the number of media covering the topic);
- the “topic” is inserted in a new law;
- the awareness of the “topic” increases among the target audience (e.g. by monitoring the percentage of people in the target audience showing increased awareness of the issue, as in the previous example);
- ...

Ongoing measurement of (output, outcome, ...) indicators is necessary to gradually assess what has been achieved, and if/how the advocacy strategy should be modified to improve its final results.

2. Source: <https://www.prisonerseducation.org.uk/wp-content/uploads/2019/04/Theory-of-Change-Report.pdf>



## Lessons learnt and recommendations for the future.

### USEFUL TOOLS IN THE CUP ADVOCACY TOOLKIT



#### **Making the case for education in prison**

CUP Project Advocacy video



Watch the video.



#### **Sharing lessons on education in prison and employability for detainees**

An international online workshop for the CUP partnership in partnership with ILO Training Center



Read all.

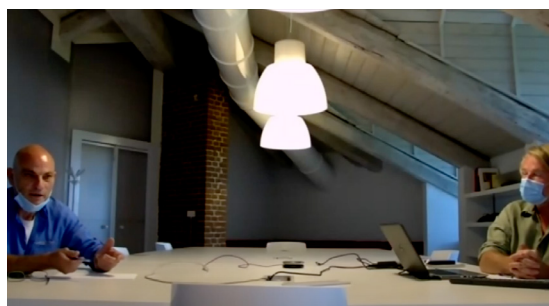


#### **Inputs International Experts**

Sharing lessons on education in prison and employability for detainees from the international online workshop for the CUP partnership - 2021 06 29 CUP DIS3



Watch the video.



#### **Panel ex detainees & employers**

Sharing lessons on education in prison and employability for detainees from the international online workshop for the CUP partnership - 2021 06 30 CUP D2S6



Watch the video.

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# Successful advocacy initiatives per country.

## Cyprus

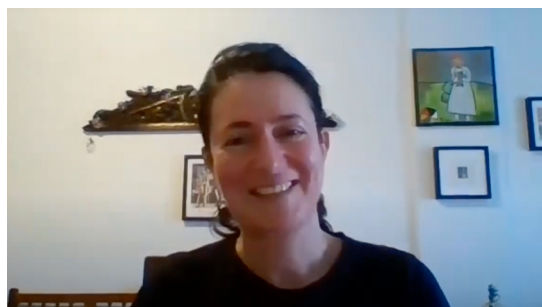


### Interview with Marios Vryonides



Watch the video.

### Interview with Athena Demetriou



Watch the video.

**OPEN PRISONS FOR THE COMMUNITY.** To reduce the stigma, the Cyprus prisons are open to the community. After request, individuals and organized groups can visit the prisons and have the opportunity to observe the detainees' daily life in prisons and how the prison works.

**EVENTS INSIDE AND OUTSIDE OF PRISONS.** Cyprus Prisons have collaborations with municipalities and companies out of prison by organizing events inside and outside of prisons. Through these collaborations, the detainees participate in voluntary activities that help the community and increase the civil participation and responsibilities as well as to accept the detainees as human beings. Some activities include construction of dogs' houses and perk by detainees, blood donation, visits in elderly houses etc.

**YOUTUBE CHANNEL FOR SOCIAL AWARENESS.** The Cyprus Prison uses the Media and creates a YouTube channel aiming to inform the community about the prison's and detainees' activities. By showing the positive aspects of prisons, we aim to increase social awareness, to modify the negative social representations of prisons as a useful part of the community, and to help with detainees' reintegration in the community after their release. <https://www.youtube.com/channel/UCLVcVtdcHx2qLzKW0TINO-g>

## The Netherlands



### Interview with Frank Becker



Watch the video.

### Interview with Peer de Rijk



Watch the video.

**COLLABORATION WITH MUNICIPALITIES.** The Province of Noord Brabant consists of 61 Municipalities, of which 10 Municipalities with more than 50,000 inhabitants. These Municipalities, mayor and/or alderman and civil servants who have Reintegration Detainees in their portfolio are visited by us every two years. We will then discuss with them the state of affairs in the National Prison System in Prison Grave and PrisonVught and what our ambitions are for the coming period. In addition, they indicate the developments in the policy of the Municipality regarding the reintegration of detainees. As a result, Municipal officials of these Municipalities in our Reintegration center speak to each detainee of their Municipality who resides in Prison Grave and PrisonVught and share the information with our case managers and jointly draw up a Program Plan. With effect from July 2021, the new Punishment and Protection Act indicates that this must from now on be done for every detainee and that the probation service must also be in line with this process interview. So it will be a conversation with 4 participants: Case Manager, Municipality, Probation Service and Detainee. We are currently conducting a pilot in 2 departments to gain experience on how best to organize this.

**CORPORATE EVENINGS IN PRISON.** Every year Jos van Lokven organizes two corporate evenings in collaboration with the Labor Department of PrisonVught, Case Managers and Security. In short, this means that about 40 to 50 employers are invited to meet PrisonVught on a Wednesday evening. These meetings have two goals: To show employers what kind of work we have at PrisonVught in order to possibly win orders and to introduce them to detainees who are motivated to work after detention. These evenings always deliver great results, because many prejudices about detainees are removed, because they see the detainees at work, and can start a conversation with them. Some of the results are that we have won some orders and that some companies have employed detainees after detention and that we can contact them for a work experience placement during detention.

## Italy



### Interview with Claudia Rucco and Simona Massola



Watch the video.

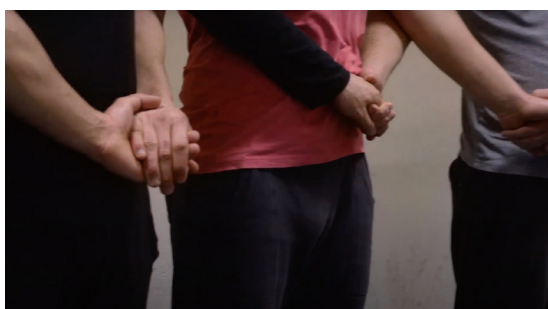
**FREEDHOME.** exhibition and sales space for products made in the district's prisons, located in the center of the city of Turin and therefore an important showcase of the productive activities of the social cooperatives within the institutions, where detainees are involved. Freedhome also gives the opportunity to activate work grants for detainees and detainees enrolled in the University Campus, in agreement with the city of Turin, the Piedmont Region, the University of Turin, the Turin Prison, the UEPE (Execution Office external criminal law) and the Ufficio Pio of the Compagnia San Paolo.

**PROJECT "PER ASPERA AD ASTRA".** Launched 3 years ago with the coordination of a second level association (ACRI) of banking foundations and which benefits of the support granted by 12 different Italian banking foundations. In these years we have been working on promoting the initiative inside and outside prison as we wanted to widespread the efficacy of the theatre not only among detainees, but also among professionals, educators and penitentiary policy.

**W.O.W.PROJECT (WIDE OPENED WALLS).** Walls to be demolished that build the barrier of non-acceptance, exclusion and inequality on different areas of hardship, including those who come from the world of punishment. Production of a commercial featuring a former detainee: <https://www.youtube.com/watch?v=eJh4fTbjYjc>.



## Greece



### The voice of an ex-convict in Greece



Watch the video.

### Interview with Leonidas Kotoulas



Watch the video.

### Interview with Jorgos Trantas



Watch the video.

**ESTABLISHMENT OF EPANODOS' LIAISON OFFICES IN GREEK PRISONS AND THE LIAISONS OF SOCIAL REINTEGRATION.** The Liaison of social reintegration is a designated, specialized employee in each Greek Prison with the responsibility of preparing the detainee for his smooth social reintegration. The Liaison provides information to released detainees about institutions and services dealing with social reintegration issues (housing, food, financial support, etc.), distributes material to detainees (printed leaflets, etc.), advises the detainee on matters relating to his life after imprisonment, assists the detainee in the issuance of relevant official documents (ie to have a social security number, tax number etc to be able to access in goods and services) and mainly connects the detainee with Epanodos by creating a supportive network of benefits and services. The Liaison is closely connected with Epanodos, is supplied with material, tips, data, etc. and, accordingly, it supplies Epanodos with corresponding material & data. Until today Epanodos cooperates closely with the 35 Liaisons of social reintegration (social workers, psychologists, etc.) appointed by the Greek Ministry of Citizen Protection of the 35 Prisons of the country. Also, the Liaisons appoint the trainers of the educational programs that are successfully carried out (since 2017) by EPANODOS in collaboration with the prisons. <https://www.epanodos.org.gr>



## MEMORANDA OF COOPERATION WITH ORGANIZATIONS AND STAKEHOLDERS.

**(1) Greek Manpower Employment Organization (OAED) – Epanodos. Memorandum of cooperation for the labor reintegration of detainees and ex-detainees.** A memorandum of cooperation was signed between OAED and Epanodos with the aim of preparing the reintegration of detainees and ex-detainees into the labor market. The cooperation concerns the development and implementation of targeted actions and programs, with the aim of effectively promoting the employment of adults and minors in order to achieve their placement in jobs with parallel preparation and support.

In particular, the design of the two organizations includes:

- Vocational training programs in laboratories inside prison's facilities in order to develop the skills of detainees to enhance their employability and easier social reintegration.
- Development of a mechanism for the promotion of ex-detainees in specific specialties in the labor market, according to their characteristics and the needs of enterprises, as well as information of enterprises and ex-detainees on the supply and demand of labor in the labor market.
- Awareness-Raising Actions of the Service of Special Social Groups of OAED and EPANODOS for the information and sensitization of the society for the problems faced by the detainees, the released prisoners and their families.
- Information and promotion of the ex-detainees by the Employment Offices of Special Social Groups of OAED in actions of counseling, professional orientation, entrepreneurship, training and employment.
- Preparation and support of the released detainees from EPANODOS for their social reintegration and provision of psychosocial and legal counseling during their adaptation to the working environment

<https://www.epanodos.org.gr>

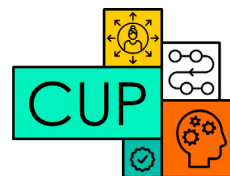
<https://www.ertnews.gr/eidiseis/ellada/epanentaxi-kratoymenon-kai-apofylakismenon-stin-agora-ergasias-oaed-kai-epanodo-enonoy-n-dynameis/>

**(2) Road Safety Institute «Panos Mylonas» – Epanodos. Memorandum of cooperation for implementing educational programs.** The two organizations will undertake actions in areas of common interest with particular importance in the education, information and sensitization of detained and released adults and minors, in terms of Road Safety and related issues, as well as the implementation of activities, with the ultimate goal their smooth social reintegration and the reduction of road accidents.

<https://www.epanodos.org.gr>

[https://www.ioas.gr/EN/educational\\_programs/](https://www.ioas.gr/EN/educational_programs/)

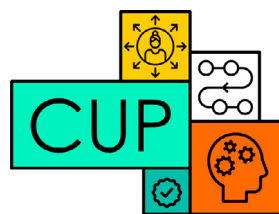




# Special thanks



*LD**F* Laboratorio dei Diritti Fondamentali



Convicts Upskilling Pathways

**[www.cup-project.eu](http://www.cup-project.eu)**