

Convicts Upskilling Pathways

CUP Project / 2019-1-IT02-KA204-063162
Intellectual Output 2

Skills Development Blueprint

Enti partner



Fondazione
Compagnia
di San Paolo



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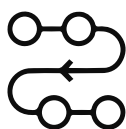


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Content



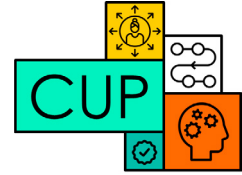
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Introduction

The general aims of CUP project

The Convict Upskilling Pathways (CUP) project is a transitional project carried out between 2019 and 2022 under the European Erasmus Plus programme, intervention priority KA2 – Adult Education.

CUP is an international partnership in 4 EU countries: Italy, Greece, Cyprus and The Netherlands.

Partners include a variety of organisations and prison administrations including:

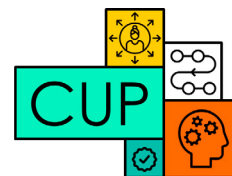
- Fondazione Compagnia di San Paolo, Casa di Carità Arti e Mestieri, Fondazione Zancan and Turin's prison in **Italy**,
- Human Rights 360, EPANODOS and 3 prison administrations in **Greece**,
- TIRANTES and 1 prison in The **Netherlands**,
- The European University of Cyprus, School of Humanities Social and Education Sciences and **Cyprus Central Prison**.

There are also Associated partners including the Bureau Nazorg (the Dutch local authority for the reintegration of ex-convicts) and Estabelecimento Prisional de Leiria Prison in Portugal.

Its main purpose is 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.

CUP has three main aims:

1. **To design successful training modules** (e.g. modules based on technical skills as a means of embedded learning for soft and basic skills) aimed at enhancing the potential of convicts/ex-convicts for medium-long term employability. Specific focus is given to soft skills, identified by employers as key selection criteria when hiring. The strong involvement of administrators and practitioners working with the prison population will be key to ensure short and long-term impact.
2. CUP will **promote an overall evaluation culture**: not all countries can rely on strong tools to understand the true impact of programmes designed to promote the employability and social reintegration of convicts/ex-convicts, so CUP aims to offer an evaluation kit (easy to use, scalar) that prison administrations and third sector organisations can use to measure the progress and the impact of measures to promote primary target employability. The design of the evaluation tool allows for its main features to be replicated beyond the partnership organisations.



3. Given the relevance of various concepts such as education in prison, employability training, evidence-based policy design, evaluation in prison contexts and the need to counteract stigma that contributes to creating a hostile environment for the social reintegration of convicts, the CUP partnership is committed to developing a “**Call to Action strategy**” targeting policymakers and stakeholders to advocate for such concepts.

CUP is aimed at male and female convicts, young convicts and ex-convicts close to the end of their sentence or on alternative measures.

There are **three intellectual outputs** (I.O.) designed to achieve the project goals and together they make up the CUP intervention model.

OUTPUT 1 / MAKE THE CASE – Advocacy Toolkit

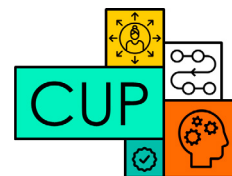
CUP aims to promote raising awareness by designing an advocacy toolkit (including multimedia products, a handbook on advocacy strategy and an archive of content related to prison education) that offers engaged and willing policymakers, professionals, institutions and third sector organisations specific tools to make the case for prison education to non-engaged audiences (policymakers, NGO professionals and relevant stakeholders).

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.

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.

OUTPUT 2 / SKILLS DEVELOPMENT BLUEPRINT

I.O.2 will develop learning modules based on a mix of soft skills (personal abilities used to interact with, interpret or inform social and physical environments e.g. customer relationships, time management, resource management, resiliency), basic skills (e.g. reading, writing, maths, ICT skills), and technical skills (skills related to specific areas of work e.g. tailoring, carpentry, cooking, gardening etc). These are all necessary to provide an education in line with market needs that will give convicts/ex-convicts easier access to work.



OUTPUT 3 / IMPACT EVALUATION KIT

CUP aims to develop an evaluation toolkit that prison administrations and third sector organisations can use to measure the progress and the impact of measures designed to promote employability among their primary targets. This is an important new tool necessary to help implementing agencies and policymakers assess the efficacy of the tools used in their day-to-day activities.

Each IO is the result of a process that the partners participated in and shared.

Furthermore, each IO developed a plan for integration and connection with the other IOs in the logic of developing a unified framework of interventions all aimed at achieving the general objectives of the C.U.P. project.

Further information can be found on the project website: www.cup-project.eu

The skills development blueprint (I.O.2)

As described in the project application, the general aims of IO2 are:

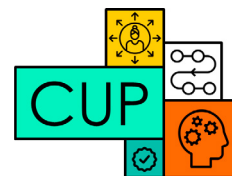
1. **To design successful training modules** (e.g. modules based on technical skills as a means of embedded learning for soft and basic skills) **aimed to enhance the potential of convicts/ex-convicts for medium-long term employability.**
2. **To reduce disparities in learning**, through the participation of inmates in training and educational pathways and comprehensive social reintegration.
3. The CUP project aims **to reduce discrimination** that ex-prisoners may face when trying to find work.

The project provides convicts and ex-convicts with a stronger alignment **between in-prison work experience and external work paths**, thanks to the development of new training modules and a new training strategy (I.O.2) that encompasses the skills (soft, basic and technical) needed to enable a smoother reintegration into the workforce.


The Skills Development Blueprint (IO2) develops learning modules based on a **mix of soft skills** (personal abilities used to interact with, interpret or inform social and physical environments e.g. inter-personal relations, time management, resource management, resiliency), **basic skills** (e.g. reading, writing, numeracy, and ICT skills), and **technical skills** (skills related to specific areas of work (e.g. tailoring, carpentry, cooking, gardening etc.)). These are necessary to provide convicts with an education that is more aligned with the local labour market, thus enhancing their employability and reintegration into the world of work.

The IO2 includes important innovative elements:

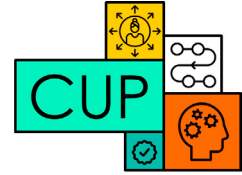
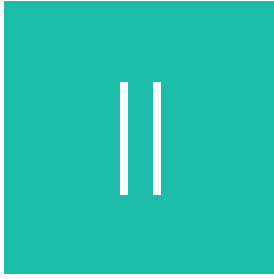
1. The modules are developed with the **direct involvement of practitioners**. Their contributions are summarised in the preliminary survey and **recommendations by practitioners**.
2. CUP takes the **Generative Welfare approach** into account when developing the modules, based on the idea that training activities will generate an 'added value' beyond the impact on the primary target groups.



The Blueprint is composed of several products elaborated on during the project and positioned at different levels:

	EUROPEAN LEVEL	
THE PRELIMINARY SURVEY AND RECOMMENDATIONS REPORT	<p>Collection of all the CUP Partnership contributions using a shared survey grid. The Information included suggestions, attention points and methodology guidelines resulting from each partner's many years of experience. To complete this document, the partners conducted focus groups with local stakeholders.</p> <p>Collection of Best Practices suggested by the partners; these may include development and excellence guidelines concerning the daily activities of the operators involved.</p> <p>Recommendations of experienced professionals: these are focus points suggested by the partners and/or operators involved in the focus groups that were conducted.</p>	
THE GENERAL FRAMEWORK	It outlines the general recommendations and operative lines and is useful for developing a training module for enhancing prisoner employability.	
THE DESIGN TOOLS FOR MODULE	The products developed here are the final products and have European validity, they are applicable and can be shared everywhere to design and create training modules.	
Product	Description	
COMPENDIUM OF THE SPECIFIC MODULES	<p>The modules relate to very specific contexts and situations in each country, they are not replicable everywhere but form a catalogue that practitioners can reference and, subject to contextualisation analysis, allow for replicability.</p> <p>The modules are tested in pilot activities by the consortium in order to assess the quality of the general guidelines.</p>	
	LOCAL AND SPECIFIC LEVEL	

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



The Preliminary Survey and Recommendations Report

Introduction

The preliminary survey was used to require each partner to collect the information necessary for the development of the Skills Developer Blueprint (IO2), as well as to offer and share the first phase of CUP's "Make the Case" Advocacy Toolkit. The information gathered made possible to develop an ideal global educational model, which represented the basis for the development of further modules adapted to the reality and resources in the different contexts.

The information collected helped to start the development of an ideal overarching educational model, which guided the development of specific training modules adapted to the realities and resources in the different contexts.

It can be seen that there are some elements that appear to have an overlap between the CUP Baseline survey used for IO1 and this preliminary investigation.

However, while the CUP Baseline survey aimed to 'photograph' the current situation by collecting data about existing realities and activities, this preliminary survey intended to identify and highlight those aspects of the work that need to be taken into consideration when developing the overarching reference model for the Skills Developer Blueprint, upon which all other specific training modules are based.

To answer the questions envisaged in the survey, the partners organized focus groups in each of the countries involved (Italy, Greece, Cyprus, Nederland), involving actors from the following entities:

- **Prisons:** including trainers and educators, social workers, prison guards, and convicts and/or ex-convicts, if and where appropriate;
- **Justice administration offices** responsible for dealing with ex-convicts;
- **Vocational training centres** or schools for adult education with relevant experience in pathways dedicated to convicts or ex-prisoners;



- Private or public **employment offices**;
- **NGOs** operating in this field;
- **Private companies**, operating either inside or outside prisons, employing prisoners or ex-prisoners.

In the 4 focus groups participated:

- 8 trainers;
- 12 professionals in prison (Senior Inspector of Prisons, Coordinator of Educational Programs in Prison, Officer in charge for Prison Schools, Officer in charge for Prisoners working outside prison-KEA);
- 5 Project Coordinator;
- 3 psychologists and sociologists;
- 4 social workers;
- 5 operators public and private employment services;
- 1 University Student / Ex-prisoner;
- 1 Mental health counsellor;
- 1 theatre-educator;
- 1 contact person for NGO specialized in social support;
- 1 CPIA teacher;
- 1 entrepreneur of a social cooperative present with productive activities in prison.

The preliminary Survey was divided in several sections¹:

SECTION 1 / Definition of the aims of a training course

SECTION 2 / Guiding values

SECTION 3 / Essential skills and competencies, with specific focus on: *Basic skills, Soft skills, Technical skills*

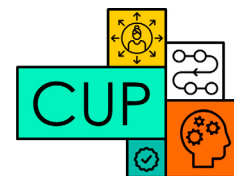
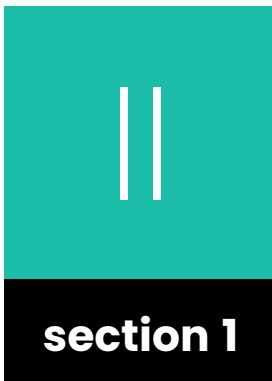
SECTION 4 / Methodological approaches, with specific focus on: *Didactical approaches, Evaluation approaches*

Partners was also asked to briefly present specific best practices that could better illustrate and integrate the information filled in the preliminary Survey.

This document summarizes the contributions collected with the questionnaires and with the 4 focus groups carried out in Cyprus, Italy, Greece and Netherlands.

At the end of the document you can find the preliminary survey format used by the partner in order to collect their qualitative and quantitative information.

1. For further information on the specific conditions of each prison context in each country, please refer to the National Infographic to the following link: www.cup-project.eu/en/materials/



Definition of the aims of a training course

Introduction

When planning a training course for prisoners, the context in which it is inserted must be strongly taken into account. The context of the prison is a very complex and articulated microcosm, in which specific and peculiar internal and external elements affect, elements which often represent specificities of a given prison. We will see in detail how these elements are articulated in the design work.

1.1 The actors involved in the planning of a prison training programme

The list below must of course be contextualized, in comparison to the specific situations detected by the individual partners.

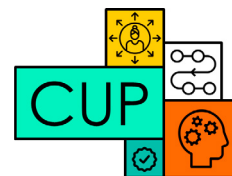
Some actors/operators are present in all countries, others only in some: the latter have also been included in the report, because they represent important instances, and there may be equivalent figures even if with different denominations.

PRISON ADMINISTRATION. The prison administration appears central in the process of planning and scheduling training activities to be carried out within the prison.

The figures identified are different: the director, the legal-pedagogical area, the security area (Prison Police), Supervisory Judges. The Dutch partner cites the figure of the Staff officer that can create the most effective conditions at policy level in cooperation with municipalities and other chain partners, so that prisoners can reintegrate.

ADULT EDUCATION AGENCIES IN PRISON. Often in an institution of punishment there are more educational agencies that carry out courses that can be different by level/ EQF and type. It is important that the training offer is coordinated with the other educational agencies present in prison in order to create opportunities for integration, collaboration and no overlap.

EMPLOYMENT SERVICES AGENCIES (PUBLIC AND PRIVATE). If the purpose of training is to strengthen the employability of prisoners, specialised agencies in the area of employment services must be involved and it is important to cooperate with them. They make a valuable contribution to identify the needs of the labour market, with particular attention to the most inclusive professional environments for vulnerable people and the possibility to take charge of prisoners to facilitate the intersection of demand/supply of work.



COOPERATIVES AND COMPANIES. If the purpose of training is to promote the employability of prisoners, it is necessary to involve and collaborate with **productive activities inside or outside the prison**. The productive realities must, where possible, be involved in the design phase, in the delivery phase through the possibility of activating internships, work experiences or approaches to work and in the final phase to offer work placement paths in their realities.

PERSONS INVOLVED IN VARIOUS WAYS IN THE EXECUTION OF THE SENTENCE. If the course is part of the execution of the sentence of the detained person, there should be space to discuss and deepen the aspects related to it, in particular where the course can become an opportunity to obtain benefits to carry out the penalty outside the prison. Please refer to the basic line for details on the entities in charge of the prison administration of each country².

MUNICIPALITIES. One of the aims of the training activities must be to promote the social and working reintegration of detained persons in society. Local authorities should therefore be involved. Prisoners can make use of so called participation jobs and an intervention of these figures can create the most effective conditions at policy level in cooperation with municipalities and other chain partners, so that prisoners can reintegrate.

FINAL BENEFICIARIES. It seems interesting that, even if represented by only some partners, the final beneficiaries are considered among the actors to be involved, perhaps their representation, so that they can express their educational needs and expectations.

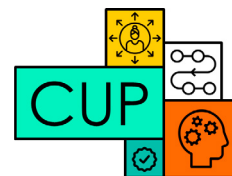
1.2 The main drivers for developing a training course in prison

After seeing which actors are important to involve in the design of prison training courses, in this section we focus on identifying the factors that need to be taken into account and that can facilitate or hinder the effective development of a training activity; they are:

THE PRISON SYSTEM. it expresses an important set of elements which must be an essential part of the design work. In particular, for each prison, it is necessary to analyse in particular:

- the types of prisoners and/or penitentiary circuits (analysis of personal and legal profiles present in the Institute, detection of prisoners' own needs and interests);
- professional vocations expressed and linked to present productive activities or necessary services (see also the next point);

2. Of particular interest is the Greek institution "Central Scientific Council of the prison": The CSCP is an advisory body for policy-making regarding the execution of penalties and security measures. Its participation in the definition of the objectives of a Training Course allows to have a more global view on the path of the prisoner.



- presence of premises, appropriate spaces and their accessibility;
- planning or agreements with other subjects that offer links with the training activities.

THE TRAINING AND EDUCATION SYSTEM. From it we must gather the information necessary to build a course that meets the institutional framework of reference and adapts to national standards for training.

THE ECONOMIC AND/OR SOCIAL CONTEXT INSIDE THE PRISON. As we have seen the prison system expresses a number of factors that must be considered in the design. In particular, the economic and social context within the prison offers fundamental elements to define an appropriate course in terms of expendability. In particular, it is useful to know the following elements:

- the internal employment opportunities are managed directly by the prison administration (canteen, library, restaurant, etc), and by external commercial entities;
- requests that come from organizations operating within the prison (es Non-governmental organizations, Voluntary organizations) should be taken into account.

THE ECONOMIC AND/OR SOCIAL CONTEXT OUTSIDE THE PRISON. Alongside the internal economic and social analysis of the prison, it should not be forgotten that if we want to work for employability outside, we need to collect elements that describe needs and demands. In particular, it is useful to know the following elements:

- identification of the professional profiles most in demand by the Labour Market and of the most useful professional skills and technologies, with particular attention to the economic sectors able to absorb the prisoners once released³;
- society benefits from reducing recidivism and the participation of ex-prisoners in the work process, so that they earn their own income.

1.3 The value of a training course in prison

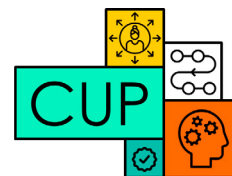
The value of a training course lies in its ability to contribute in obtaining long-term benefits and which in turn bring value to the same course.

Which are the long-term benefits that a course can help to achieve?

FOR CONVICTS:

- general raising of education levels;
- acquisition and/or strengthening of a personal and professional identity, of renewed self-esteem on their own abilities, satisfaction and motivation;
- more opportunities for employment and reduction of the risk of recurrence;
- possible access to benefits of penalty reduction or admission to external punishments.

3. In Cyprus, for example, in 2019 a group of 10-12 prisoners was trained to become air-condition technicians as a response to a real need in the market.



FOR THE PRISON ADMINISTRATION AND 'SYSTEM':

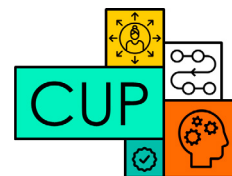
- more qualified and trained detainee population that can be expendable for work needs inside the prison, developing a prison capable of generating value (Brazzell et al., 2009);
- prisoners are kept occupied (and “out of trouble”) and through improved decision-making abilities and pro-social values (Brazzell et al, 2009);
- improvement of prison conditions and the general well-being of the involved detainees by promoting the fight of idleness and offering positive prospects. The prisoners who participate to educational program have a calming influence on other prisoners and on prison officers (Ross, 2009, Adams et al., 1994);
- reduction of internal tensions and conflict in the ordinary life of reduction of internal tensions and conflict in the ordinary life of the prison ward; there is a substantial reduction in violence and disciplinary infractions among those involved in prison education⁴;
- promotion of training of prison staff: “educated prisoners can be managed only by well-trained officers”.

FOR THE LOCAL ECONOMY OUTSIDE THE PRISON :

- more qualified and trained detainee population that can be expendable once released for the external labour market;
- professional profiles trained not only technically but also on the themes of soft skills and basic skills (necessary for a comprehensive inclusion path) and on competences of active citizenship (necessary to strengthen the personal and professional identity at the basis of the process of social and work reintegration) and competences of active citizenship (necessary to strengthen the personal and professional identity at the basis of the process of social and working reintegration);
- increasing the overall safety of society and reducing welfare costs necessary to support a person who is not working or economically active (“I care about where my taxes are invested: it is cheaper to train them so that they do not violate and I do not pay to have them in prison or to correct / compensate for the damage they caused”)⁵.

4. A survey of an Indiana prison, for instance, showed that incarcerated people who were enrolled in college classes committed 75% fewer infractions than incarcerated people who were not enrolled. Prison education also breaks down racial and ethnic barriers that are often a cause of tension and violence in prisons, significantly improves relations between staff members and the incarcerated, and dramatically enhances the prisoners’ self-esteem.

5. Prison education is a highly cost-effective investment. A study by the Department of Policy Studies at the University of California at Los Angeles, for instance, found that “a \$1 million investment in incarceration will prevent about 350 crimes, while that same investment in [prison] education will prevent more than 600 crimes. [Prison] education is almost twice as cost effective as incarceration.” Another study found that for every \$1 invested in prison education, taxpayers save \$4-\$5 in re-incarceration costs during the first three years post-release.



1.4 The key elements to consider for defining the aims of a prison-based training course

Restrictions / Limitations / Risks

The limits and potential risks to be taken into account when defining the aims of a prison-based training course are:

CENTRALITY OF SECURITY

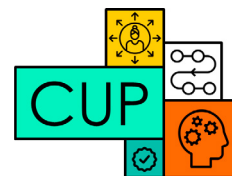
- In all prison systems, the overriding consideration is security, for without it there is the potential for escape, which means that the prison has failed in one of its most important tasks, and there is potential danger for both staff and inmates. Even where prisoners are allowed to attend classes outside, to take part in sporting activities or to work and be trained in outside enterprises, rules are devised that seek to limit the security risk.

COOPERATION BETWEEN THE PRISON ADMINISTRATION IS NECESSARY

- Often the prisoners see evidence of the low status accorded to education by prison authorities, who regard it principally as a way of occupying prisoners and ensuring good order. If a security officer is not available to accompany them, inmates may suddenly be denied access to an educational facility. When they are transferred or released, their course can be abruptly interrupted or terminated. If they express interest in a particular activity, the list may be full, or the facilities lacking in the institution where they are placed. Such experiences" add to the mistrust of the penal system that naturally exists among those incarcerated within it.
- Prison officers are in day-to-day contact with prisoners and their attitudes towards them affects how successfully prisoners complete education or training programs. Prison officers have the capacity to enhance or undermine the goals of the prison where they work and to either motivate or demotivate prisoners (Kjelsberg, Skoglund, & Rustad, 2007).

STRUCTURAL, ORGANISATIONAL AND TIME CONSTRAINTS

- Not all spaces are suitable for the course and reachable by all prisoners, especially courses with technical-practical laboratories. Often you also encounter problems of overpopulation, excessive stress, fear and insecurity.
- The needs of the prison frequently take precedence over the need for program continuity, even when the prisoner is willing to engage with education. The tough-on-crime policies of many governments contribute to overcrowding of facilities, making prisoner accommodation and movement difficult. Based on system-wide needs, prisoners may be transferred to another facility with short advance notice, and the new prison may or may not offer comparable educational programming (Brazzell et al., 2009).
- It should also be noted a low diffusion of digital technologies. The digital technologies aren't spread in the didactical activities. This aspect is caused for internal security problems (the use of the Internet is often difficult) and for economic problems that make educational investment difficult.
- Sometimes is difficult to invest in training courses that offer real perspective to respond to current and future labour market but required particular equipment.



The following critical factors are added to the above factors.

HIGHT MOBILITY OF PRISONERS. Mobility at entrance is closely linked to mobility in exit due to frequent transfer of prisoners to other penal institution or releases that are not always foreseeable.

Furthermore, not all prison sections have access to educational and training offers due to the lack of sources or other factors (also logistic), dictated by the penal institution characteristics.

In fact, often, there aren't recognition system related to paths implemented by detainees in previous external paths or in other penal institutions (i.e. the prisoner can't demonstrate with ad hoc documentation his/her declaration as educational and training system of the penal institutions haven't a recognized unique database).

CHARACTERISTICS OF DETAINEES INVOLVED. It is often observed that in class groups there is an ETEROGENEOUS COMPOSITION OF GROUPS for age, qualification, knowledge of language, with a difficulty in the creation of the class group.

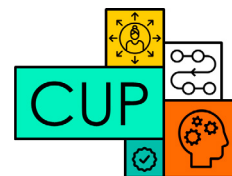
There is often a lack of motivation and consistency in participation in vocational training. This difficulty in holding may depend on several factors. Surely it is noted that the majority of inmates also have learning disabilities that were not diagnosed in the duration of schooling (Mears & Aron, 2003). The levels of education present are very low (Harlow, 2003). These difficulties are combined with the low self-esteem, and often experience feelings of failure and shame for leaving the educational process early and the multiple difficulties in finding a job. (Winters, 1997). Finally the high percentage of drug users and patients with mental health problems also significantly affects any educational/ training effort in prison. International literature reports that more than half of detainees use substances while more than a third suffer from mental disorders (Blaauw, Ronald, Kerkhof, 2000).

EXTERNAL "CULTURAL" LIMITS. It is noted that public opinion and some policy areas encourage a public attitude that favors punishment rather than rehabilitation through education (Drake & Henley, 2014). Consequently, there are few objections to massive cuts to education funding in prisons. Reduction in funding of both corrections and of education has put pressure on prison education, leading to reduced staff support, decreased offerings and shorter duration of programs.

The risk factors mentioned above must be translated into strategies to overcome and avoid them.

1.5 Key elements to design training pathway in prison with the aim of supporting the access to employment

Through each educational program, along with the development of basic and technical skills, the responsibility, commitment and consistency of the trainees are cultivated. In order for the above to be achieved, however, the educational program itself must exude these characteristics.



A program that does not make clear from the beginning its goals and the way it will seek to achieve them, that has vague planning, occasional scheduling, will meet the needs of a small percentage (usually 10%) of prisoners and is not repeated, then it is rather a bad example for the beneficiaries.

Starting from this, a training course in prison should **satisfy the following elements**.

- The planning of a training course should be attractive to prisoners, modern and responsive to the actual needs of potential participants.
- The training program should offer internships in a real work environment – in collaboration with an employer in the local community; this would help the prisoner's integration following two perspectives: the society gets acquainted with the prisoners, recognizes their abilities and accepts them more easily, the prisoner learns to work in a non-delinquent environment. Another challenge crucial to overcome is, in cases where a trainee is released from prison before completing the training to be able to continue his education outside.
- Training paths need to take into account rapid changes in terms of demand for professionalism and professional profiles.
- Didactics has to be built with contributions from those close to the world of work (teachers who have business experience, practical exercises that allow the simulation of working environment, presence of testimonies of representatives, both employers and workers).
- A particular attention has to be focalized to the evaluation of the following indicators: quality of participation, motivation, commitment, spirit of initiative.
- Training must foresee Interventions for active job search and guidance to the services/resources of territory dedicated to accompany and support the reintegration process in particular outside prison
- The planning should be coordinated with the instances highlights on the 5 basic conditions, namely ID, Housing, Work and Income, Debt and Care.
- Accreditation certificates should not mention the fact that these skills were acquired in prison to avoid the stigma that usually is attached to ex-prisoners.
- Training activities have to provide training sessions that transmit and strengthen both basic skills and those useful for a path of active citizenship (social skills, soft skills, basic skills, ...).

1.6 Key activities and methodologies

We have analyzed the long-term benefits that training should contribute to generate and the risk factors to be strictly taken into account.

From a methodological point of view, what are the choices and approaches that contribute to achieve these benefits and to face the risk factors present?

1 TO SUPPORT MOTIVATION AND SELF-ESTEEM

If motivation is the engine of any activity, this is particularly true when we speak of training and adult training; it is even more in a situation such as that of the prisoner, to whom society has “certified”



(through the administration of a punishment) its negative judgment on the action of a person. Each training course must therefore take charge of this criticism and provide individual and group moments in which this element is considered and supported.

2 TO RECOGNIZE AND VALUE NON-FORMAL AND INFORMAL LEARNING

This phase is very delicate because it is a matter of bringing out the skills acquired in non-formal contexts and which are hardly recognized by the person his/herself and therefore also by those who are in charge of his reintegration into society.

Detainees possess skills often difficult to be assessed, retraced and certified from training and professional point of view. Their analysis and recognition permit a strong basis to organize the learning pathway.

3 TO SUPPORT THE ACTIVE INVOLVEMENT OF CONVICTS

It should be taken into account that the situation of persons in prison favours a “passive” attitude that must be contrasted by creating the conditions, within a training path, to bring out an active role from the participants themselves.

4 TO SELECT CONVICTS FOR TRAINING COURSES MATCHING THEIR ABILITIES AND POTENTIAL

Selection activity is very important. It allows to identify the people who have the opportunity to attend in a satisfactory and effective way a training course, reducing the risks of abandonment, failure, frustration.

5 TO DEMONSTRATE AND PROMOTE THE VALUE OF THE TRAINING COURSE AND THE EMPLOYMENT OPTIONS IT LEADS TO

The value generated by training should be communicated and disseminated at different levels: to prison administrators, to final beneficiaries, and to civil society. It should be also important to promote and value the success stories of qualified prisoners.

6 TO TAKE INTO ACCOUNT PREVIOUS EMPLOYMENT AND MARKET NEEDS ANALYSES (BOTH RELEVANT TO THE PRISON SETTING AND THE LOCAL CONTEXT)

In the definition of objectives (but also, as far as possible, in the implementation of training courses), provision should be made for the involvement of specialists in the integration of workers into employment in order to highlight labour market analyses and the demands of the business world and the involvement of business witnesses.

7 TO SUPPORT THE OBJECTIVE EVALUATION AND SELF-EVALUATION OF THE COURSES OFFERED

A strong ability in self-assessment is a fundamental element to prevent the obsolescence of personal skills in a constantly changing world of work. A correct self-assessment, however, not only takes into consideration personal perceptions, but is able to compare them with external evidence (such as, for example, the assessments of others on personal work).

In summary it is appropriate to provide that periodically (start, half and end of the path):

- students carry out a self-assessment both on the level of acquisition of skills as described in the standard profile and on the level of mastery of soft skills;



- those evaluations are elaborated with a mathematical model that compares them with the corresponding evaluations expressed by the teachers (and/or by the actors of the territory). Experience shows that three types of situations emerge: substantial correspondence between the two assessments or overestimation or underestimation of perceived skills

8 TO ENSURE THAT TRAINING COURSES ARE ENRICHED BY INPUTS FROM EXTERNAL COMPANIES AND LABOUR MARKET STAKEHOLDERS

The more the world of work outside the prison enters evidently in the process of providing a path of training inside the prison, the more effective and interesting it is.

This involvement can take place in different ways:

- involvement in the design of courses of experts from the business world and the labour market;
- selection of teachers with work experience and that can lead training actions with a teaching strongly oriented to know-how required in the company;
- availability of equipped laboratories (maybe provided by the same companies) with instruments, technologies and work processes as close as possible to the business world;
- presence of real or simulated internships that allow the development of technical skills close to production realities;
- permanent cooperation with training institutes and employers.

9 TO STRUCTURE THE TRAINING COURSES AROUND CONCRETE OUTPUTS

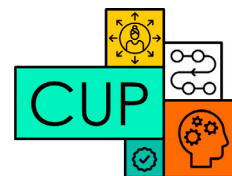
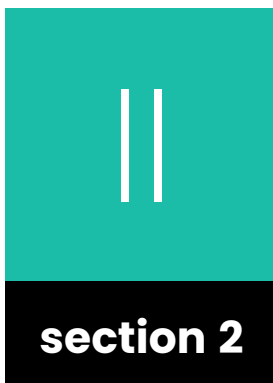
Training within a prison must take on and emphasize the typical characteristics of adult training, providing:

- involvement in the design of courses of experts from the world of business and the labour market;
- development of a training path that provides extensive use of exercises and practical activities to encourage the acquisition of technical skills;
- identification of didactic methodologies of inductive and experiential type and wide use of learning by doing;
- presence of real or simulated internships that allow the development of technical skills close to production realities.

10 TO ENSURE THAT TRAINEE CONVICTS EITHER ACQUIRE FORMAL QUALIFICATIONS OR THAT THEIR COMPETENCIES ARE ACKNOWLEDGED

Training courses must meet regional or national standards and, as far as possible, must provide, at the end of the course, for the acquisition of a recognised formal qualification in which the detailed list of skills reached in the course is highlighted. The Accreditation certificates should not mention the fact that these skills were acquired in prison to avoid the stigma that usually is attached to ex-prisoners.

To the competences acquired in the training course it can also be previewed the delivery of an individual dossier of the competences skills that allow to highlight the acquired skills even in non-formal and informal contexts.



section 2 Guiding values

2.1 Core values⁶ that should underpin a prison training programme

As part of the collection of contributions proposed by the various Partners of the CUP project, some proposals for “values” have emerged, that could be adopted as a key guideline in the design and implementation of a training path within the prison context. The editorial choice was to report all the values proposed, then leaving the decision to give preference to single operator, even considering the contexts in which he/she operates.

HUMAN-CENTRED APPROACHES

In each person we can recognize, as in his/her life he/she has faced failures and made wrong choices, potentials and resources that must be supported to emerge and to be recognised first by the person him/herself and then inside the social context in which he/she is inserted.

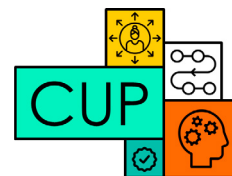
In fact each person, even during detention:

- is always susceptible of changing, of development, growth, maturation;
- has own resources – maybe in residual form– intellectual, strong-willed, emotional, ethical and spiritual;
- has their own personal detention and reintegration plan, focused on the different basic conditions⁷;
- skills and knowledge previous held should be recognised and used to design new training programs that would acknowledge these;
- the person in training is committed to his/her own globality, in the totality of his/her potentialities in continuous osmosis and in constant evolution. The subject of the training is not only the professional identity, but also the personal identity that also represents the person as a citizen.

Therefore, each training program should be tailored where possible to each prisoner.

6. Values are the ethical and moral principles that underlie the actions we wish to implement. In the context of CUP, this refers to the training activities and programs aimed at prisoners and ex-prisoners. These values need to be in line with the principles enshrined in the Charter of Fundamental **Rights** of the **European** Union, as well as with the key values and principles of country's Constitution and, of course, with organization's vision and mission.

7. For the Dutch partner there are 5 basic conditions: ID, Housing, Work and Income, Debt and Care.



MAKING THE MOST OF DIFFERENCES AND PROMOTING EQUAL OPPORTUNITIES FOR ALL

Each person, regardless of the diversity of gender, sexual orientation, ethnic origins, culture, physical abilities, etc. , has an absolute value and has equal rights and equal opportunities.

So, each training becomes a laboratory in which different people participate in a common experience by experiencing value and strength.

CONTINUITY WITH THE GREAT HUMAN VALUES

It is necessary to identify and share the central values that each training course should pursue both inside and outside the prison, identifying appropriate teaching methodologies for them.

By way of example, here are some values identified by some partners: Love, Peace, Humility, Simplicity, Happiness, Work, Honesty, Tolerance, Respect [Self-respect], Cooperation, Responsibility, Unity, Freedom.

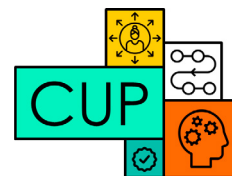
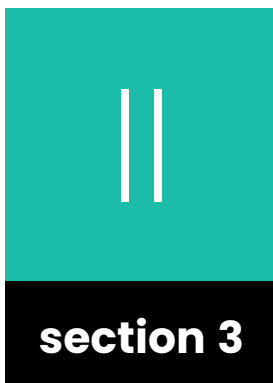
FUTURE AND SECOND-CHANCE ORIENTED

The detainee must be able to use his/her detention time in a meaningful way to prepare for reintegration into society. All prisoners should be offered second chances to amend deviance.

Making training a vehicle for outdoor insertion thinking it not so much or not only as a course, but rather as a training action with a holistic approach to the person, leading to the so-called “taking charge”.

ACCESSIBILITY

Programs should be accessible by lifting visible and invisible barriers.



Essential skills and competencies

3.1 Basic skills

The Council of the European Union adopted a Recommendation on key competences for lifelong learning in May 2018. The Recommendation identifies **eight key competences essential** to citizens for personal fulfilment, a healthy and sustainable lifestyle, employability, active citizenship and social inclusion.

1. Literacy competence
2. Multilingual competence
3. Mathematical competence and competence in science, technology and engineering
4. Digital competence
5. Personal, social and learning to learn competence
6. Citizenship competence
7. Entrepreneurship competence
8. Cultural awareness and expression competence

The acquisition of basic skills can reduce social gap, increase inclusion, cohesion and active citizenship as well as improve mental and physical health.

All the partners involved in the PRELIMINARY SURVEY agreed that obviously it is necessary for convicts to gain the ability especially related to **Literacy**, **Numeracy** and **ICT**, starting from these definitions.

Considering that we could fix the main aim related to basic skills for a training activity in a prison as follow:

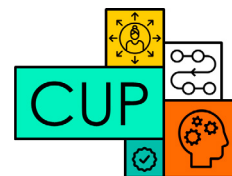
AREA LITERACY, MAIN AIMS⁸

- to know how to express oneself in a correct and appropriate way to the interlocutor and dialogue in a positive and constructive way;
- to know how to read and correctly interpret information, guidelines and instructions received;
- to know how to draw up documents and modules functional to social and professional life.

AREA NUMERACY, MAIN AIMS

- to know how to apply mathematical models to solve daily problems;
- to know how to measure physical quantities and perform calculations and proportions;
- to know how to read graphs and tables that represent different situations.

8. For further information you can read the best practice **TEACHING LITERACY AND NUMERACY IN PRISON** (Nederland)



AREA ICT, MAIN AIMS

- to know basic training elements and digital tools;
- to find your way around the internet information;
- to know how to use resources information technology in a conscious way knowing risks and opportunities;
- to have a critical approach to the validity, reliability and impact of the information and the data made available with digital tools (Critical media literacy);
- use of ICTs in everyday life.

3.2 Soft skills⁹

A lot has been written about soft skills and there are differing views on which soft skills are most important. However, achieving a consensus between CUP partners on which soft skills IO2 should prioritise will be essential to develop the training modules. The following three documents offer a good starting point to inform our discussion:

1. The set of 12 soft skills prioritised by the research under the 'Valuing High-Skill Migrants' project, adopted by Casa di Carità¹⁰;
2. The set of soft skills outlined by the Partnership for 21st Century Skills¹¹;
3. The COUNCIL OF EUROPE and EU COUNCIL RECOMMENDATION of 22 May 2018 on key competences for lifelong learning¹².

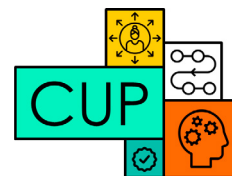
It's clear the soft skills can't be simply "taught". An intervention based on a mix of systematic and shared observation of behavior and guided reflection by an expert is more effective. This could represent the focus of the module for soft skill development.

9. For CEDEFOP (European Centre for the Development of Vocational Training) the "Soft skills are a set of non-technical skills and knowledge that underpin successful participation in work. They are non-job specific and closely connected with personal attributes and attitudes (confidence, discipline, self-management...), social (communication, team working, emotional intelligence...) and management abilities (time keeping, problem solving, critical thinking...). Due to a certain level of intangibility, some of them are rather difficult to be quantified and developed".

10. www.casadicarita.org/it/content/indagine-soft-skills

11. www.aeseducation.com/blog/what-are-21st-century-skills

12. [eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604\(01\)&from=LT](http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&from=LT)



The partnership reflects on what are the most important SOFT skills to be pursued in a professional training course in prisons, and identify the following skills as those more important and critical in that context:

CLUSTER

A

NAVIGATE THE WORLD OF WORK

MOTIVATION AND SELF – ESTEEM

People should be able to identify and set goals, to self-motivate and develop resilience and confidence to pursue and achieve the goal of learning throughout their lives. An attitude geared towards addressing problems to solve them is useful both for the learning process and for the ability to manage obstacles and changes. It includes the desire to apply what you have previously learned and your own life experiences as well as the curiosity to seek new opportunities for learning and development in different contexts of life. It is necessary to satisfy an important cultural change, training should not fill the time, but allows to develop the will to get involved.

ADAPTABILITY AND FLEXIBILITY

The ability to adapt must be understood as the ability to mediate between his/her objectives, needs and the characteristics, opportunities and limits that the context presents. It is not a matter of making one or the other prevail (arriving at a conflict that is anyway cause of frustration), but to find a way to change one's own behaviour making it satisfactory for him/herself and for the context.

TIME MANAGEMENT

A Vet Training path allows the detained person first to manage his time profitably, training him/her at rhythms and times that he/she can replicate in the organization of work.

MANAGING RESPONSABILITY

People in prison struggle to stay within a path. Often they do not know how to behave, they have no will to face difficulties, especially women go into a crisis and do not have objective assessment tools.

CLUSTER

B

SOCIAL SKILLS

SERVICE ORIENTATION (UNDERSTAND THE NEEDS OF OTHERS)

This is the ability to learn and work both in collaborative mode and independently, to organize their own learning and persevere, to know how to evaluate and share, to seek support when appropriate, and to effectively manage their career and their social interactions. People should know to communicate constructively in different environments, to collaborate in group work and to negotiate. This includes: to show tolerance, to express and understand different points of view, in addition to the ability to create confidence and feel empathy.

COMMUNICATIVE AND RELATIONAL SKILLS, EMPATHY

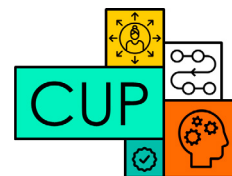
This could be generically defined as the ability to communicate and relate effectively with others in an appropriate and creative way, also recognizing feelings and needs of other people (Empathy) and roles and functions of the interlocutors.

CONFLICT MANAGEMENT

Here we're talking about strategies to resolve tension in interpersonal and intergroup differences. It's about the ability to deal with problematic or stressful situations without resorting to confrontation, but seeking shared and shareable solutions. Especially for women there is a need to work on questioned parental skills.

TEAM WORKING

We could tell it also "Professional identity": to develop a sense of belonging to a group inside the prison and to recognize him/herself in a professional group.



CLUSTER

C

ACHIEVING RESULTS

CREATIVITY AND INNOVATION

From the point of view of job insertion in some cases and for certain profiles the creative expression skills are the key to a quality job insertion, which exploits abilities sometimes even of a certain level.

CRITICAL THINKING

The employee has the ability to independently come to well-considered and substantiated considerations, judgments and decisions.

DECISION MAKING

The employee acts on his/her own initiative, without urging anyone else, takes action and does not wait. As a result, you identify opportunities and problems, make proposals and propose solutions or take action yourself. The employee is able to be independent and autonomous. This is not just about practical things, but also about making independent choices without the help of the fellow employee.

SELF EVALUATION AND SELF REGULATION

Skills to be able to self-reflect on actions, motives and setting goals for the future. The employee can act independently and takes responsibility for this in the context of a certain situation / environment, taking into account his/her own capacities.

3.3 Technical Skills

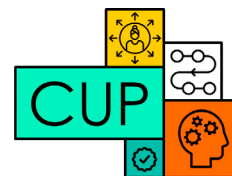
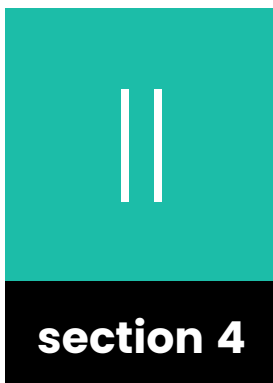
One of the fundamental element of project of inclusion and reintegration of a prisoners is the process of acquiring a professional and work identity. In addition to basic and soft skills, the prisoner needs to develop a professional path to re-enter in the society and in the working market.

In section 1, we defined different criteria that has to be considered in order to select the specific professional areas that will be included in the training programme:

- the world of training is moving in a direction that encourages a correlation to regional or national standards (or part of them) in particular, if the course results in a qualification; in particular there are profiles that are regulated by specific laws and that, in some cases, allow to obtain not only a qualification, but also the qualification to exercise a certain profession;
- skills and profiles pertaining to the so called "trades" or "craft professions";
- skills required in paths leading to a qualification ("participation" is not always sufficient in a path: aiming for a recognized title can be an important incentive);
- it's important to consider market needs, employment opportunities, to take in care the production chains developed in the Penitentiary Institute and/or the routine maintenance of the plants and buildings;
- in any case it's important to define an updated analysis of available spaces and laboratories.

The overall strategy is to create virtuous bridges between professional training and work and to promote, where possible, **the transition to work projects**.

In many prisons the internship is not always possible, it is necessary to define alternative paths that allow the prisoner to make an experience in an "other" organizational context than that of training. For this situation we could organize a system of training-work alternation: **business simulators**. Business simulators are a further opportunity for prisoners to reinforce the skills acquired in the training course and experiment them in a productive context that also sees the participation of the companies present in the institutes.



Methodological approaches

4.1 Main methodological approaches

For the training course in prison there are some methodologies suggested for all kind of training activities:

CONTRIBUTION, CARING, RESPONSIBILITY

Participation in actions for justice, peace, social acts. It is also crucial at the beginning of the program to co-decide and co-formulate an “educational cooperation agreement” update it and / or redefine, when ever needed, so that the detainees voluntarily assume their responsibilities. At the same time as mutually responsible participant (trainees), to conduct their self-criticism responsibly for the entire duration of the program and to “come back” when a problem arises to be solved. Some partner suggests the USE OF DRAMA AND ART, organizing activities that help free expression groups through art (painting, theatre, etc.).

CONTEXTUALIZATION OF EQUAL OPPORTUNITIES AND NON-DISCRIMINATION

In relation to the type of recipients to which the course is addressed and to the professional sector of reference, it is foreseen the introduction of methodologies for the promotion and dissemination of equal opportunities issues, non-discrimination, interculturality, enhance of differences, dealing with some of the topics planned in the training unit, in a mainstreaming perspective¹³.

APPROACHES TO PROMOTE PEER TO PEER

Peer to peer oriented approaches, in which more experienced students can offer support to those less experienced, through group works or the entrustment of tasks to hand in, work teams, in which the competences complement and support each other, are created. Another particular activity related to this approach is the team-working approach.

OPEN AND INTERACTIVE TEACHING

Training activity revolves around didactic proposals that allow to enhance the contribution of each person, to compare their own experience with that of others, to define common rules and reference principles. It is not a single methodology, but the combination of traditional activities that focus on the action of the teacher with other ones that instead stimulate a role more proactive of the participants.

13. In particular, it is planned to highlight the issues related to equal opportunities and non-discrimination, adapting them to the logic of the professional aspect, so that the participants become aware of the implications of the gender dimension, interculture and differences in the broad sense, and acquire knowledge and tools useful to prevent and counter prejudice, discrimination and violence, to promote and get equal opportunities, spread the culture of sharing responsibilities, respect, dialogue and integration, starting from their own context and sector of activity.



Among the prevalent didactics proposals: - brainstorming - role playing - work of cooperative learning group- guided discussion - testimony - individual or group exercises - listening and/or viewing of audio visual - study groups- simulation - research and documentation.

PRACTICAL ACTIVITIES

Practical activity organized to develop and/or consolidate the operational capacity of a certain manual or intellectual activity particularly “crystallized”. The activity can be carried out individually or in small groups, to allow the “testing” of acquisitions. It is accompanied by demonstration exercises conducted by the teacher or with the teacher supervision, with interaction with students to face the difficulties arising. It can be combined with case studies.

SIMULATION ACTIVITIES

During the realization of the activities of “simulation” (that in some cases takes the particular shape of the simulated enterprise) the participants to the formative path will form “work oriented” working groups, identifying inside them roles and functions. In the course of the activities the participants will vary several times the composition of the working groups and the functions carried out by each person. This training strategy therefore allows the participants to expand, deepen, contextualize the knowledge and the theoretical practices learned in the previous phases, through an experience that reproduces with educational purposes the business reality.

RECOGNITION OF PROFESSIONAL IDENTITY OR BUILDING A NEW ONE

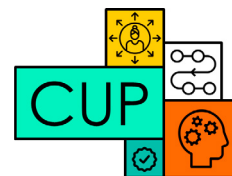
In order to take care the life of prisoners, it is important the provision of job counselling and career guidance services. Information on rights and obligations after prison, training in interpersonal communication and cooperation. Information on the labour market, labour rights, job search techniques, training in time and household management, communication with public services and available social support in case of need.

Some other methodological approaches are suggested for specific kind of training.

A FOR SOFT SKILLS TRAINING

VALORISATION OF PERSONAL EXPERIENCE. These are methodologies that aim to put as much as possible in highlighting the previous experience of users. Starting from these experiences we do a job of conceptualization, correction, validation and enhancement, which adds a strong element of motivation to learning.

CONTINUITY between empowerment of Soft Skills and activities (including volunteering or sports ...) in which these Soft Skills are experienced and grow. None of the Soft Skills is acquired theoretically, or following a specific course. The most effective way is to value, reflect on, or encourage situations that have put or can put into play certain skills.



SHARING OBJECTIVES between different actors (training and not). The action to specifically share objectives Soft Skills between different types of operators (trainers, educators, technicians, penitentiary operators), allows to focus the attention of all on specific aspects of the behaviour of the person. It draws on the methodology that is called “educational community”.

INTEGRATED LEARNING. Working on Soft Skills can best be executed by combining it with practical work. In such setting it is easier to assess behaviour. Working on soft skills in a theory room is partly possible, but the best result is achieved in a work-setting.

B FOR BASIC SKILLS TRAINING

ADULT EDUCATION TECHNIQUES. The use of teaching methods that appear too close to school models should be avoided, both because they have often led to failure, and to avoid treating people as ‘non adult’.

DIDACTIC OF THE TASK. In particular for these ‘subjects’ that have a tendency to be interpreted as ‘theoretical’ it is important to link the acquisitions to concrete tasks of reality, to real situations that people might face.

VALORISATION OF PERSONAL EXPERIENCE. Encourage the cooperative construction of knowledge, through social negotiation and the discovery of potential wealth of stimuli and knowledge offered by a community of practice.

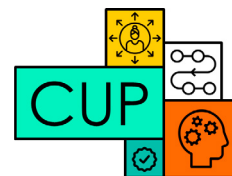
C FOR TECHNICAL SKILLS TRAINING

CASE STUDIES AND SIMULATION. This could mean 3 different kind of approach:

- presenting authentic tasks (contextualize. rather than abstract): the aim is essentially to make the student grasp the direct link between what he learns in training and what he can apply in a situation;
- connect learning situations in classroom more firmly and more directly with learning situations in situation, offering real-world learning environments, based on case rather than on predetermined instructive sequences;
- in some cases where conditions allow it, it is desirable to experiment simulation situations, in which participants can also experiment professional roles, in addition to techniques.

TUTORING. Structuring as much as possible situations in which students can “test themselves” followed by a ‘tutor’ who can intervene to address, correct, explain. This means also personal relationship with trainer.

BALANCING BETWEEN LEARNER AND TEACHER RESPONSABILITY. The detainee is self-responsible, the supervisor / teacher guides where necessary. In the workplaces this method is used and guided by the work masters, in communication with teachers. In the outside world it is important to show self-responsibility. In prison you have to prepare the detainee for his/her life after prison.



4.2 Evaluation tools and approaches

As it happens for the methodologies approach, there are evaluation tools that are some suggested for all kind of training activities, and other that could be used for specific training activity.

At the transversal level we can identify the following areas of evaluation:

LEARNING EVALUATION

The evaluation system provides for the use of a mixed system of assessment tests:

- for skills;
- for knowledge;
- objective (i.e. with items and evaluation criteria. predefined and shared by teachers);
- customized (i.e. open to an adjustment. compared to the characteristics of participants);

Turning to adult target, an essential element is the presence of strong elements of self-assessment (which allow acquisition of awareness of both the shortcomings and the results achieved).

SELF-ASSESSMENT OF THE LEARNING

A strong ability of self-assessment is a fundamental element to prevent the obsolescence of personal skills in a constantly changing world of work. A correct self-assessment, however, takes into consideration not only for personal perceptions, but is also able to compare them with the external evidences (which are, for example, the evaluations from of others on its work);

It is expected that periodically (start, middle and end of the path, and close to the internship):

a. students carry out a self-assessment:

- on the level of competence acquisition as described in the standard profile,
- on the level of mastery of soft skills;

b. Those evaluations are processed with a mathematical model that compares them to the evaluations correspondents expressed by teachers (and/or companies).

Experiences show 3 types of situations: substantial correspondence between the two assessments, or overestimation, or underestimation of perceived skills.

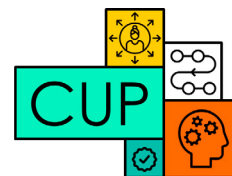
EFFECTIVENESS OF TRAINING

Satisfaction questionnaires aimed at detecting elements of strength and areas of improvement on the courses carried out by verifying different aspects:

1. organisational and logistical aspects
2. teaching and activities carried out
3. transferred/acquired competences

Providing for interviews with:

- teachers and course coordinators;
- prison administration;
- institutions and associations involved in internship or internship simulation.



FOLLOW UP

Assessment measuring the impact of the training course and its effectiveness in terms of medium- and long-term employability:

- provide data collection between job placements and number of qualified people
- provide interviews with employers and prisoners.

Some other evaluation approaches are suggested for specific kind of training.

A FOR SOFT SKILLS TRAINING

GRIDS EVALUATION. Since interventions and results are likely to appear little “objective”, it is necessary to define grids that determine as much as possible the results of behaviours (which are satisfactory and which are not). These grids can guide the observation by several operators (even with different roles), who manage to observe and evaluate a specific aspect of the ability of one person (e.g., ability to listen).

SELF-ASSESSMENT. For this type of intervention the participation to the evaluation by the person him/herself is essential. This must, however, take place through the grids of evaluation above, the meaning and content of which is shared between trainers and trained.

ROLE-PLAY. To create some specific situations can allow you to observe the choices and decisions of participants in the role play, turning it into a starting point for the activity of Soft Skills training.

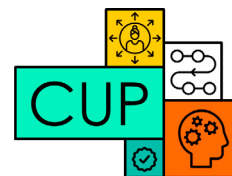
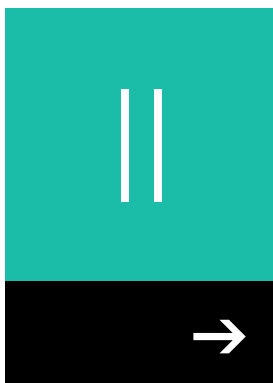
B FOR BASIC SKILLS TRAINING

TRADITIONAL ASSESSMENT TOOLS. Some of these skills can use even traditional evaluation tools (written assignment, oral question, tests, ...). But it's necessary to break away as much as possible from a school model in the sense strict.

INTEGRATED EVALUATION. In some cases it is appropriate to include the evaluation of basic skills in the overall evaluation of a technical task (for example evaluate the report text accompanying a technical product, or the calculation sequence necessary to perform a given job), in order to contextualize as much as possible this kind of training.

C FOR TECHNICAL SKILLS TRAINING

EVALUATION CATEGORIES. It is a question of defining in detail which are the results to be evaluated and what are the different evaluation parameters to judge the quality of the result of a test, a masterpiece, a task also complex.



Best Practices

Italy



The penitentiary context and the final beneficiaries

In Italy, the overall number of convicts was around 61,000 (60,769) on 31st December 2019. 96% are male, 4% are female. One in three is a foreign citizen, mainly from Morocco, Romania, Albania, Tunisia and Nigeria. Most convicts (84.2%) are in the 25-59 age group; 8.6% are 60+ years old, 7.2% are less than 25 years old. Approximately one fifth are close to release (i.e. with less than one year remaining before release). 29,601 are serving the main forms of alternative measures. The ratio of convicts to available places is 120% and the number of convicts per officer is 1.9.

Prison of Turin. The overall number of convicts in the “Lorusso e Cutugno” prison in Turin was around 1,400 (1,422) in early 2020. 91% are male, 9% are female. Nearly half of the males (47%) are foreign citizens. Most convicts (85.9%) are in the 26-64 age group, 10.5% are 18-25 years old, 3.5% are 65+ years old. One in three is close to release (i.e. with less than one year remaining before release). The ratio of convicts to available places is 139% and the number of people serving the main forms of alternative measures (house arrest, probation) is 243.

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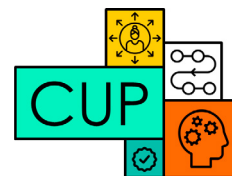
www.cup-project.eu/wp-content/uploads/Infographic-Turin.pdf

BEST PRACTICE L.E.I. (ITALY)

SHORT DESCRIPTION

L.E.I. (Lavoro.Emancipazione.Inclusione), which stands for work, empowerment and inclusion, is a project promoted and supported by the Compagnia di San Paolo Foundation in collaboration with the Lorusso and Cutugno Prison in Turin, Ufficio Pio, the Essereumani Association, the social cooperatives Extraliberi, Impatto Zero and Patchanka, the Casa di Carità Arti e Mestieri Foundation, the Savings Museum and PerMicro of Turin as well as the Emanuela Zancan Foundation. It is aimed at improving the living





conditions of women detainees by offering them opportunities for social and work reintegration both inside and outside prison. It developed from a challenge: how to bring together skills and experiences, while respecting institutional roles and mandates, in order to help the women give meaning to their current detention while also providing them with springboard for a future life-project.

A central role in accompanying the women during the project is played by the **control room**, where the prison (both the treatment and security areas) and all project partners meet to discuss the paths taken by the women, their outcomes and any problems that may have emerged.

This implies a “customisation” of each pathway, where the observations relating to each woman are contextualised in a holistic way, taking into account their unique personal situation. Basically, LEI develops personalised pathways of reflection and analysis. These are not just a sum of different actions but the result of a comprehensive management of the women’s needs and capabilities in order to empower them to take their future into their own hands. Specifically, the approach developed and implemented by the project hinges on two areas of in-depth analysis: a personalised **competence assessment** and periodic **progress monitoring sessions**.

Ample time and space are dedicated in each woman’s personal project patchway to the discovery, and/or rediscovery, of her talents and their personal circumstances. Self-esteem and talents don’t often feature in the stories women tell about themselves, as these are mostly characterised by situations of subordination and a lack of opportunities for self-determination. It is very important to offer women space to reflect on and assess their own competences; to gauge their own achievements and limitations. This helps them realise what value the learning journey they are embarking on will provide to their future life projects. A competences assessment is drawn up for each woman and it is periodically reviewed in the *control room* on the basis of the progress she is making. In parallel to this, project operators constantly monitor the progress made by the women, noting all changes, no matter how small, that show that they are strengthening their professional and relational skills. Quarterly **evaluation meetings** between project operators and staff from the prison administration (both from the treatment and security areas) where observations are openly shared, enable all to get a holistic picture of each woman’s situation. This allows for all to compare the progress made by each woman and jointly discuss any problems they might be having in order to agree common strategies for overcoming these.

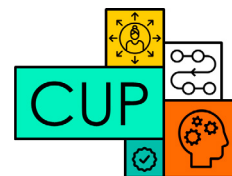
The results achieved by the L.E.I. project, now in its fourth year, highlight the changes and progress made by the women involved, and the development of different paths for their socio-occupational reintegration. The recognition and the enhancement of the skills of women detainees, moreover, are an important starting point for using these skills and competences to the advantage of other women detainees, the broader prison context and the “community” in general, from a **generative welfare** perspective.

LESSON LEARNED



1. For each female to deliver **periodic evaluations** collecting observations and evaluation of the staff involved, in order to have an overall view, defining common items on which to highlight progresses and critical points.
2. To provide adequate time and space to support the woman in her pathway helping. It is important to support her in order to define her **personal development project**, her goals, her critical points and her talents.
3. Keeping an eye on the **woman’s overall life path**, which includes her present in prison but which must also include her future outside prison and the life and relationships that will await her outside.





4. Create a **bridge between the inside and the outside** of prison, by promoting pathways towards release for the female.

This project L.E.I. needs a strong partnership, a strong alliance with the Penitentiary Administration and a dedicated involvement of the security area.

The project finds obstacles in particular due to the complexity of some variables present in some women:

- there are many female that do not have family support and this creates problems to realize any pathway after release;
- many women are foreigners without residence permits and this creates impossibility for any project after release;

many women have addictions that have not been solved and therefore, as soon as they are released from prison, many return to their illegal life.

MATERIAL AVAILABLE



- **Quadrimestral Evaluation Board** (In Italian);
- **Skills Portfolio** (In Italian).

For the request of the material write to claudia.ducange@casadicarita.org

BEST PRACTICE MOBILE BE (ITALY)

SHORT DESCRIPTION



Mobile Be is an Erasmus project finished in August 2020. In this project we developed new methods for offering basic education (literacy, numeracy, IT, etc.) to adults who due to special circumstances of life are not able to attend traditional or existing courses. Specific methods have involved convicts. The elaborated methods are created to answering these specific circumstances of life, try to abandon traditional concepts how learning is organized, are flexible in time and space and in the tools used for teaching and pay special attention to motivating learners. In specific the method elaborated for prisoners is "A new approach to strengthening communication skills and responsible citizenship of convicts in prison".

The innovative elements to this practices are:

- The pedagogical concept developed directly in answer to needs of people in the penitentiary system, based on years of experience, but never implemented in that proper way.
- Focus to strengthening and development of communication skills. That's based on the experience that inadequate communication skills are part of the obvious difficulties people had in life that brought them into prison as criminal convicts. In our understanding, communication skills include techniques of conflict mediation and development of assertive behaviour.
- Further emphasis has been given to the recognition of previous formal and informal learning, to





giving value to what constitutes the person, and to his or her role in civil society beyond the crime committed and the state of deprivation of liberty.

- The learning unit about environmental responsibility (focusing on questions of sustainable consumerism) connects to, and extends, the issue of civil liability which is permanently present within the penitentiary institution.
- The simultaneous presence of two trainers at any time allowed for continuous reinforcement, support and motivation. Topics were introduced through frontal lessons but then quickly transferred into practical exercises.
- To bring credible testimonials into the group, i.e. persons ideally from outside the penitentiary system with life experience different from the convicts'. We invited people such as social workers from organisations offering support to prisoners and ex-prisoners. The core idea here is that it is important to open up the horizon of prisoners to a world beyond prison walls (and beyond the classroom). These testimonials also served as interviewees for our Interview exercises, thus giving participants the opportunity to train their communication skills with true strangers, and to practice the use of formal language.

The course was planned to last 40 hours. 36 of them were spent on activities in three areas:

- Communication skills (12 hours),
- Civil responsibility (12 hours),
- Making use of guidance (12 hours) – activities to raise awareness of social services available to prisoners and ex-prisoners.

Activities spent on the three areas were designed to serve also as training opportunity for literacy, numeracy and ICT (horizontal skills).

At the end of the course there was a final test (4 hours) that allowed to assess the personal progress made by each student. The test consisted of a number of activities centred around conducting an interview with an external person (testimonial), concretely with staff from social services relevant for prisoners and ex-prisoners.

LESSON LEARNED



Special Difficulties

A general difficulty with courses provided in prison is that getting access for externals is, although not completely impossible, extremely complicated and time-consuming. We did not succeed to get permission for all external experts we planned to invite, and interviewing them via video conference was also not possible due to limited access to internet (limited availability of the computer classroom).

Special Advantages

First, an important starting point for the participants to become a team. Second, it also helps promote the perception of the entirety of one's person, giving dignity back to participants who otherwise got accustomed to being seen solely in the light of their committed crime.

Our method also gives participants a chance to get into closer contact with a social setting different from prison. This is particularly important and useful for foreigners, as they often do have little to zero experience with life in Italy.

Addressing the topic of communication allowed us also to reflect also on conflict mediation, which is particularly important with regard to the behavioural characteristics of some criminal convicts.

Last but not the least, participants' active involvement in the various steps of preparation, organisation and conduct of the interview helped mobilize personal resources for achieving a common goal.





MATERIAL AVAILABLE



Teaching materials we used were mostly self-produced. They include:

- a form for collecting data on the individual participants, including their origin, and their skills level;
- material prepared for warm-up activities to motivate and reinforce positive interaction within the group;
- presentation slides and worksheets about key topics discussed in class, for example about forms of communication, social skills, literacy and numeracy, use of guidance, types of interviews, and types of interaction in a group;
- materials for role play and simulation to deepen communication and social skills;
- tests to evaluate literacy, numeracy, and soft skills.

All the documents are in Italian.

Greece



The penitentiary context and the final beneficiaries

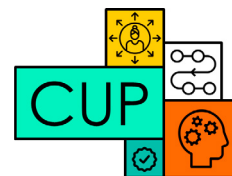
In Greece, the overall number of convicts was around 10.000 in 2018. 94% are males, 6% females. More than half (53%) were foreign citizens, mainly from Countries outside the EU.

One in three (33%) was a pre-trial detainee. Overall, 664 prisoners were serving sentences of less than five years, while 993 were serving life sentences. In 2015, two-thirds of them were in the 30-59 age group. The ratio of convicts to available places is 122 % and the number of people serving the main forms of alternative measures in 2018 (house arrest, probation) is 15.706.

Juvenile prison of Avlona. *This is a special detention facility for young detainees aged 18 to 21. Older detainees remain here (until the age of 25) in exceptional cases, if there are reasons related to their education and vocational training.*

The overall number of detainees was over 200 (213) in early 2020. Most detainees (96.2%) are in the 18-25 age group. All of them are males (100%), more than half (56%) are foreign citizens. Nearly half (45%) have only achieved primary education. Nearly half of them (44%) are pre-trial detainees. 4 detainees are close to release (less than one year remaining). The ratio of convicts to available places is 104%.

Prison of Eleona, Thiva. *The overall number of detainees in the Female Prison of Eleona, Thiva was 355 in early 2020. All of them are females. Most of them (86%) belong to the 22-55 age group. Nearly three-quarters of detainees (72%) have Greek citizenship, more than a quarter (28%) are foreign citizens. 3%*



are pre-trial detainees, while 97% are sentenced detainees. In 2019, 3 detainees served the remaining part of their sentence in house confinement, 17 converted the original sentence into community service. The ratio of convicts to available places is 89%.

Prison of Halkida. The overall number of detainees in the prison of Halkida is around 200. All of them are males. Nearly two-thirds (65%) are domestic citizens, more than a third are foreign citizens. Almost two thirds of detainees are in the 26-55 age group. The ratio of convicts to available places is 161%.

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BEST PRACTICE AVLONA (GREECE)

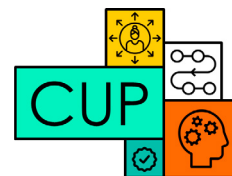
SHORT DESCRIPTION

Arts- based interventions and arts education have been acknowledged as practices with a positive effect inside prisons, since they were first implemented, mainly in European and American prisons, a few decades ago. Since then, a significant number of arts-related programs and interventions are taking place in prisons throughout most of the world, aiming to assist people who have offended to turn their lives around.

However, as the field of prison arts education in Greece is relatively new, with a few practitioners recently entering it with the best of intentions but different approaches, it is important to define the characteristics that shape the drama in education practices under examination here. The particular practices are influenced by the ideas of Paulo Freire on how education can promote critical thinking and lasting transformations in a group where teacher and students all learn together and value each and everyone's' existing knowledge, while they research and discover new facts. They have also been following the methods described by Augusto Boal, the successor of Paulo Freire in the field of theatre and drama education, according to whom theatre gives the opportunity to people under oppression to acquire voice (Boal 1998:195), to express themselves, to try solutions to real problems, to invent possibilities for meaningful change, to be trained for real action. Part of my practice in the two Young Offenders' Prisons in Volos, where I live and work, included the participation of a group of students from the University of Thessaly, mainly prospective teachers, who attended all the sessions and participated in equal terms with the young prisoners. The idea of a mixed group of prisoners and students, working together towards common goals of inclusion, team building, promotion of social skills, citizenship and critical thinking is one that interests me deeply and shapes my practice, however, not every time I plan a workshop in prisons am I able to include students. In any case, the basic elements that affect the structure of my practice are the following.

The sessions involve exercises for warm up, trust building, body expression and individual or group improvisations. Most of the improvisation exercises are designed and conducted following the principles of forum theatre; a method that 'transforms the spectator into the protagonist of the theatrical action and, by this transformation, tries to encourage change rather than contenting ourselves with merely interpreting a reality (Boal 1992:253). In practice, improvisations encourage intervention by the actors who are watching at any time, asking 'why' questions, discovering alternative outcomes, negotiating results and discussing at the end of each session about the emerging topics and the participants' thoughts and emotions. One of my primary goals therefore, is to facilitate a space for dialogue and





creative interplay amongst the participants, educators and external members (pedagogy students in particular). In these cases, it is of great interest to encourage and observe the 'common space' that is developing amongst participants, where all are equal, and through this common agreement they can learn from each other, work together towards a common goal and practice inclusion and mutual respect as conditions they will need to move forwards.

LESSON LEARNED



Arts interventions and education programmes in prisons are very hard to evaluate (Anderson et al. 2011), since, most of the gains cannot be verified through i.e. a standardized test. However, and since I consider myself a researcher as well as a practitioner, I am always trying to find ways to acquire a view on the participants experience, whether it is important and meaningful for them, whether it is fruitful and how it makes them feel. Through my observation, open-end discussions with the participants, one – to – one or focus groups conversations and brainstorming sessions, I can present the following notes, often in agreement with well known scholars and researchers I have been studying. Firstly, engagement in arts projects can expand the participants' skills, promote team and group work and therefore peer support, and encourage participation in other forms of learning (McNeil et al. 2011) and help construct a new identity, that of a learner, which is rather significant if one considers the negative educational experiences most of the participants have had in the past. A sense of belonging can also be restored, and positive relationships with peers, officers, workers can be established. Moreover, and especially in the mixed groups, participants become more open to one another, as they become able to challenge and disrupt negative identities and develop new identities as artists or performers. The participatory process improves confidence in individuals' relationships, helps them recognize their strengths and positive potential and increases appetite for future learning as well as a sense of reward (Hurry et. al 2013) and effort worth making. It also promotes empathy and mutual understanding, helps built self-esteem and the ability to use effective strategies to avoid trouble' (Anderson et al. 2011), encourages participants to gain ownership of their project and develop a sense of responsibility while taking credit and celebrating group work, artistic expression and a sense of a supportive community.

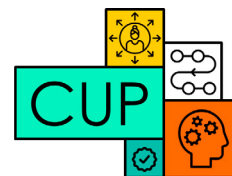
All the above positive effects of drama education would be facilitated if we, educators, were able to run our projects on a more stable, consistent basis. Training for everyone involved in education in prisons should be provided and officers and staff should be encouraged to support such attempts. There is a need for appropriate classrooms, education material and facilities, as well as a need to provide motivation for people who have offended, to join such classes and benefit from them.

Maria Karazanou, drama educator, PhD candidate in Arts in Prison education, University of Thessaly.

MATERIAL AVAILABLE



The link below is a documentary in English about the work done in the Greek Prisons.
remarkablepeople.gr/film/the-return



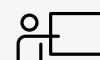
BEST PRACTICE AMFISSA (GREECE)

SHORT DESCRIPTION



Having the opportunity to be the educator of the Greek Language in Detention Premises of Amfissa, I should describe – from my point of view – the best practices in methodological approaches. First of all, it is necessary to inform detainees that lessons are one of their rights, not a punishment, then the implementation of experiential learning model would be the best practice method to prison education. That means, detainees – students are the focus of the course, not the educator or the lesson. The role of the educators should be clarified, we are there not to demonstrate our knowledge, but with purpose to underline their educational needs, to teach them how to think and learn them to learn. Therefore, a way to approach Greek language, for example, is to analyze Greek songs and poems. I gave them the chance to do projects, based on Greek books and thus they observed grammar and syntactic rules they had been taught. The prison education demands trainers who will be capable to reinforce collaboration, communication and teamwork between prisoners-students. Furthermore, the story telling would be a methodological approach to keep trainees occupied. Last but not least, the role-playing is a technique that allows students to interact. They may be given specific instructions on how to act or what to say, as a professor in a university or teacher in school, for example, or required to act and react in their own way, depending on the requirements of the exercise. I believe firmly that prison and training courses would be effective!

LESSON LEARNED



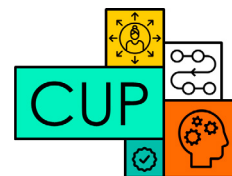
The implementation of this course learned me that where there is a will, there is a way! It was a grid of goodwill and volunteering between the educator, the prisoners – students, the social service and the whole staff. We did the effort to the best of our abilities to face obstacles. At first, we had to form the visiting room as a classroom because the prison of Amfissa doesn't provide premises for educational purpose. This area meticulously was cleaned by cleaning crews of prisoners. After sociologist's request to local church for donation, we had a whiteboard and markers. An other issue, however, was the communication code that we should use for the lesson. Group diversity didn't allow a common code of communication because there were cases where prisoners didn't know the Greek or the English language. Then, the contribution of penitentiary agency was fundamental to face these barriers. When someone of the staff knew the native language of a detainee, he could translate the conversation, so the lesson was going on. The greater challenge for me was to manage not only the different level of student's knowledge, but also to combine different technical skills for every student's perception, as a student is unique! As a consequence, I used encouragement and reward as educational tools. Encouragement and support was praise for effort, for example, when I saw a prisoner was trying hard, I praised and encouraged him to continue his effort. At the same time, I rewarded distinguished pupils to collaborate with their co – inmates and help them with their exercises in the classroom or in the cell.

All above problems were overcome one by one with a combination of willing and careful planning!

MATERIAL AVAILABLE



- Participants self report: "Amfissa prison-Language lesson-last day evaluation.pdf";
- Photos of the graduation day (4).



Cyprus



The penitentiary context and the final beneficiaries

In Cyprus, recidivism (reoffending) only accounts for around 10-15% of a prison population of over 800 (in early 2020). 95% are males, 5% females. 40% of convicts have foreign citizenship. Nearly 7% of convicts are less than 21 years old. More than one in three is in a pre-trial legal status. The average recidivism rate is 10-12%. The ratio of convicts to available places is 161%.

www.cup-project.eu/wp-content/uploads/Infographic-Cyprus-EN-Final.pdf

BEST PRACTICE EMPOWER LEARNING MODELS IN PRISON (ELMIP) (CYPRUS)

SHORT DESCRIPTION



The Empower Learning Models In Prison (ELMIP) is a prevention program aiming at the smooth integration of inmates into society. ELMIP is based on the theories and research evidences of desistance. At the same time, it also targeted the training of prison staff in order to imply restoration approaches.

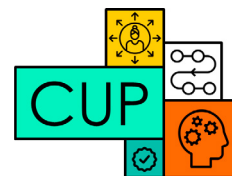
The implementation of inmates' program aims at strengthening the basic and soft skills, in order to improve their life during imprisonment and to maintain these skills after their release, for their smooth reintegration into family, society and labor market. Additionally, to foster citizenship skills, to enhance their employment potentials, to establish values and beliefs of mainstream institutions. Inmates' program includes the following topics:

- a. Empowering processes (Self-concept, Self-esteem, Stress management, Conflict management);
- b. Recognizing and dealing with emotions (Empathy, Identification of anger, Anger management, Empowerment of emotional resilience);
- c. Developing basic literacy skills and competences (Language literacy, Numeracy, Digitals skills, Budgeting);
- d. Integration into society for avoiding recidivism (Developing a work profile, Curriculum Vitae and recommendations, Verbal and no-verbal communication, job-search, interview);
- e. Enhancing active citizenship values (Team building, team rules, Multiculturalism, Human rights;
- f. Social diversity and multiculturalism (Intercultural skills, Religions and stereotypes).

Within an ecological preventing approach, ELMIP not only targets inmates, but it also aims to change the prison environment by fostering competences to prison staff.

The implementation of the program to prison staff aims in training them to acquire skills and competences in order to treat inmates with acceptance, fairness and safety, to build good interpersonal relationships with inmates and to take into account the human rights and multiculturalism. In addition, to improve their knowledge regarding identifying, assessing and remedying radicalized behaviors and to imply rehabilitation and reintegration approaches. The nine modules taught to the prison staff were the following:





1. Team building and introduction to definitions
2. Identity, stereotypes and prejudice
3. Migration, xenophobia and racism
4. Human rights, correction and protective context
5. Emotional intelligence and empowering process
6. Development of communication and mentoring skills
7. Aggressive radicalism and prison context
8. Evaluation and management of dangerous situations
9. Reintegration

The workshops for both inmates developed by the use of innovative pedagogical procedures that go beyond traditional modes of training. These involved interactive activities, role-play, group work, discussions, interactive games, relaxation techniques, self-reflect narratives and art techniques, ect.

LESSON LEARNED

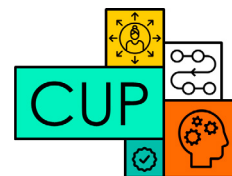


Generally, the program was acclaimed as one of the most favorite and successful amongst inmates and prison staff. Inmates' evaluation is concerned on: the knowledge, skills both basic and soft, and values that they learned from ELMIP program. They also mentioned that they liked the methodology of the program. Inmates worked in mixed groups (gender and nationality), they were spending their time in a useful way, the instructors showed interest for them and the time during the workshops was pleasant.

Prison staff evaluation is concerned on: the knowledge, the skills as well as the importance of the role in inmates' desistance progress. They also mentioned personal gains from co-operation, discussions and pleasant activities with the co-prison staff and stimulating instructors.

It is important to mentioned that both prison staff and inmates worried about the future of inmates when they would release. They stated that there is no official support and they highlighted the need for an institution that will offer support to ex-inmates during the very sensitive period after prison release. Concerning the obstacles/barriers/systemic restrictions that ELMIP program faced and the actions that we undertook to overcome them are as follow:

- All inmates were given the opportunity to apply to take part in the ELMIP program. Two groups of inmates were created. In Group A, the range of participation varied between 4 to 20 participants, with the mean of attendance to be $M = 14.5$. In Group B the range of participation varied between 8 to 38 participants, with the mean of attendance to be $M = 19.2$. This variation in attendance happened because at the same time of the program implementation other obligations of the inmates occurred (e.g., family visits, doctor or lawyer appointments).
- The Program was designed to be longitudinal in nature (i.e. we expected the same group of participants to be from the start to the end of the program) so that within-person comparisons could be made. The participants in the beginning of the program were in their large majority different than the participants in the end of the program. This could have happened for a number of reasons, for instance, some of the participants were released or moved to open prison before the end of the duration of the educational program, and therefore did not follow the program through its end. In the same way, some other people joined the program later on.
- As there is not any action to take to eliminate the problem of participation, at least the program offered in a very high quality. Instructors had expertise to the relevant topics and were assisted by psychology students, who helped the instructors in the workshops. Any new inmate who joined the program was welcomed and updated, so to feel part of the group.



The Netherlands



The penitentiary context and the final beneficiaries

In The Netherlands, crime has been decreasing since 2004 with the recidivism rate declining for over a decade (now close to 40%). Overall, around 36,000 detainees (36,278) were admitted in 2018. On average, around 11,000 people were in detention on any single day of the year. 95% were male. More than half (57.5%) were domestic citizens, 42.5% were foreign citizens (including Caribbean Netherlands). It can be estimated (based on data on around 9,500 convicts) that 30% are less than 30 years old, two-thirds (66%) are 30–59 years old, 4% are 60+ years old.

It can be estimated that nearly a third (31%) are in remand centres (pre-trial or serving short-term sentences). Adult inmates are detained for an average of 110 days.

PI Vught Prison. *The overall number of detainees in PI Vught is over 700 (724). The vast majority of them are males (99%). Most of them (85%) are domestic citizens. More than three quarters are in the 26–55 age group, 14.1% are less than 26 years old, 8.3% are 56–64 years old, 2.1% are 65+ years old. More than a third (37%) are in a remand (pre-trial) status. 269 convicts are close to release (one year remaining). The ratio of convicts to available places is 96%.*

www.cup-project.eu/wp-content/uploads/Infographic-Netherlands-EN-3-2020.pdf

BEST PRACTICE WELDING PI VUGHT (THE NETHERLANDS)

SHORT DESCRIPTION

Vision

Working on reintegration through a person-oriented approach is the starting point for the content of education and vocational training. Education contributes to increasing the chances of finding work and does this as much as possible in collaboration with all disciplines. The emphasis will be on collaboration with labor, case managers, mentors, chain partners and trainer KVV (Kies Voor Verandering, now training Aan de bak). D&R processes are taken into account.

Each student has his or her own education plan as part of the detention plan. The plans focus on the demands and questions that are asked in society, activating the inmate to work on his reintegration.

Target

- Detainee completes training during his detention that he started outside,
- Detainee starts training and completes it after detention,
- Detainee starts training during detention and completes it indoors with a diploma or certificate,





- Detainee is working on his personal development,
- Detainee obtains a certificate or partial certificate,
- Detainee builds up a portfolio and develops an experience profile.

Education focuses on the following areas:

- Basic education,
- Follow-up and professional training,
- Practical training,
- Return activities,
- Self-study / distance learning.

WELDING

Job processing

- Can interpret the work order (or assignment, drawing) and prepare / prepare the correct materials and resources (tools / equipment);
- Can read technical drawings and diagrams;
- Prepares his work according to work instructions, drawings, applicable quality standards and rules of health, safety and environment;
- Can choose the right equipment / machines / tools and adjust them to specifications, quality and required sizes;
- Can calculate the required amount of materials and the metrage, so that waste of materials is prevented;
- Chooses the correct welding method and sequence and can argue that;
- Can prepare the welds;
- Makes a test piece and checks for quality and dimensions (adjusts the equipment if necessary);
- Measures and checks his own work in the meantime and at the end with the help of measuring tools and records the measurement results.

Skill

- Can operate all common machines and devices in a safe and efficient manner;
- Masters all occurring actions and techniques at the set work rate;
- Circle: apply welding edges, apply welding parameters, perform connection techniques, perform separation techniques, tack welding, welding;
- Manually and machine processes and deforms smoothly, accurately and precisely according to drawings and shows technical insight when operating machines;
- Handles the prescribed welding consumables, welding sequence and (auxiliary) tools and welds the parts according to the welding method description (LMB);
- Weld at a rate that he reaches the agreed productivity level in one go and does the job well in one go;
- Can finish the weld joints by sanding, filing, grinding, burrs.

Complete

- Can assess whether residual products are still usable;
- Cleans equipment and workplace after use and cleans up; effectively uses the right (cleaning) means to clean the products and its workplace;
- Stores products and equipment carefully, avoiding loss of quality;
- Logs out the work on its own and reports results and details, and if necessary fills in the logbook and the welding forms.





LESSON LEARNED



- More uniformity in the area of education in the branches, without becoming a straightjacket. Individual customization remains necessary.
- Basic education can be followed by every prisoner and is laid down in the Detention & Reintegration Plan. Follow-up training can only be followed after an approved D&R plan by the MDO.
- If necessary and there is no other option, education can be taken during working hours.
- The prisoner also receives compensation if he attends education during working hours and cannot make up the working hours at any other time. In addition, he also learns in his own time.
- National licenses have been purchased for the subjects that fall under basic education. These licenses are expected to be used.
- Education should primarily be linked to increasing the opportunities in the labor market and further reintegration.

MATERIAL AVAILABLE



The prisoner as an employee: Ex-Made. Ex-Made is the method by which the prison system prepares and mediates inmates to a workplace outside the prison walls. In addition to work experience at accredited training company In-Made, detainees can obtain recognized professional diplomas and certificates at the In-Made Practice School sector.

For more information: www.in-made.nl

For general information about prisons in the Netherlands: www.dji.nl

BEST PRACTICE RUGBY REINTEGRATION PROGRAM (THE NETHERLANDS)

SHORT DESCRIPTION



Reason

Following a successful Rugby Clinic on September 25, 2019, Bart Viguurs (COMMITT3D) and Bart van de Zande (Work Motive Job Coaching) described a proposal with the aim of using Rugby training in prison as a mean of reintegration.

Rugby as a mean and powerful metaphor for personal development: "You really make contact with rugby". Rugby is a team sport pur sang. Into the sport teamwork brings out the best in people in that regard.

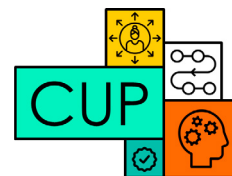
With different qualities to achieve a performance together. "Discovering yourself, the team above the individual, and friendship above the team".

You take these lessons with you on a daily basis live and cherish your value for the rest of your life.

Rugby with its physical elements does not only provide insight into exploring your boundaries but also a nice metaphor as in life with trial and error.

Something that the target group within the prison knows better than anyone else. Falling is not bad, but how do you stand again up and do you come back stronger? With rugby we offer insights and





(literally) a physical one challenge to learn to collect.

During the training we work with the core values of Rugby: Trust, perseverance, discipline, stamina and teamwork. The core values mixed with the practical insights contribute to the participants in self-knowledge and insight into qualities of how to use this effectively and successfully as person and in collaboration with others.

The program is a 13-week partnership with the following goals:

- participants have an individual reintegration plan (who am I, what do I want and what can I). A handle for the participant at the time of re-entry the society;
- participants are able to recognize and acknowledge their own behaviour DISCmethod;
- participants have an understanding of how they can work more effectively with others;
- participants are able to participate at the end of the program in a Rugby match.

The following side effects are expected to be realized;

- better relations between staff and prisoners (participants);
- better mutual relations between prisoners;
- internal training of sports teachers involved in the project.

Method

For 13 weeks there are weekly meetings on the grounds of prison Vught. Rugby training is given under the guidance of Bart Viguurs to both participants and supervisors. These trainings are used as a metaphor used for life outside of the prison and especially in a work situation.

Six themes are important: self-knowledge, confidence, perseverance, discipline, stamina and teamwork.

Melba

Concerning the reintegration possibilities are used, among other things the MELBA system in which there is a capacity profile of the participants drawn up on the basis of 29 characteristics.

With Melba, the possibilities of a person and the requirements of a position are analysed and recorded. Capacities of the person are decisive. But also knowledge of the requirements for a (new) position the person argues! To see whether a workplace offers long-term prospects. Or to determine whether it is still possible to return to an old job after failure. Or which one guidance and / or which workplace adjustments are required.

Melba is suitable for use in Disability Management, Vocational Rehabilitation, personnel selection, labor (re) integration and sustainable employability in the broadest sense of the word. Melba has been used in the Netherlands for 15 years now. On the basis of these profiles we search for suitable options on the moment when participants can "go outside".

DISC

Concerning behaviour we use the DISC method; self-knowledge in behaviour is essential on the road to positive change. Therefore during the program there is a lot of feedback on the behaviour of the participants. The coat rack that we use for this is DISC.

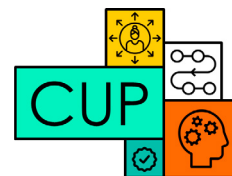
DISC stands for Dominant, Influence, Stable and Conscientious and is a model with the behavioural styles that predict your attitude towards others and your daily behaviour.

The DISC method therefore provides insight into our preferences in behaviour and communication. It is the personal style, our specific way of doing things and provides insight into our unconscious drives and underlying needs.

We believe that the foundation for success lies in self-understanding, in understanding others and in being aware of the impact of your behaviour on the collaboration.

By using the DISC method you gain insight into the preferences for communication, responding and acting. Especially when under pressure, this has a lot of influence on our behaviour. By gaining more self-insight you can become more aware influence what gives and costs you energy.





In general the program can be characterized as “Take back control of your life”. 3 phases:

Restore:

- Rugby training inside the prison
- Set individual goals
- Skills for education and work
- Intensive mental program

Rebuild:

- Evaluate individual goals
- Intensive personal guidance
- Preparation for reintegration
- Back to school or work after detention

Restart

- Back to school
- Job or working experience place

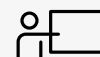
Collaboration with sports teachers

The program is a partnership with the sports teachers. Before and after training there is a briefing / evaluation of the training. From this we achieve learning goals. Before training and during the week between workouts. Our preference would go out for a second workout facilitated by the sports teachers, based on the learning objectives of the week in question. During the program there is the possibility to add guest lecturers during a training next to the 3 permanent sports teachers.

Collaboration with sports teachers

Within the program or potential follow-up of the program outside the walls we look for an effective collaboration with the TurnOver Foundation.

LESSON LEARNED



The Rugby training is still in an experimental stage. A rugby clinic has been organized in September 2019, with the participation of staff members of the prison and prisoners. This tournament was a big success and all involved persons are ready to start the 13 weeks program. Unfortunately COVID19 forms an obstacle to start. Not clear is when we really can start with the Rugby training, because COVID19 is still not over (situation February 2021).

MATERIAL AVAILABLE



More information about the Rugby training can be found on the following websites:

www.turn-over.nl
www.committ3d.nl

More information about DISC can be found on the website: www.ttisuccessinsights.nl

More information about Melba can be found on the website: www.melba.nl

Five basic condition for sucesful reintegration

There are five basic conditions that are essential for successful reintegration. Prisoners make every effort during detention to get these basic conditions in order. Support for the prisoners' social network is of great importance in this respect.

ID PROOF. A valid proof of identity is indispensable to arrange affairs with (government) authorities. During detention, proof of ID can be requested.

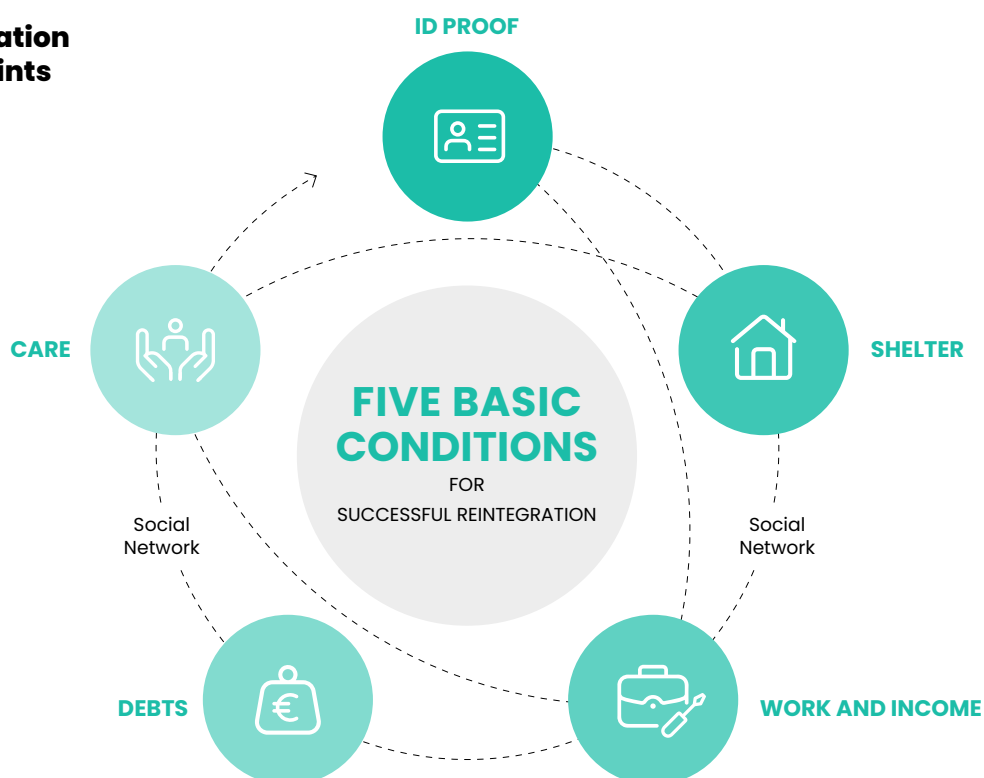
SHELTER. During detention, inmates can already start looking for accommodation or make an effort to preserve the existing home.

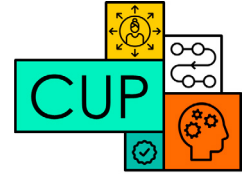
WORK AND INCOME. Having a job and some form of income contributes to a crime-free existence.

DEBTS. Seventy percent of the prisoners are in debt and find it difficult to handle money. During detention a start can be made with the debt approach.

CARE. The aim is - where possible - to continue existing and ongoing care programs. Compulsory health insurance is also considered.

Reintegration Focus Points





General framework

Introduction

The general framework is designed for professionals (guidance counsellors, counsellors, trainers etc.) committed to working with convicts to strengthen the social and work inclusion process.

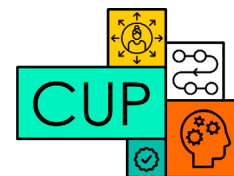
This document is the result of the study, comparison and in-depth analysis of each project partner's experiences and guidelines. Much of the content presented is the result of specific research and fieldwork carried out in the preliminary phase, which can be referred to for more in-depth analysis. Many elements are collected during and after the pilot activities delivered in the prisons involved in the project.

This document is part of the Skills development Blueprint.

It must be combined with:

- **The preliminary survey and recommendations report:** used to require each partner to collect the information necessary for the development of the Skills Developer Blueprint, as well as to offer and share the first phase of CUP's "Make the Case" Advocacy Toolkit;
- **The design tools for module:** operative tool to design learning modules for each prison context;
- **The compendium of the specific modules:** the collection of the new modules and experiences collected within the pilot.

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



The Blueprint: framework analysis and recommendations

1.1 Specific aspects of training in prison

Training in prison requires specific and distinctive approaches and measures that must be known and adopted. A series of basic steps were identified from the Preliminary Survey and the Focus Groups conducted in each country, these describe how to implement a training course in prison in terms of sustainability and feasibility:

SECURITY

Priority for the prison, therefore all activities planned inside it must comply with the required security standards, which affect the operators involved, the beneficiaries, the planned activities and the movement of prisoners allowed to go to the training sites.

CO-DESIGN AND CO-MANAGEMENT MEETINGS INSIDE THE PRISON

Fundamental to encourage the uptake of training courses in a complex prison system. It is essential that different prison departments (management, security and educational-social functions) actively participate in these meetings, as well as other operators in the institute.

SWOT ANALYSIS AND FEASIBILITY STUDIES

The implementation of a training course requires careful **swot analysis and feasibility studies**, in which strengths, weaknesses, opportunities and threats in the institutions are analysed. Particular attention should be paid to the space available for training, the availability of workshops and the ease with which they can be accessed by the inmate population; the problems of overcrowding in many prisons and the pandemic have made many previously used spaces unsuitable for training.

THE PLANNING OF TRAINING COURSES

It must fit with the prison's timetable, which indicates the times and periods when courses can take place.

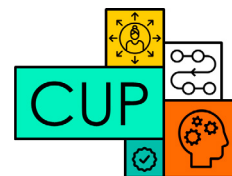
TYPE OF INMATES

The proposed courses must respond to the **type of inmates present in the institution** and their needs while taking their legal position, type and length of sentence into account.

The education level of the participants is generally very low, with widespread cases of illiteracy; in particular, there is a lack of ICT and digital literacy which leads to further disadvantage and social exclusion.

The family and social background is generally fragile and not very meaningful, in particular among foreigners who often don't have any significant ties outside the penal institute.





The life experiences have been characterised by **many failures** which undermine their self-esteem and commitment.

The very high presence of **foreigners highlights a difficulty in L2 language skills**.

Prisoners can't always count on a family network to support them during their sentence and to welcome them out when their sentence is over.

TYPE OF INMATES

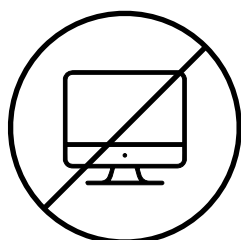
Many inmates have **learning disabilities** that were not diagnosed during their time at school and this creates difficulties in learning and attention spans.

The **high percentage of drug users and patients with mental health problems** also significantly affects any educational/ training efforts in prison.

Work experience is often fragmented and unskilled.

These aspects have been analysed and examined when planning modules to enhance the employability of prisoners.

In addition to these elements, two important aspects must be taken into account that can influence the effectiveness of the planned educational activity:

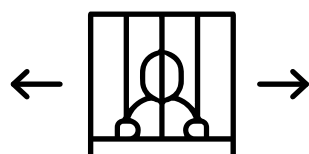


TECHNOLOGY GAP

There is low investment in digital equipment and technology in prisons. Digital technologies are not widespread in didactical activities.

This is partly due to internal security problems (the use of the Internet is often difficult to monitor) and also to economic issues which make educational investment difficult.

However, the Covid period brought about an acceleration in prison modernisation processes, although in some cases, the insufficient availability of IT solutions led to a suspension of training activities.



HIGH MOBILITY RATES OF PRISONERS

A recurring issue is the transfer of prisoners from one institution to another, both in response to overcrowding in some institutions and security reasons.

In many cases, the mobility of prisoners does not take into account whether the transferred prisoner is a student in a training programme or any consequences may arise from the interruption of the course. After being transferred, inmates often do not have the opportunity to resume their training programme because the courses offered are different in each institution, and enrolment times are usually limited to specific periods of the year.

Therefore, there is a risk of not guaranteeing educational continuity, resulting in a waste of the invested educational capital.



1.2 The recommendations

We have analysed some specific aspects that define the characteristics of training programmes in prisons. Using these, along with feedback collected from the partners' discussions, we created a series of recommendations that we intend to use as guidelines for the implementation of training modules to enhance employability.

These recommendations sono state successivamente applicate nelle diverse sperimentazioni e oggetto di successiva valutazione e considerazione.

The recommendations refer to two areas of activity:

1. the planning and organisational framework
2. the methodological framework

THE PLANNING AND ORGANISATIONAL FRAMEWORK

The planning and organisational framework that emerged from the partnership can be summarised as follows:

- Design courses that correspond (fully or even partially) to the **standard qualifications** in their own country, to facilitate the formal recognition of the completed course; naturally, the training standards must include courses and qualifications that exist and are recognised outside prison.
- **Involvement of different parties working in various capacities in the prison:** it was highlighted that the active involvement of the prison administration in its various functions (management, security, educational area and also prison staff) is fundamental; it is also important to involve other agencies operating in the prison, such as training-education agencies, employment service agencies, cooperatives and companies carrying out educational activities, voluntary associations, local authorities in the area where the institution is located and also the final beneficiaries, to understand their real needs and interests.
- The design of a training course must start with an analysis of the **prison needs** (types of inmates, professional vocations expressed, the type of premises and workshops available, specific projects that can determine priority lines of action), **the economic context** inside and outside the prison (what are the needs in terms of job demand? What job opportunities are possible? What levels of specialisation are expected?).
- The design of a training course **must explain the expected long-term benefits** for the final beneficiaries, the prison administration, the economic system inside and outside prison, civil society, and **encourage the communication and distribution of these benefits both before and after, reporting the achieved results.**
- **To anticipate and prevent any risks** that might make it difficult to carry out courses, using preventive agreements and shared strategies. In particular, there are risks related to the conflict between the course and security requirements, structural, organisational and time constraints in the organisation of the course, the risk of transferring inmates from one institution to another, the involvement of inmates who do not fully accept the training on offer.

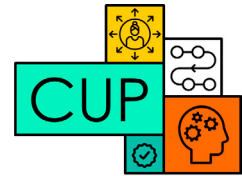


- In response to the widespread IT and technology gap in prisons, it is recommended that an agreement is reached with the prison administration about which IT tools and **digital technologies can be used**, to exploit the potential of internet and distance learning which is necessary when in-prison activities are suspended.
- To prevent the risk of prisoners being transferred, it is advisable to reach an agreement with the prison administration to create a list of trainee prisoners 'protected' from transfer processes while attending the course.

THE METHODOLOGICAL FRAMEWORK

The methodological framework that emerged from the partnership can be summarised as follows:

- **Training as a vital element of an open system:** to involve all the prison functions in promoting a common agreement about the value of training as an essential tool and service for the prison itself (and not a disruptive element).
- **Training broadens horizons:** consider that all training courses must be "future-oriented", as well as the course delivery, the value of the project for the future reintegration of the trainee should be taken into account, in line with the principle of the 5 basic conditions: ID, Housing, Work and Income, Debt and Care.
- **Training focuses the mind:** it is necessary to consider any "personal" issues that may have a strong impact (in a positive sense – increasing the level of interest and involvement or in a negative sense – to the point of completely diverting the participant's attention) on participation in the course.
- **Training helps to promote transformation:** it is necessary to devote resources and energy to the empowerment of the person, in order to encourage the full transformation of the prisoners.
- **Training helps the citizenship processes:** to provide a broad vision that involves the psycho-social aspects of the person; it is important to provide activities that encourage shared universal values (honesty, solidarity, individual freedom and mutual respect etc.), helping build Generative Welfare that can improve the quality of personal life both inside and outside the prison.
- **Training is a mix:** training courses are designed as a mix of soft, technical and basic skills: **only in this way can professional growth be accompanied by a change in personal identity.**
- **Training promotes the value of diversity:** any cultural or religious aspects in the class group should be considered as a vital element to encourage more effective, customised and motivating courses for everyone.



The IO2 methodological framework

In the previous sections, we looked at the preliminary analysis and suggested recommendations for developing an in-prison training project designed to enhance the employability of prisoners.

Once the first part has been developed, we need to look at designing a course that is effective and meets its objectives, paying particular attention to the underlying methodological framework.

The methodological approach outlines the pedagogical and educational methods chosen to achieve the set objectives, in line with the established values. The approaches should take any specific features of the target group, desired learning outcomes as well as logistical, organisational and time considerations into account.

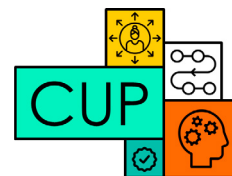
The methodological framework should address the following issues to achieve the objectives and be consistent with the established values and the logistical, organisational and time considerations:

SUPPORTING PRISONERS INVOLVED IN TRAINING PROGRAMMES

- **The selection process is very important.** It helps to identify people who have the prerequisites to participate in a training course satisfactorily and effectively, reducing the risk of drop-out, failure and frustration. It's important to evaluate, for instance, motivation, previous skills acquired (are the skills possessed compatible with the objectives of the training course?), situation of the sentence that allows the attendance to the training course.
- **Support motivation and self-esteem** by offering individual and group activities that address and support these factors.
- **Recognise and value non-formal and informal learning**, in order to have a strong basis on which the learning pathway can be developed.

REINFORCING THE CONNECTION BETWEEN THE TRAINING COURSE AND THE LABOUR MARKET

- **Involve experts from the business world and the labour market** in the course design.
- Select teachers and support staff with work experience who can lead training courses, teaching **strategies that are strongly geared towards the know-how required by the company.**
- Availability of **real or simulated internships** that enable the development of technical skills in line with market realities.



ENHANCING EMPOWERMENT FOR EMPLOYABILITY

- **Encourage professional growth and personal identity development** in order to encourage social and work inclusion (and subsequent consolidation).
- Support the **active involvement of convicts**. It should be taken into account that prisoners often have a “passive” attitude, this must be contrasted by creating activities in the training course that encourage active participation.
- Encourage objective evaluation and self-evaluation of the courses offered, to record the results and **provide a tool to reflect on the course**.
- Ensure that trainee convicts **acquire formal qualifications** or that their skills are recognised by the labour market.

2.1 Improving employability through personal empowerment paths

The CUP project highlighted how important it is to develop objectives and methodological approaches that extend the training perspective from a predominantly technical-procedural vision linked to the professional profile, to a broader one that also includes the person’s psycho-social aspects.

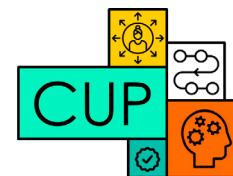
Resources and energy must be allocated to the person’s empowerment to support a complete transformation process in inmates; it is fundamental to address both basic skills and **soft skills** in the training programme that correspond to the technical and professional objectives. Only in this way can professional growth be accompanied by a change of personal identity that enables the prisoner to integrate (and subsequently consolidate) his social and working life better: **professional and personal identity development go hand in hand**.

The methodological insights applied to each of the three competence areas are outlined below, taking into account that developing them is an integrated process and they must work together.

2.2 Professional growth through basic skills enhancement

Prisoners often have a low level of education and consequently weak basic skills, which makes any subsequent social and employment integration process even more difficult.

In addition, the high proportion of foreigners in the prison population makes **L2 language** proficiency a fundamental emergency that needs to be addressed using methods that are appropriate to age and inclusion objectives.



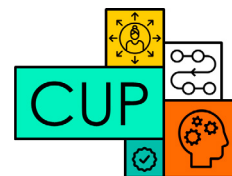
Special attention should also be given to **digital skills** to address the IT gap among disadvantaged people, because job placements invariably require an ability to use the new IT technologies that are becoming increasingly important in the world of work.

The following approaches are **essential in promoting professional development by enhancing basic skills**:

- **Forming project alliances with educational agencies** present in the prison to establish personalised learning plans that help prisoners acquire and/or reinforce basic skills they do not possess, including formal qualifications.
- Developing **training units dedicated to developing basic skills** in the training programme, but applying them to the practical context of the work environment, in a way that reinforces the skills and makes them easier to acquire, especially for adults and those with limited education.
- Predetermining the **computer and digital technologies** that can be used in training courses with the prison administration, to exploit the potential of the Internet for educational purposes and to activate distance learning paths.
- Fostering **participants' awareness of the importance of basic skills** in active citizenship pathways and for all social and work inclusion processes, in order to maintain their motivation and reinforce it throughout the process.
- Supporting **ongoing learning paths** for achieving successive learning goals throughout one's life.

In particular, the suggested **methodologies** for basic skills are:

METHODOLOGIES	DESCRIPTION
ADULT EDUCATION TECHNIQUES	The use of teaching methods that seem closely aligned with school models should be avoided, because these have often led to failure and participants need to be treated like adults.
TASK DIDACTIC'S	For 'subjects' that can be interpreted as 'theoretical', it is important to link the acquired skills to actual tasks and real situations that people might face.
PEER-TO-PEER APPROACHES	Peer-to-peer oriented approaches should be promoted, where more experienced students offer support to the less experienced. This can be achieved through group work, trusting them to hand in tasks and by creating work teams with complementary skills. Teamworking is another activity that is related to this approach.
VALORISATION OF PERSONAL EXPERIENCE	Encourage cooperative knowledge construction, through social negotiation and the discovery of the potential wealth of stimuli and knowledge offered by a community of practice.
COURSE EVALUATIONS	Evaluations will be carried out during the training course to assess the acquired knowledge. These evaluations, especially self-evaluations, are intended to help participants recognise their skills and competencies, which are often downplayed due to their social background, and/or previous negative educational experiences. This helps encourage personal improvement and supports motivation.



2.3 Professional growth through soft skills enhancement

Employers are increasingly asking for transversal skills as well as technical skills, which are conducive to better job performance and are more closely aligned with the complex requirements of the labour market. While soft skills are considered fundamental in employment literature and organisations, it is commonly assumed that people from vulnerable groups (especially those serving sentences) lack them.

In addition, the ways in which people can acquire or improve their soft skills can be hindered by the characteristics of the prison environment. It is necessary to work specifically on this aspect, using strategies and methods that take both the particular nature of the target group and the environmental conditions into account.

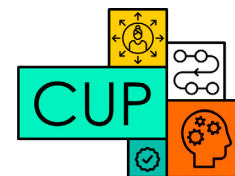
The CUP project has identified the following soft skills as being central to the process of strengthening skills for employability:

- Time and information management
- Motivation
- Adaptability/ resilience
- Managing responsibility
- Decision making and leadership
- Collaboration
- Service skills (understanding the needs of others)
- Conflict management
- Communication
- Problem solving
- Creativity
- Critical thinking

It is necessary to identify which of these soft skills are linked to the trainee's employment objective and that are most likely to contribute to their personal and professional growth.

The identification and definition of soft skills should be carried out using the general methods and guidelines, in particular by:

- Involving **representatives from the labour market** to help identify the soft skills that are most needed for employment.
- **Analysing the target group** you intend to involve in the training course, to identify the personal, experiential and cultural characteristics that may affect the learning pathways.
- Setting a suitable **duration** for the proposed course in order to set achievable objectives in the available training time.
- Once the soft skills have been chosen, it is necessary to decide **methods and strategies for facilitating their acquisition**.

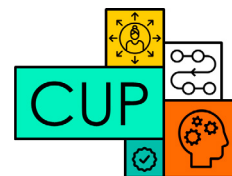


There are some prerequisites:

- Include information and training sessions that help **the trainee to understand the importance of soft skills** in a social and work reintegration project. This can be through individual interviews, involving selected individuals who can share direct experience on the subject, and by using in-progress evaluation and self-assessment sessions to assess progress.
- Develop and enhance **soft skills in the training programme with activities that are closely linked to basic and technical skills**; designing integrated projects makes it easier to create learning situations where technical, basic and soft skills work together as they would in everyday work situations; this requires preliminary collaborative work between the relevant competence areas.
- Develop **specific tools and grids to assess** the soft skills used in the assigned tasks, monitor progress and make it clear for all those involved in the training process (teachers, students).
- Hold **sessions dedicated to identifying and enhancing the participants' existing soft skills** and highlighting them, however weak and fragmented they may be.

The **approaches, methods and tools** for improving soft skills are different.

METHODOLOGIES	DESCRIPTION
VALORISATION OF PERSONAL EXPERIENCE	These are methodologies that aim to highlight participants' previous experience as much as possible. Starting from these experiences, we carry out a process of conceptualisation, correction, validation and enhancement, which adds a strong motivating element to learning.
CONTINUITY BETWEEN EMPOWERMENT SKILLS AND ACTIVITIES	Including volunteering and sport), where skills are practised and can grow. Skills are not acquired theoretically, or by following a specific course, the most effective way is to encourage situations where skills can be practised.
SHARING OBJECTIVES WITH DIFFERENT STAKEHOLDERS (INCLUDING THOSE NOT INVOLVED IN THE TRAINING)	Sharing objectives with different stakeholders (trainers, educators, technicians, penitentiary operators) means that they can all pay attention to any specific behavioural aspects of the trainee. This process draws on the "educational community" methodology.
INTEGRATED LEARNING	Developing soft skills is most effective when combined with practical work, which makes it easier to assess behaviour. It is possible to work on soft skills in a theoretical way, but the best results are achieved in a work setting. For soft skills that are closely linked to a professional profile, there should be close collaboration between the teachers from the technical area and those in the transversal area when activities are being designed. This helps create learning paths where technical skills are practised alongside soft skills and basic skills.



2.4 Professional growth through technical skills enhancement

Identifying a professional profile is central to the process of reinforcing employability and becomes the basis for the proposed training programme.

The first step is to identify and define the **professional profile** that the training programme is intended for. This decision must take into account some aspects that have already been discussed in the previous sections:

1. The selected professional profile must **respond to the analysis of the context inside and outside the prison** so that a training project can be developed that meets the needs expressed by the various stakeholders consulted;
2. The professional profile selected must **conform to training standards that are recognised** by public education and training agencies and have formal value outside the prison;
3. The professional profile includes **laboratories and technical equipment that is available in the prison** or can be easily acquired.

Once the professional profile has been defined, the training pathway must be developed using the following steps:

- Create **training and educational alliances with other training agencies** inside and outside the prison to form a link between the training module and the full training programme;
- Design the training module by structuring training units that specifically address the technical skills required in the labour market, and involve stakeholders and experts from the professional sector in the planning process;
- Design vocational training units so that they can be combined with soft skills and basic skills.

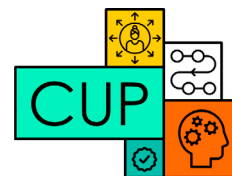
Fundamentally, they result in activities designed to:

- Gain a full understanding of the professional profile and its potential for a social and work reintegration project. This can be achieved through one-on-one interviews, involving selected individuals who can share first-hand experience, and ongoing evaluation and self-assessment sessions to assess progress;
- Discover any existing personal and professional skills that participant has and highlight their value to support participation and motivation;
- Develop activities that encourage the active participation of trainees so that they become aware of the process of acquiring skills;
- Encourage lifelong learning pathways where the acquired results form the basis for successive educational achievements throughout one's life.



The **approaches, methods and tools** for improving technical skills are different.

METHODOLOGIES	DESCRIPTION
CASE STUDIES AND SIMULATION	<p>3 different approaches can be used:</p> <ul style="list-style-type: none"> • Include authentic tasks (contextualised rather than abstract): the aim is to make the student understand the direct link between what he learns in training and how it can be used in real situations. • Create direct, strong links between in-class learning and external learning situations, offering real-world learning environments and using case studies rather than predetermined instructive sequences. • In certain cases, where the conditions allow, it is beneficial to experiment using simulation techniques so that participants can practice professional roles and techniques.
TUTORING	<p>Situations where students “test themselves” should be structured as much as possible and closely followed by a ‘tutor’ who can intervene, correct and explain. This also creates a personal relationship with the trainer.</p>
BALANCING RESPONSIBILITIES BETWEEN THE STUDENT AND TEACHER	<p>The detainee is responsible for their work and the supervisor/teacher guides where necessary. This method is used in workplaces where the trainee is guided by their work supervisor. It is important to show self-responsibility in the outside world. In prison, the detainee needs to be prepared for their life after prison.</p>



The guidebook and project form

In the first section of this document, we discussed the different aspects that need to be considered in advance and the recommendations for developing a training module for prisoners, to improve their employability by developing technical, basic and soft skills.

The Blueprint, the planning tool and guidelines that have been developed to assist the operator in designing integrated courses, are outlined below.

3.1 General characteristics of the tool

The module design tools define the steps involved in designing an integrated 3-module pathway (Basic Skills, Technical Skills, Soft Skills).

The tool was developed using the recommendations and suggestions from the preliminary survey and the general framework, which are the reference framework for this tool.

The design tools are intended to be a guide to support the designer's work by providing the following information:

1 DEFINITION OF THE PROJECT STAGES in a logical and timely order:

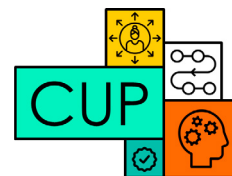
- **Phase 1:** macro project definition;
- **Phase 2:** SWOT analysis and feasibility study;
- **Phase 3:** detailed planning with the subsequent development of the: basic skills module, soft skills module and technical skills module.

2 Indication of **SPECIFIC ITEMS** or each phase that support the identification, collection and development of content for the training programme. For each item, the operator is provided with:

- Operating instructions to help the staff involved compile and process the individual item;
- Theoretical and methodological references that refer to the relative sections contained in the "Preliminary survey" and the general framework;
- A proposal for using certain tools that can support the described phases.

3 REFERENCES TO SPECIFIC IN-DEPTH INFORMATION that helps with the development and addresses elements that characterise the other intellectual outputs developed in the project, and that contribute to the design of the modules in terms of advocacy (I.O.1) and evaluation (I.O.3).

4 FURTHER INFORMATION. The presentation of a case study that was developed using the tool, which can be used as a reference and help demonstrate how to use the tool correctly.



3.2 Required skills for the staff involved

The experiences of the CUP project partners and the focus group meetings highlighted some issues relating to the preparation and skills required both by trainers working in prisons (in any training field, basic skills, soft skills or any technical field) and by those who design or manage courses in prisons. Very few training courses are specifically dedicated to the development of these skills; normally, it is direct experience of working in a prison that helps form a good prison trainer.

Two resources were created as part of the CUP project:

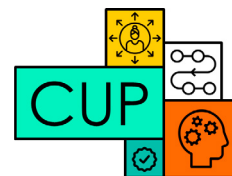
The systematic collection of operational guidelines, good practices, recommendations (including this document), together with the [PRELIMINARY IO2 – METHODOLOGY DESIGN SURVEY](#).

A training course for trainers, designed for people who will be involved in the testing phase.

What **skills must professionals working in prisons** have to design and implement training courses?

The partnership's contributors suggested that each training provider should possess all (or at least some) of these characteristics:

- Knowledge of and compliance with the rules, regulations and restrictions that characterise life inside the institution, which must be observed by both inmates and staff;
- Knowledge of the legal and regulatory framework governing internal and external criminal justice, the prison system and the characteristics of probation for release;
- A great ability to mediate within the often rigid structures and conditions of prisons;
- The ability to overcome the system's constraints by finding innovative solutions that take into account limitations that cannot be circumvented (e.g. limits on internet connection);
- The ability to include the training activity in an educational context, including by using teaching strategies that encourage the participation and active role of the detainee (they often run the risk of being "passive" participants in the training process because of their circumstances);
- The ability to establish a supportive relationship that is participatory, stable and transparent and to create a climate of trust, listening and cooperation: this includes the ability to identify the real needs of detainees, to provide complete, clear and accessible information, to adopt a language and a mode of interaction aligned with the needs of the detainee, especially if the detainee shows a passive and demotivated attitude;
- The clear and explicit intention of pursuing the full recovery of the disadvantaged individual, re-motivating them to learn and promoting their self-awareness and potential;
- The capacity to set the training activity in a holistic support process; this skill includes: the assessment of local stakeholders in the area, their involvement, the definition of specific roles, the knowledge of inter-institutional tables and participation in multidisciplinary teams;
- The ability to promote learning pathway as a mix of soft, basic and technical skills and integration between the various professional staff as much as possible to ensure a more effective course, from the planning stages until the training course is completed and has achieved its set objectives;



- The understanding of the labour market and its demands in terms of expected requirements, with a specific focus on the professional role being trained.

In other words, **the trainer working in prison must be able to integrate his or her role as a trainer with some skills that usually belong to other roles** (without replacing them, though), including:

- Case manager or coordinator, who initiates synergies between different roles and activities;
- Guidance counsellor, in particular working to support individuals in their autonomy pathway, identifying their vocations, supporting people to choose (instead of being forced to choose because of the rules imposed by the situation) their training and/or professional pathway, mainly carrying out counselling activities by analysing and diagnosing needs and skills, thus assessing the individual's abilities;
- "Mentor", a person who guides the mentee through a process of awareness about their choices and the consequences they have on the community and their future life;
- Tutor, following the professional development process during the different stages (attendance of the training course, the transition between the training and work systems, etc.) to develop the knowledge and attitudes needed to prevent them from making poor choices, reducing the risk of the prisoners' educational and professional failure;
- Local coordinator, supporting local institutions and regions to create networks and alliances between public and private stakeholders involved in the social and labour integration of detainees, which are necessary to support reintegration through work and vocational training.

3.3 Module design tools

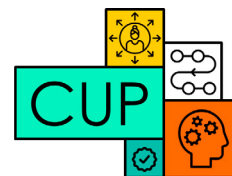
This model is used to support the design team in developing a training programme that is

- strongly anchored in the environment where it will take place,
- aimed at the professional and personal growth of the participant,
- has a specific focus on the occupational and social integration of prisoners.

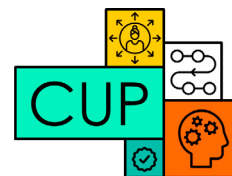
Not all the items have to be filled in: they mainly act as a reminder, to check what needs to be taken into account when planning a specific training course.

The model is made up of 3 integrated and **complementary tools**:

- The **PRELIMINARY SURVEY** report was produced with the input of all partners, it summarises the recommendations and best practices resulting from the CUP partners' many years of experience.
- The **GENERAL FRAMEWORK** contains the methodological and design guidelines for designing a training course to be run in prisons
- The **BLUEPRINT FOR CUP MODULE DEVELOPMENT** is the operational tool to be used by the project team for planning.



In addition to these documents, you can find the catalogue that the partners developed and implemented during the CUP project. These are modules, they do not claim to be replicable in any context, as they have been developed taking into account the constraints and opportunities found in each specific prison context (national and local legislation, organisation and structures in a specific prison context, needs and opportunities of that context, etc.).



The trials

The CUP project involved the implementation of experimental paths that allowed the tools developed and developed to be applied and tested, in order to develop a final version.

After a joint training phase for the staff involved, each country started the next steps:

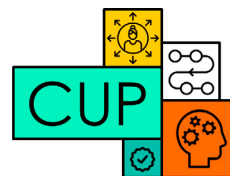
1. **Design phase:** design of the learning pathway according to the proposed tool and following the guidelines of the general frame work. In this phase the characteristics of the training module were defined by identifying: professional area, type of beneficiaries, overall duration and duration for each area of reference (basic, soft and technical skills).

Methodological and approach elements that typify the model were also designed, as well as connection points with the tools developed for IO1 (Advocacy Tool) and IO3 (Evaluation tool).

2. **Implementation phase:** the planned module was implemented in each prison, planning and organising the operational phases. This phase was accompanied by an in itinere monitoring phase aimed at collecting quantitative and qualitative elements.
3. **Analysis of trials and final evaluation:** once the trial phases were concluded, observations and reflections on the Blueprint model were collected by means of a targeted questionnaire, highlighting its strengths and weaknesses. The analysis of these contributions made it possible to draw up the final version of this document.

Designed modules be tested in pilot activities.

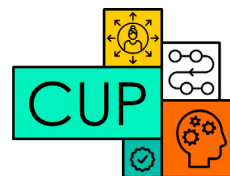
Piloting activities involved at the beginning 137 detainees in total, of whom 73 males, 44 females, 20 young adults. 129 detainees completed the training (65 males, 44 females, 20 young adults).



Trials at a glance / Overview



PRISON	PROFESSIONAL AREA	OVERAL DURATION	INMATES INVOLVED
PRISON OF TURIN (ITALY) LO RUSSO E CUTUGNO	COOKING MODULE	250 hours	Female inmates: 14
NICOSIA PRISON (CYPRUS)	CARPENTERS, SILVERSMITHS AND GOLDSMITHS	380 hours	Male detainees: 35
AVLONAS PRISON (GREECE)	CAR ENGINEERING & ROAD SAFETY AWARENESS	90 hours	Young detainees: 20
CHALKIDA PRISON (GREECE)	MAKING BED MATTRESSES	90 hours	Male inmates : 20
ELAIONAS (THIVA) PRISON (GREECE)	SEWING AND WOMEN FASHION	108 hours	Female inmates: 30
PI VUGHT PRISON (NETHERLANDS)	RUGBY PROGRAM	65 hours	Male inmates : 18
TOTAL		983 hours	137 inmates



TRAINING MODULE

COOKING MODULE

PRISON

PRISON OF TURIN (ITALY) "LORUSSO E CUTUGNO"

TARGET GROUP

(CHARACTERISTICS
OF THE DETAINEES INVOLVED)

Female detainees.
Selection criteria are related to: duration of their sentence, sufficient level of Italian as common language of communication, absence of previous tensions/quarrels with other inmates and/or policewomen, willing to participate.

N. DETAINEES INVOLVED

14

DATE OF START AND END OF THE TRAINING

15/10/2021 > 22/12/2021

MAIN OVERALL GOALS OF THE TRAINING PATH

(SHORT AND MEDIUM-LONG
TERM GOALS, FOR THE DETAINEES
INVOLVED AND BROADER
CONTEXT)

Strengthen the employability by increasing the opportunities for job placement, and reducing the risk of recidivism.
Acquisition and strengthening of a personal and professional identity, of renewed self-esteem on their own abilities, satisfaction and motivation.
Promotion of active and participatory leadership.
Active involvement from women by making them protagonists of a business idea in its various phases.
Making the training proposal more attractive to participants.

ACTIVITIES - CONTENTS AND DURATION (NUMBER OF HOURS) OF THE TRAINING

(WITH SPECIFIC FOCUS ON
TRAINING ON BASIC, TECHNICAL,
SOFT SKILLS, IF APPLICABLE)

The women are able to prepare simple and basic dishes of Italian cuisine and to support the activities of the cook or pastry chef.
Inside the prison they are able to create simple cooking dishes that fit into a simulated company to experience the catering job market.
In particular, the course experimented the production of dishes available to other prisoners for the moments they receive visits.
The participant is able to wash and clean raw materials; she cleans and tidies shelves, warehouse and cold room.
As for work she can be occupied mainly in the kitchens of restaurants, hotels, company canteens, schools or facilities for the elderly.





ACTIVITIES – CONTENTS AND DURATION (NUMBER OF HOURS) OF THE TRAINING

(WITH SPECIFIC FOCUS ON
TRAINING ON BASIC, TECHNICAL,
SOFT SKILLS, IF APPLICABLE)

Basic skills: basic mathematical skills, units of measurement (weights, liquids, temperatures ...), basic financial skills, Information technology, terminology of the specific sector, communications with service and raw materials providers, reading the labels;

Technical skills: Apply methods and techniques for managing working time in the kitchen, apply raw material selection criteria, raw material processing techniques, prepare raw materials for the preparation of meals, apply methods of planning and organizing activities in compliance with the specific safety, hygiene and environmental protection regulations of the sector, prepare simple pastry products, be able to manage work orders;

Soft skills: Team working, Managing responsibility, Service Orientation (understanding the needs of others) Adaptability and flexibility, Time and information management.

Number of hours

Overall: 250

Basic skills: 40

Technical skills: 170

Soft skills: 40

MAIN RESULTS (OUTPUT) AND MAIN EDUCATIONAL OUTCOMES FOR DETAINEES

(OVERALL AND WITH SPECIFIC
REFERENCE TO BASIC,
TECHNICAL, SOFT SKILLS)

Activity/output: 250 hours. Started with 15 detainees and ended with 11 detainees.

The education outcomes are:

1. to actively experiment professional actions typical of a working context, starting from the recognition and enhancement of the experiences and knowledges of each woman;
2. to acquire and /or strengthen soft and basic skills strongly connected to the skills performed in the workplace;
3. actively involve women by making them protagonists of a business idea in its various phases (brand development, preventive processing, marketing actions, order management ...);
4. develop in women a professional identity and skills oriented towards their occupational marketability and with them strengthen their self-esteem;
5. accompany women towards a path of personal development in which the growth of skills is promoted and with it the possibility of social and work reintegration.

THE EMPLOYABILITY OF CONVICT

The food sector offers good opportunities for employment relationships, inside and outside the prison, and it can also offer self-employment. In addition, the experience of the simulated business allows women to acquire management skills useful for starting up even small independent businesses. Participants were interconnected with public employer services for the job search.



THE ADVOCACY AND COMMUNICATION PLAN

Addressed to the beneficiaries of the course:

- Communication on the value and function of training as a lever for personal promotion and strengthening employability;
- Involvement of privileged witnesses, experts in the sector and bearers of significant experiences.

Addressed within the prison system:

- Specific communication for the organization and promotion of the service that the simulated company can offer (the participants were directly involved in the design and implementation of the internal communication plan);
- Communication on the results achieved by the women involved.

Addressed to civil society:

- External communication of results, in order to affect the perception of the usefulness of professional training in prison as a form of fighting recidivism and as a tool for social and work reintegration.

OVERALL ASSESSMENT OF THE TRAINING PATH WITHIN THE CUP PROJECT

Strengths:

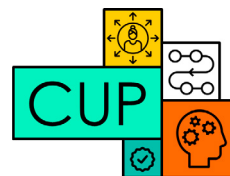
- Shared pathway with the prison administration;
- Encouraging the professional growth of the person;
- Training in prison has an essential function to reactivate the person and promote processes of participation;
- The combination of the three types of skills (basic, soft and technical skills) is very innovative;
- Support and encourage lifelong learning pathways, where the acquired results form the basis for successive educational achievements throughout one's life.

Challenges:

- Co-design and co-management of training pathway with the penitentiary administration is fundamental to project and to deliver training courses in a complex prison system;
- More consideration and motivation as for education in prison and its integration with the labour market;
- Enhancement the awareness about their own skills , gaining more self-esteem and develop a more positive self -image and self confidence;
- Development of cooperation among teachers, educators, prison staff and participants;
- Reinforcement in the staff involved of the integration of educational programs and labour market.

CONDITIONS OF REPLICABILITY AND TRANSFERABILITY OF THE CUP MODEL

- Staff trained and updated on tools and methodologies developed within the CUP project;
- Prison administration involved in the planning of the initiative;
- Economic resources to carry out the training course;
- Instruments that can elaborate what was achieved in terms of evaluation;
- Preliminary design according to CUP model;
- Reinforcement in the staff involved of the integration of educational programs and labour market.



TRAINING MODULE

CARPENTERS, SILVERSMITHS AND GOLDSMITHS

PRISON

NICOSIA PRISON (CYPRUS)

TARGET GROUP

(CHARACTERISTICS OF THE DETAINEES INVOLVED)

Adult detainees who have already attended some courses and need to expand further their skills and occupational needs (e.g. budgeting, media literacy).

N. DETAINEES INVOLVED

35

DATE OF START AND END OF THE TRAINING

14/02/2022 > 12/04/2022

MAIN OVERALL GOALS OF THE TRAINING PATH

(SHORT AND MEDIUM-LONG TERM GOALS, FOR THE DETAINEES INVOLVED AND BROADER CONTEXT)

Detainees acquired new knowledge and skills, obtain a certified qualification of their skills related to the labour market, and strengthen their personal characteristics and values.
Detainees improve their relationships in prison with other detainees, prison staff, and educators.
Detainees will strengthen their employability by developing new occupational skills, as well as personal skills in order to gain and keep long-term jobs. They will also benefit from a reduction of relapse and re-offending risks.
Detainees will increase positive integration in the community, by providing voluntary work to the community (with a consequent reduction in the stigma), and by developing citizenship skills and sharing of common values. Three additional modules for stress tolerance, motivation, and social skills for reintegration are added after the detainees' requests.

ACTIVITIES – CONTENTS AND DURATION (NUMBER OF HOURS) OF THE TRAINING

(WITH SPECIFIC FOCUS ON TRAINING ON BASIC, TECHNICAL, SOFT SKILLS, IF APPLICABLE)

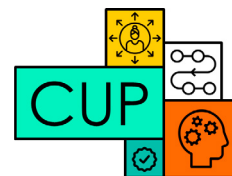
Overall: Activities foreseen by the training course financed by the Ministry of Education (evening Technical School); simultaneous activities foreseen by the experimentation path.

Basic skills: Three courses were conducted regarding the development of CV and cover letter, labor law and provision a service who can help detainees to find a job after their release;

Technical skills: All the activities for carpentry and silversmithing were in the formal educational curriculum of the Technical School in prison. The detainees created crafts individually and in groups and they presented their work to the instructor and the other inmates;

Soft skills: All the activities were provided through interactive workshops and group work. Detainees developed their self-identification / self-awareness skills, assertive communication and problem-solving skills. We also added three workshops regarding distress tolerance, motivation and social relationships after release.





ACTIVITIES – CONTENTS AND DURATION (NUMBER OF HOURS) OF THE TRAINING

(WITH SPECIFIC FOCUS ON
TRAINING ON BASIC, TECHNICAL,
SOFT SKILLS, IF APPLICABLE)

Number of hours

Overall: 720 (380 hours within the 2 months of CUP, the rest is for the whole technical skills program that is offered in Cyprus Prison)

Basic skills: 10.5

Technical skills: 80 (silversmithing and goldsmithing) and 280 (carpentry)

Soft skills: 10.5

MAIN RESULTS (OUTPUT) AND MAIN EDUCATIONAL OUTCOMES FOR DETAINEES

(OVERALL AND WITH SPECIFIC
REFERENCE TO BASIC,
TECHNICAL, SOFT SKILLS)

Activity/output: 750–795 hours of training provided to the 35 detainees involved, within the period February 2022 to April 2022. Detainees may obtain a certification that will be accepted in the labour market and prove of specialization based on national and international standards.

The education outcomes are:

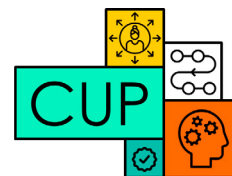
Detainees were able: to develop creativity and design skills; to use the appropriate material and equipment for carpentry, silversmithing and goldsmithing; to prepare a CV and know how to look for a job, and to respond in a job interview; to create their own small business, hold the budgeting, advertising it through media and even build an e-shop. Detainees acquired a strong professional and personal profile and enhance their potentials for employment after their release; they improved their personal development, identity development, interpersonal relationships; they were empowered to take control over personal, social, economic and occupational conditions in order to improve their life situations during incarceration period and after release to maintain long-term jobs. The path has strengthened the detainees' soft skills of communication, interpersonal relations, self-awareness and self-development, problem solving along with basic ICT, media literacy, budgeting, and technical specialization; it will help modify their "detainee's identity" and develop a new positive identity without the stigma.

Detainees developed technical, basic, and soft skills that will potentially enable them to open their independent small business or find and maintain a long-term job in the labour market, and to reduce re-offending rates thanks to having a job that covers their financial needs. Certifications will be provided, that will be accepted in labour market and prove specialization based on national and international standards.

THE EMPLOYABILITY OF CONVICT

Collaboration with companies.

The technical professions are in great demand in the labor market. This is why they have been chosen to be taught. At the same time, they are professions that can offer self-employment. The selection of the specific courses and their inclusion in the program based on the statistics for the needs of the labor market published by the Ministry of Labor, Welfare and Social Insurance. In addition, through the cooperation with companies and other employers who participate in the Occupational Rehabilitation Plan, as well as employers who already cooperate with the Cyprus Prison Department, but also the strengthening of the development of self-employment skills, it is a goal that is fully achieved. There is also the connection of released detainees with the labor market.



THE ADVOCACY AND COMMUNICATION PLAN

Addressed to the beneficiaries of the course:

- Communication on the value and function of training as a lever for personal promotion and to strengthen employability. Support self-esteem and motivation (the courses will be adjusted to the detainees' needs, abilities and interests). Focus on the positive aspect of each inmate;
- Involvement of privileged witnesses, experts in the sector and bearers of significant experiences;
- Open family day > the detainees' families had the opportunity to participate in a fair inside prison and spend time/have fun with detainees.

Addressed within the prison system:

- Specific communication for the organization and promotion of the service that the simulated company can offer (and, in relation to this part, detainees will be directly involved in the design and implementation of the internal communication plan);
- Communication on the results achieved in terms of the paths of the detainees involved;
- Multiplier event in the prison.

Addressed to civil society:

- External communication of reached results, in order to affect the perception of the usefulness of professional training in prison as a form of fighting recidivism and as a tool for social and work reintegration;
- Collaboration with municipalities and companies out of prison for voluntary work;
- Open prisons > inmates at the final stage of their sentence, leave from prison in morning and return to prison after their work;
- Prisons are open to the community. Individuals can visit the prison and be aware of how it works;
- Newsletters were published in social media and local newspapers;
- Results for CUP will be presented in scientific conferences and open discussions.

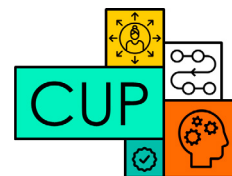
Strengths:

- Multicomponent, multidisciplinary, experiential, detainees actively participated in the path;
- Evidence-based methodology, reliable tools, validation of efficacy, address the strengths and limitations of the Blueprint pathway, multi-informer procedure.

OVERALL ASSESSMENT OF THE TRAINING PATH WITHIN THE CUP PROJECT

Challenges:

- Covid-19 cases and restrictions that eliminate the number of participants, other psychological difficulties that sometimes interfered with learning procedures. Demanding organization of the courses and getting permission from the prison;
- Long and time-consuming survey, some detainees due to low level of education had difficulty understanding evaluation questions or following instructions. Detainees got bored to fill many times the survey. The educators complained about the long and hard work that they did to complete the questionnaires of each detainee.



CONDITIONS OF REPLICABILITY AND TRANSFERABILITY OF THE CUP MODEL

- The Blueprint can be used as an evidenced-based multidimensional educational program for vocational training in prison.
- The structure and the curriculum of the Blueprint can guide to design of other educational or vocational programs in prison online.
- For the transferability of the program, fidelity should be ensured.
- The structure of the curriculum should be followed. However, few changes can be done while considering the background and the unique needs of each prison
- Educators should be trained to follow the Blueprint curriculum and to provide psychoeducation in the prison context.
- Educators should be also trained in blended teaching methods in prison and be able to use different teaching methods.
- Established communication with educators, inmates, prison's administration and staff is highly needed for the success of transferability.
- Creativity and interactive activities are highly needed to replicate the CUP model.
- Educator/partner who participated in the CUP model, Blueprint pilot and methodology could supervise the whole process with the CUP model so as to ensure the appropriate transferability of CUP the reliability of the program.

TRAINING MODULE

CAR ENGINEERING & ROAD SAFETY AWARENESS

PRISON

AVLONAS PRISON (GREECE)

TARGET GROUP

(CHARACTERISTICS
OF THE DETAINEES INVOLVED)

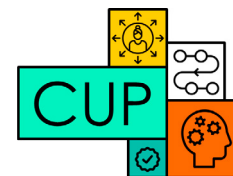
Young (early adulthood) detainees in Avlonas special penitentiary for young people.
Detainees involved should have the competences (language, maturity, capacity, enough time before their release) to follow the whole path.

N. DETAINEES INVOLVED

20

DATE OF START AND END OF THE TRAINING

12/10/2021 > 29/12/2021



MAIN OVERALL GOALS OF THE TRAINING PATH

(SHORT AND MEDIUM-LONG
TERM GOALS, FOR THE DETAINEES
INVOLVED AND BROADER
CONTEXT)

Primarily, participants had acquired concrete skills concerning road safety. They had deeply understood the necessity and the importance of safety rules and regulations and this is exactly the greatest shift that had been noticed. Additionally, they had been educated on special technical skills, on automotive engineering and new car technologies. This education had as a result the improvement of their qualification in order to be more competitive in the labour market.

An extensive differentiation had been noticed as far as it concerns the acquisition of soft skills, which are relevant to risk reduction, taking initiative, crisis intervention (in cases of accidents, or special driving circumstances), goal setting, creation of a personal vision, self awareness and self-control. Finally, the communication and collaboration among the participants had been spectacularly increased.

ACTIVITIES – CONTENTS AND DURATION (NUMBER OF HOURS) OF THE TRAINING

(WITH SPECIFIC FOCUS ON
TRAINING ON BASIC, TECHNICAL,
SOFT SKILLS, IF APPLICABLE)

The program provides in its first part basic knowledge about the principles of road safety; the second part includes technical issues, explaining the operation of the car and the motorcycle and a presentation of key components and systems; the third part gives a brief overview of new technologies in cars. Additionally the fact that the education had been provided in a framework of a group, gave a chance for further elaboration of relative and communicative skills.

Basic skills: Language and teaching of special terms concern automotive engineering and road safety;

Technical skills: Training on technical issues, operation of the car and the motorcycle, and presentation of key components and systems, reference to the periodic maintenance of the car and the motorcycle and to the most common problems and technical failures; brief overview of new technologies in cars;

Soft skills: Relational and communicative skills (create bondings, feel compassion, being supportive and helpful), built good collaboration, risk reduction, taking initiative, crisis intervention (in cases of accidents, or special driving circumstances), goal setting, creation of a personal vision, self awareness and self-control.

Number of hours

Overall: 90

Basic skills: 30

Technical skills: 30

Soft skills: 30

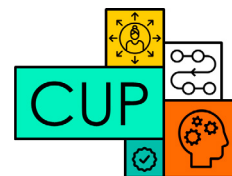
MAIN RESULTS (OUTPUT) AND MAIN EDUCATIONAL OUTCOMES FOR DETAINEES

(OVERALL AND WITH SPECIFIC
REFERENCE TO BASIC,
TECHNICAL, SOFT SKILLS)

Training activities had been carried out, involving almost 20 young (early adulthood) detainees, within the period October to December 2021. Furthermore participants created a 3D model of a city block, on which they had to put the correct traffic signs.

The education outcomes are:

Overall, in-depth understanding of the philosophy and necessity of safe road behaviour. Increased knowledge about all the necessary rules of the road and about the vehicles (technical issue, operation of cars and motorcycles, etc.). Development of further social skills, important for the detainees' social and occupational reintegration, such as: awareness, solidarity, cooperation, commitment, targeting. Understanding of the Greek driving terminology.



THE EMPLOYABILITY OF CONVICT

The training path offered detainees the opportunity to develop and enrich their skills and knowledge, so that after their release they can become: automotive engineers / mechanics; car dealerships and exhibition clerks. Anyway, the path led to the recognition of the skills acquired and therefore it will be necessary to identify training courses outside the prison where the young detainees can continue their training. Participants will be interconnected with, employers, the Greek Manpower Organisation, the Institution "Panos Mylonas". Trainees will discuss and co-design with the open days' visitors a plan currying the parameters and the requirements which will help for their employment after their release.

THE ADVOCACY AND COMMUNICATION PLAN

It is planned to create a communication plan as follows

Addressed to the beneficiaries of the course:

- Communication on the value and function of training as a lever for personal empowerment and to strengthen employability

Addressed to civil society:

- External communication of reached results, with an open day event, in order to affect the perception of the benefits of professional training in prison as a form of fighting recidivism and as a tool for social and work reintegration

OVERALL ASSESSMENT OF THE TRAINING PATH WITHIN THE CUP PROJECT

Strengths:

- The participant's motivation both in engineering and road safety and communicative and collaborative issues;
- Excellent coordination among colleagues that had been involved inspired by IO3;
- Elaboration of soft skills that offered to the participants more social skills and the opportunity to engage with people with common interests.

Challenges:

- Prison's routine and operational issues for IO2;
- Poor Greek or English speaking skills from detainee's part for IO3.

CONDITIONS OF REPLICABILITY AND TRANSFERABILITY OF THE CUP MODEL

CUP Project consists a training program of great interest and the same time offers perspectives for more effective and smooth transition from prison to society.

It should be implemented permanently and excessively in as many European prisons as possible.

However, it requests specialized staff that can have stable presence as long as the path will endure.

Specialized staff must be consisted of special scientific staff (psychologists, social workers, teachers and special educators who will carry on the technical part of the education) and special entrained members from prison's permanent staff.

The team must be able to handle all the operational issues that emerge, proceed the evaluation and propose methodological improvements that are essential in order CUP to become an indispensable part of prisons' everyday life.



TRAINING MODULE MAKING BED MATTRESSES

PRISON

CHALKIDA PRISON (GREECE)

TARGET GROUP

(CHARACTERISTICS OF THE DETAINEES INVOLVED)

Adult detainees in the prison of Chalkida who have the competences (language, maturity, capacity, enough time before their release) to follow the whole path. Selection criteria are related to: common language of communication, absence of previous tensions/quarrels between the participants, not participating in other activities at the same time, duration of their sentence, existence of a sincere motive.

N. DETAINEES INVOLVED

20

DATE OF START AND END OF THE TRAINING

15/10/2021 > 10/12/2021

MAIN OVERALL GOALS OF THE TRAINING PATH

(SHORT AND MEDIUM-LONG TERM GOALS, FOR THE DETAINEES INVOLVED AND BROADER CONTEXT)

- Personal empowerment of the detainees involved, enhancement of their creativity, employability skills, job qualification. Strengthening of the detainees' personal and professional identity, renewed self-esteem on their own abilities, satisfaction and motivation. Development of detainees' active and participatory leadership, increasing the conditions for social reintegration.
- Detainees' development of personal responsibility, (re)discovering of skills and talents, cultivation of the sense of being an active helpful component of a wider community.
- Increased collaboration with the prison administration and the prison staff; improved prison conditions and the general wellbeing of the detainees involved.
- The whole prison community, and possibly other prisons, will benefit from the mattresses worked by the detainees involved.
- The prison of Chalkida plans to use the training as an initiative to put its mattress construction facilities back in function, thus offering work possibility for all the trained detainees, but also for other suitable detainees.
- Long-term expected reduction in recidivism, increase in the "openness" of the prison system and in the sensitization of the community about "stigma" issues.



ACTIVITIES – CONTENTS AND DURATION (NUMBER OF HOURS) OF THE TRAINING

(WITH SPECIFIC FOCUS ON
TRAINING ON BASIC, TECHNICAL,
SOFT SKILLS, IF APPLICABLE)

Overall: The training program focuses on the construction of mattresses for sleeping. Since the trainees will be able to work professionally either as employees in a company or mainly working as freelancers, three basic units are developed so that they can help them in this transition.

Basic skills: During the “Basic skills” training, emphasis will be placed on familiarizing the trainees with language and computers so that they can organize their work, use a computer as a tool for their work, estimate the proceeds and the expenses of small businesses, etc.;

Technical skills: Within the “Technical skills” training the participants will learn how to operate a weaving machine in a mattress manufacturing factory as well as the stages of manufacturing a mattress for beds, which include weaving, sewing, filling with cotton and the final inspection of the mattress;

Soft skills: During the “Soft skills” training emphasis will be placed on the development of critical thinking, communication, negotiation, teamwork and co-operation skills. All these are relevant, since detainees will collaborate with their potential customers and promote their product.

Number of hours

Overall: 90

Basic skills: 30

Technical skills: 30

Soft skills: 30

MAIN RESULTS (OUTPUT) AND MAIN EDUCATIONAL OUTCOMES FOR DETAINEES

(OVERALL AND WITH SPECIFIC
REFERENCE TO BASIC,
TECHNICAL, SOFT SKILLS)

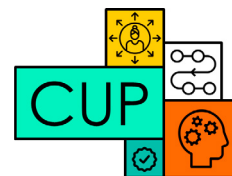
90 hours of training, in three modules, was provided to 20 male detainees, within the period mid-October to mid-December. The attendees received a certification for construction of sleeping mattresses.

The education outcomes are:

Acquisition of knowledge and expansion of capabilities for the detainees involved, leading to the proper operation of the sewing machine located in the textile mill within prison; acquisition of technical knowledge regarding the stages of mattress construction, knitting, sewing, backstitching, padding with cotton, up to the final flick of the mattress. Familiarization with language and computers. Cultivation and development of skills regarding communication, planning and cooperation, as well as creativity and critical thinking.

THE EMPLOYABILITY OF CONVICT

The training path provided detainees with job qualification, and potential acquisition of direct link with the labour market even as self-employed. It has prepared the detainees for professional profiles that can be spent outside but also inside the prison (e.g. the prison of Chalkida plans to use the training as an initiative to put its mattress construction facilities back in function, thus offering work possibility for all the trained detainees). Relevant companies and actors have been invited and attended the dissemination event after the completion of the program.



THE ADVOCACY AND COMMUNICATION PLAN

Addressed to the beneficiaries of the course:

- Communication on the value and function of training as a lever for personal promotion and to strengthen employability.

Addressed within the prison system:

- Communication on the results achieved in terms of the paths of the men involved.

Addressed to civil society:

- External communication of reached results, in order to affect the perception of the usefulness of professional training in prison as a form of fighting recidivism and as a tool for social and work reintegration.

OVERALL ASSESSMENT OF THE TRAINING PATH WITHIN THE CUP PROJECT

Strengths:

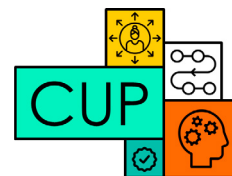
- The detainees selected had very suitable profiles for the program, and the results were noticeable and strong. The program has resulted in Chalkida prison to obtain funding in order to continue its mattress making factory;
- The evaluation tools were to the point, and they indeed proved to the detainees that they are participating in a serious and important program.

Challenges:

- The covid restraints in combination with the space limitations of Chalkida prison did not allow for a larger number of detainees attending the program. In addition, 2 detainees that started the program did not attend it to the end because they were unforeseeably moved to other prisons;
- One of the detainees was not literate, and two of the trainers did not have adequate English skills. That caused some difficulties in filling in the evaluation questionnaires, but they were still overcome.

CONDITIONS OF REPLICABILITY AND TRANSFERABILITY OF THE CUP MODEL

The CUP model is designed in a way that provides the opportunity for replicability and transferability. Chalkida prison meets both the objective (infrastructure facilities and personnel) as well as the subjective (willingness and interest at the administration level) of replicability of the program. Transferability of the program as it was implemented in Chalkida prison would require other prisons to have the same infrastructure and facilities for mattress making; however, the conditions would be met for the transferability of the CUP model in a broader sense.



TRAINING MODULE

SEWING AND WOMEN FASHION

PRISON

PRISON OF ELEONA, THIVA (GREECE)

TARGET GROUP

(CHARACTERISTICS
OF THE DETAINEES INVOLVED)

Women detained who have the competences (language, maturity, capacity, enough time before their release) to follow the workshop; skills already acquired relating to previous work experiences but also to activities carried out within one's family.

N. DETAINEES INVOLVED

30

DATE OF START AND END OF THE TRAINING

11/10/2021 > 10/12/2021

MAIN OVERALL GOALS OF THE TRAINING PATH

(SHORT AND MEDIUM-LONG
TERM GOALS, FOR THE DETAINEES
INVOLVED AND BROADER
CONTEXT)

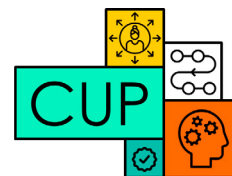
- Offering women detainees training courses that give meaning to the function of the sentence and meaning to the time spent in prison;
- Promoting detainees' creativity, expertise, professional and personal growth at the same time;
- Preparing detainees for professional profiles that can be spent outside but also inside the prison;
- Increasing the integration of technical, basic and soft skills;
- Cultivating teamwork, complementarity and cooperation among detainees; increased willingness of detainees to help others;
- Cultivating the collaboration with the prison administration and prison staff;
- Improving prison conditions and the general well-being of the involved detainees.

ACTIVITIES - CONTENTS AND DURATION (NUMBER OF HOURS) OF THE TRAINING

(WITH SPECIFIC FOCUS ON
TRAINING ON BASIC, TECHNICAL,
SOFT SKILLS, IF APPLICABLE)

Overall: The trainees will be taught how to sew their own creations and will fabricate simple textile garments for their own everyday use and at the same time they will get familiarized with the craft of sewing and the basic sewing skills needed for a possible future employment path in the sector. Detainees will learn how to use a sewing machine and an overlock machine, as well as all the tools needed for sewing and pattern cutting. Specifically, during the course inside prison, the trainees will experiment with manufacturing textile products like bags, pouches, cushions, tops etc. The course includes pattern making in paper with simple measurements, pattern cutting on the textile, putting the fabric pieces together and sewing them. Moreover, there will be an introduction to basic techniques like stitching and trimming the textiles, putting zipper and lining, as well as finishing fabric edge details.





ACTIVITIES – CONTENTS AND DURATION (NUMBER OF HOURS) OF THE TRAINING

(WITH SPECIFIC FOCUS ON
TRAINING ON BASIC, TECHNICAL,
SOFT SKILLS, IF APPLICABLE)

Basic skills: Expressing the various textiles & materials, basic mathematical skills, use of a tape measure and a ruler, measure and express length, drawing geometric patterns, using fashion expressions, basic financial skills;

Technical skills: The use of the sewing & interlock sewing machine, the fabric assembly, pattern drawing & cutting, zipper sewing, skirt, bag & backpack construction, lining & various seams by hand;

Soft skills: Building relationship of trust in the team, developing responsibility & accountability, the characteristics of various personalities and how to recognize them, critical thinking, working groups vs teams, cv preparation & job interview simulation, developing a business plan.

Number of hours

Overall: 108

Basic skills: 36

Technical skills: 36

Soft skills: 36

MAIN RESULTS (OUTPUT) AND MAIN EDUCATIONAL OUTCOMES FOR DETAINEES

(OVERALL AND WITH SPECIFIC
REFERENCE TO BASIC,
TECHNICAL, SOFT SKILLS)

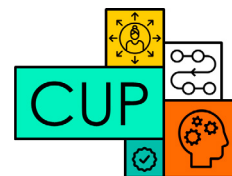
108 hours of training were provided to 30 female detainees, within the period mid-October to mid-December. Most (90%) detainees will obtain a certification on hand & machine sewing techniques and women's fashion.

The education outcomes are:

Detainees participating in the training will improve their mathematical competences. They will learn: how to sew their own creations and fabricate simple textile garments for their own everyday use; how to use a sewing machine and an overlock machine, as well as all the tools needed for sewing and pattern cutting. They will also: familiarize with roles that take place inside a working environment; enhance their capabilities and skills; boost their self-worth feeling through the creative process and the materialization of a project; get motivated to seek for occupational chances directly after prison, and to be economically active through entrepreneurship, individually or collectively.

THE EMPLOYABILITY OF CONVICT

The clothing sector offers good job placement opportunities both inside and outside prison. The participants will be able to form, in collaboration with their fellow inmates, sewing (clothing, bed linen, etc.) and clothing repair groups within the prison, as well as work after release in the clothing industry. In addition, the simulated business experience (numerical, mathematical skills and business plan development) and the development of soft skills will enable women to acquire management skills useful for setting up even small, independent businesses of their own.



THE ADVOCACY AND COMMUNICATION PLAN

In the graduation ceremony there were invited and participated: a famous Greek fashion designer, a journalist and blogger, the Secretary General of Anti-Crime Policy of the Ministry of Justice, the presidents of two social enterprises involved in fashion, the director of the Network of released women, representatives of two educational organizations in the field of fashion and sewing.

All of the above responded willingly to the invitation, participated with great interest in the preparation and execution of the event, discussed with the inmates about their future plans after their release, and stated that they would be happy to support their next steps. At the same time, they used their blogs, their social and other networks to spread their positive experience.

OVERALL ASSESSMENT OF THE TRAINING PATH WITHIN THE CUP PROJECT

Strengths:

- The active participation and involvement of the trainees helped them to – get out of themselves, become more extroverted, – take initiatives, – share everything from materials to ideas and thoughts, – do not be afraid of exposure and comparison;
- With the evaluation at the beginning, we knew the current reality “as is” and we could clearly set improvement goals, at which point at the end, we can properly evaluate the results.

Challenges:

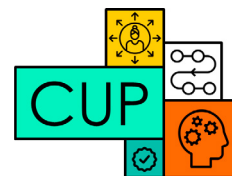
- In cases where the participants cannot read Greek and someone else has to help them, there is a possibility of lack of understanding and incorrect assessment.

CONDITIONS OF REPLICABILITY AND TRANSFERABILITY OF THE CUP MODEL

Key elements to be taken into consideration when defining the aims of a prison-based training course:

- The population to be trained: full profile of beneficiaries (gender, age, ethnic origin, cultural habits, level of language comprehension, overall educational level, etc);
- The release time in combination with the frequency of attendance and the duration of the training;
- The market needs / trends in order to guarantee the employment of the released person in the subject of his/her education;
- The existence of a sufficient number of Instructors and their readiness: it is imperative that they have fully understood the methodology developed by the CUP project;
- If the required Infrastructure and equipment are available.

Last but not least, in-prison training programs should be linked to an assessment system valid to the labor market, in order for them to obtain unquestionable certification.



TRAINING MODULE

RUGBY PROGRAM

PRISON

PI VUGHT (THE NETHERLANDS)

TARGET GROUP

(CHARACTERISTICS
OF THE DETAINEES INVOLVED)

Sentenced male detainees, with minimum stay of 4 months (covering the time schedule of the Rugby program). Training will fit in the individual reintegration plan.

N. DETAINEES INVOLVED

18

DATE OF START AND END OF THE TRAINING

15/03/2022 > 29/04/2022

MAIN OVERALL GOALS OF THE TRAINING PATH

(SHORT AND MEDIUM-LONG
TERM GOALS, FOR THE DETAINEES
INVOLVED AND BROADER
CONTEXT)

Increase in detainees' social skills which are required in the labour market, i.e. trust, perseverance, discipline, stamina and teamwork. Increase in the participants' ability to acknowledge their own behaviour, to understand how they can work more effectively with others, to participate in a Rugby match at the end of the program.

Improvement in mutual relations among the detainees participating in the training path, and in relations between staff and the detainees. Detainees' rediscovering of their own capabilities and resources, making use of their talents in helping themselves and other people (detainees and others).

Better job placement after detention for the detainees involved.

Increase in the competences of sports teachers involved in the project, thanks to internal training.

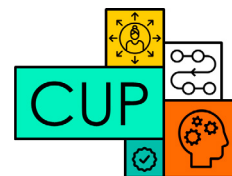
Subsequent dissemination of the method to other prisons.

ACTIVITIES - CONTENTS AND DURATION (NUMBER OF HOURS) OF THE TRAINING

(WITH SPECIFIC FOCUS ON
TRAINING ON BASIC, TECHNICAL,
SOFT SKILLS, IF APPLICABLE)

Overall: For 13 weeks there will be weekly meetings on the grounds of P.I. Vught. Rugby training will be given under the guidance of Mr. Viguurs to both participants and supervisors. These trainings will be used as a metaphor for life outside of the prison and especially in a work situation. Work will be carried out on six themes: self-knowledge, confidence, perseverance, discipline, stamina and teamwork. Participants will: have an individual reintegration plan (who am I, what do I want and what can I), be able to recognize and acknowledge their own behaviour (DISCmethod), understand how they can work more effectively with others, participate in a Rugby match at the end of the program.





ACTIVITIES - CONTENTS AND DURATION (NUMBER OF HOURS) OF THE TRAINING

(WITH SPECIFIC FOCUS ON
TRAINING ON BASIC, TECHNICAL,
SOFT SKILLS, IF APPLICABLE)

Basic skills: not applicable (*The Rugby program mainly focuses on social skills*)

Technical skills: not applicable (*The Rugby program mainly focuses on social skills*)

Soft skills: During the training work is carried out on the core values of Rugby: trust, perseverance, discipline, stamina and teamwork. The core values mixed with the practical insights contribute to the participants' self-knowledge and insight into qualities of how to use this effectively and successfully as a person and in collaboration with others.

Number of hours

Overall: 65

Basic skills: not applicable

Technical skills: not applicable

Soft skills: 65

MAIN RESULTS (OUTPUT) AND MAIN EDUCATIONAL OUTCOMES FOR DETAINEES

(OVERALL AND WITH SPECIFIC
REFERENCE TO BASIC,
TECHNICAL, SOFT SKILLS)

Activity/output: 65 hours. Started with 18 detainees and ended with 14 detainees. Timetable 7 weeks, twice a week at Tuesday and Friday afternoon and once Wednesday afternoon the start.

The education outcomes are:

Improvements for participants in terms of: trust, perseverance, discipline, stamina and teamwork; self-knowledge and insight into qualities of how to use this effectively and successfully as person and in collaboration with others; ability to recognize and acknowledge their own behaviour, and to understand how they can work more effectively with others; ability to participate at the end of the program in a Rugby match; relations with staff and other detainees.

THE EMPLOYABILITY OF CONVICT

Better job placement after detention for the detainees involved, since the Rugby training uses the Melba and DISC method, and focuses on increasing social skills which are required on the labour market (trust, perseverance, discipline, stamina and teamwork).

THE ADVOCACY AND COMMUNICATION PLAN

Addressed to the beneficiaries of the course:

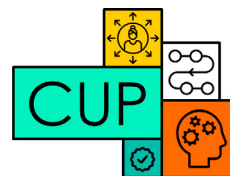
Detainees, for participation

Addressed within the prison system:

Prison system, staff information paper, intranet DJI, other prisons

Addressed to civil society:

Civil society, regional newspaper, Instagram, Facebook, YouTube



OVERALL ASSESSMENT OF THE TRAINING PATH WITHIN THE CUP PROJECT

Strengths:

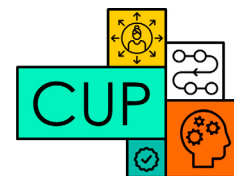
- Working on 5 key values: trust, perseverance, discipline, stamina, teamwork;
- Teambuilding between detainees and trainers;
- Extra impulse for labour integration;
- Making use of video to show the strength of this approach.

Challenges:

- Possible further cooperation on EU level;
- Implementation in the regular approach in prison;
- Dissemination to other prisons in Netherlands.

CONDITIONS OF REPLICABILITY AND TRANSFERABILITY OF THE CUP MODEL

- First start with qualified (external) rugby trainers, accompanied by sport trainers of the prison; in the second stage rugby training by sport trainers, supported by qualified (external) rugby trainers;
- Knowledge of the content of rugby;
- Physical space in prison (sports field, rugby field);
- Space within the daily program of detainees.



Final considerations

This section aims to highlight the final considerations that emerged following the collection of data during the testing phase (Step 1) and the **COLLECTION, SHARING AND ANALYSIS FEEDBACK, LEARNING LESSONS AND RECCOMENDATIONS** phase (Step 2).

The trials carried out in even very different prison contexts show us that the Blueprint proposes approaches and methodologies that succeed in intercepting the essential characteristics of the prison context and the and the needs of detainees.

Despite the specificity of each national context and each prison reality, made up of specific rules, laws and services, the model seized the core that makes training for the employability of prisoners effective.

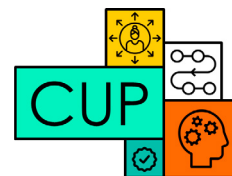
The preliminary analysis becomes essential and crucial in order to develop training courses that have a solid basis on which to start the subsequent planning and organisational phases.

First and foremost, great importance is played by the active and committed involvement of the prison in which the training pathway is to be set up, an approach that must take place right from the first stages of needs analysis and planning.

The course becomes a resource, an opportunity and an integrating part of the prison context, which therefore feels engaged and an active part in achieving the results envisaged by the training activities.

In addition to the prison administration, it is important to have a multidimensional dimension, dialogue and exchange with all the risorces and actors operating both inside and outside the prison, in order to grasp, enhance and integrate those results expected from the training activities and aimed at guiding and supporting life and recovery projects.

The world of work and its needs become a fundamental component, precisely because of the centrality that the theme of employability must find in the proposed training pathway. The development and growth of a professional identity is realised through learning paths that are as close as possible to productive and professional contexts. Comparison with work experience, development of very strong practical parts combined with theoretical ones (preferably in the form of internships), the use of teachers and witnesses coming from the labour market, the connection with companies in the field of the course are all useful elements to develop this fundamental dimension.



The employability of prisoners naturally requires a training intervention not only on technical skills but also on basic and soft skills, which are considered essential but in many cases lacking or totally absent in the background of the prisoner.

Basic skills are considered life skills on which to base the same process of active citizenship. Alongside oral and written knowledge of the language of the country in which they live, mathematical skills, digital skills, as well as those related to memory exercise, concentration and the ability to present oneself adequately at a job interview are equally fundamental.

Soft skills, on the other hand, characterize part of the crucial background needed to successfully enter a job. They represent skills that are essential to foster the growth of a professional identity capable of adapting to the demands of the world of work and society in general. Next to the sphere of motivation, which also includes perseverance, self esteem and self awareness, the following soft skills find room for development: adaptability, decision making (with its part applied to personal development, critical spirit, constancy, discipline), problem solving, the orientation towards others, the communication and relational skills and conflict management.

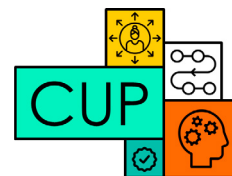
Technical skills, on the other hand, are closely linked to an analysis of the technical skills required by the labour market and refer to professional qualifications that are both identifiable and marketable in the world of work. It is necessary to act to ensure that the technical skills acquired are expendable and applicable in the working context, making choices that affect both the teachers involved and the laboratories and technologies adopted

Mixing these three dimensions makes it possible to strategically pursue the winning approach to contribute to the development of the person in his or her different dimensions and to support his or her path to rehabilitation and future social and work reintegration.

In fact, even this training modality requires an investment in terms of planning and organisation, its advantages are many:

- contributing to the achievement of important personal and professional results;
- fostering the acquisition of learning closer to the skills expected in the workplace,
- increasing employability through the development of skills in their practical application
- encouraging the promotion and strengthening of key life skills useful for one's future
- improving awareness of one's abilities, developing greater self-esteem and a more positive self-image.

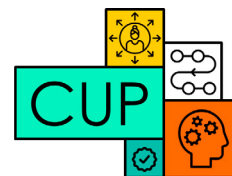
Moreover, the course in prison also becomes a tool of ADVOCACY, social communication that allows to build new connections and integrations inside and outside of prison, involving different actors and re-enforcing one's own impact in the civil society. Thus, providing tools, spaces and opportunities for training to tell its story and bring out a story of commitment, acquired skills and recovery helps to counteract prejudice and promote a culture more aware of reintegration issues.



Finally, accompanying the training course with an evaluation and self-assessment model highlighted the added value for the organisation, for the prison and for the final beneficiaries in terms of measuring the impact generated by the courses undertaken and with it promoting a culture of improvement.

In conclusion, it can be confirmed that employability training for prisoners, if understood as described in the Blueprint model, has an essential function in reactivating the person and promoting processes of participation. Prisoners are prepared to face the challenges, which await them outside prison, with confidence, courage and awareness. Training is a workout for strengthening citizenship and the role that each person can and must play in society, also through the enhancement of the principles of solidarity and mutual aid.

The time of training during one's detention thus becomes time to prepare one's re-entry into society and build one's future as a free and responsible citizen.



GLOSSARY

BASIC SKILLS

Those skills which are essential for the person to be able to be fit into the job. The main basic skills required for a job are communication, computing skills, mathematics, willingness to learn etc.

BLUEPRINT PATHWAY

The CUP Blueprint is a pathway of 3 integrated modules (Basic Skills, Technical Skills, Soft Skills) to develop employability skills for prisoners.

EMPLOYABILITY

A set of skills, understandings and personal attributes that make a person more able to find employment and succeed in chosen occupations, for the benefit of themselves, the workforce, the community and the economy.

INFORMAL LEARNING

Learning resulting from daily activities related to work, family or leisure. It is not organized or structured in terms of objectives, time or learning support. Informal learning is mostly unintentional from the learner's perspective.

INTELLECTUAL OUTPUTS (IO)

The Erasmus program guide describes "intellectual outputs" as "tangible deliverables of the project" in quality and quantity.

LEARNING

A process by which an individual assimilates information, ideas and values and thus acquires knowledge, know-how, skills and/ or competences.

LIFELONG LEARNING

All learning activity undertaken throughout life, and which results in improving knowledge, know-how, skills competences and/or qualifications for personal, social and/or professional reasons.

LEARNING MODULES

It is a tool that provides course materials in a logical, sequential and ordered, guiding learners through the content and assessments in the order specified by the teacher and/or by self-directed way.

LIFE-WIDE LEARNING

Learning, either formal, non-formal or informal, that takes place across the full range of life activities (personal, social or professional) and at any stage.

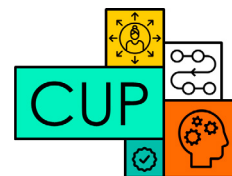
MODULE

By "module" we mean an organized set of training interventions delivered in a continuous or integrated way with respect to other interventions or modules) aimed at achieving a single objective. Within the CUP project, 3 modules are identified that make up the Blueprint (basic, soft and technical skills).

NON-FORMAL LEARNING

Learning which is embedded in planned activities not always explicitly designated as learning (in terms of learning objectives, learning time or learning support), but which contain an important learning element. Non-formal learning is intentional from the learner's point of view.





SKILLS AND COMPETENCIES

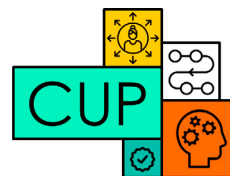
According to European Qualifications Framework (EQF) “skill means the ability to apply knowledge and use know-how to complete tasks and solve problems”. While sometimes used as synonyms, the terms skill and competence can be distinguished according to their scope. The term skill refers typically to the use of methods or instruments in a particular setting and in relation to defined tasks. The term competence is broader and refers typically to the ability of a person – facing new situations and unforeseen challenges – to use and apply knowledge and skills in an independent and self-directed way.

SOFT SKILLS

A set of intangible personal qualities, traits, attributes, habits and attitudes that can be used in many different types of jobs. As they are broadly applicable they are also seen as transferable skills, even if the idea of transferability is often questioned because individuals learn to perform tasks in particular contexts and may not be able to apply them to others. Examples of soft skills include: empathy, leadership, sense of responsibility, integrity, self-esteem, self-management, motivation, flexibility, sociability, time management and making decisions. The term is also used in contrast to ‘hard’ skills that are considered as more technical, highly specific in nature and particular to an occupation, and that can be (generally) taught more easily than soft skills.

THIRD SECTOR ORGANISATIONS

It is a term used to describe the range of organisations that are neither public sector nor private sector. For this reason TSOs are sometimes called “not-for-profit organisations”. A better term is “not-for-personal-profit”.



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