

Convicts Upskilling Pathways

CUP Project / 2019-1-IT02-KA204-063162  
Intellectual Output 3

# Impact Evaluation Kit

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Enti partner



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di San Paolo



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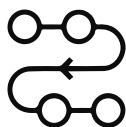
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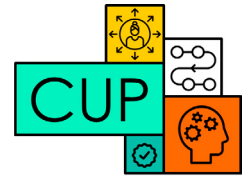
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# Introduction and Reference framework

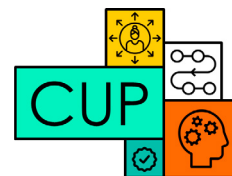
The Convicts Upskilling Pathways (**CUP**) project (2019–2022) aimed to enhance the medium to long term employability and social reintegration of detainees in six European prisons in Italy, Greece, Cyprus and The Netherlands by designing and piloting innovative **upskilling training modules** and **monitoring and evaluation tools**. These scalable tools will enable to broaden the project impact from the local to the national and European level, also contributing to changing the narrative on prison education.

Within the CUP project, the Intellectual Output no. 3 (in short, **IO3**) aimed to support the involved organizations with **tools** for understanding the **impact** of their programmes designed to promote employability and social reintegration among detainees and former detainees. It also aimed to attain an overarching goal, that is to promote **evaluation culture** among partners and relevant stakeholders in the contexts involved in the project, and beyond.

To attain these goals, IO3 developed an impact measurement toolbox, consisting of **evaluation tools and guidelines** that were tested during the CUP training modules carried out in the six prisons involved. Based on the results of this testing, the main final output of IO3 consists of a final **Evaluation kit** comprising the following 3 sub-outputs:

- **Measurement tools**, i.e. 3 easy-to-use evaluation questionnaires focusing on detainees involved in training modules and on professionals working with these detainees;
- **Implementation guidelines**, aimed to support the staff in implementing the evaluation tools in their prison context;
- a **Transferability Plan**, highlighting the main steps needed to “transfer” the IO3 outputs in other contexts and working areas, besides the contexts.

This kit was developed **to be made available to prison administrations and third sector organizations** for assessing the effectiveness of their day-to-day training activities with detainees, measuring the progress and the impact of their actions among their primary target and the community in general. In particular, the **evaluation tools and guidelines** aim to be useful for improving the wellbeing of people (detainees and staff) in the prison that will adopt such toolkit.



After introducing the Reference Framework which highlights the rationale of the evaluation tools and guidelines (par. 1.1.), this document presents the **Evaluation kit** by describing in detail its 3 output lines: measurement tools (Part I of the Kit), Implementation guidelines (Part II), Transferability Plan (Part III).

*The IO3 was developed by **Fondazione Emanuela Zancan**, in collaboration with the other CUP partners that provided useful insights and feedback. Fondazione Zancan is an independent research centre based in Padova (Italy) that has been working for almost 60 years in the field of social, health and education policies, welfare systems and human services.*

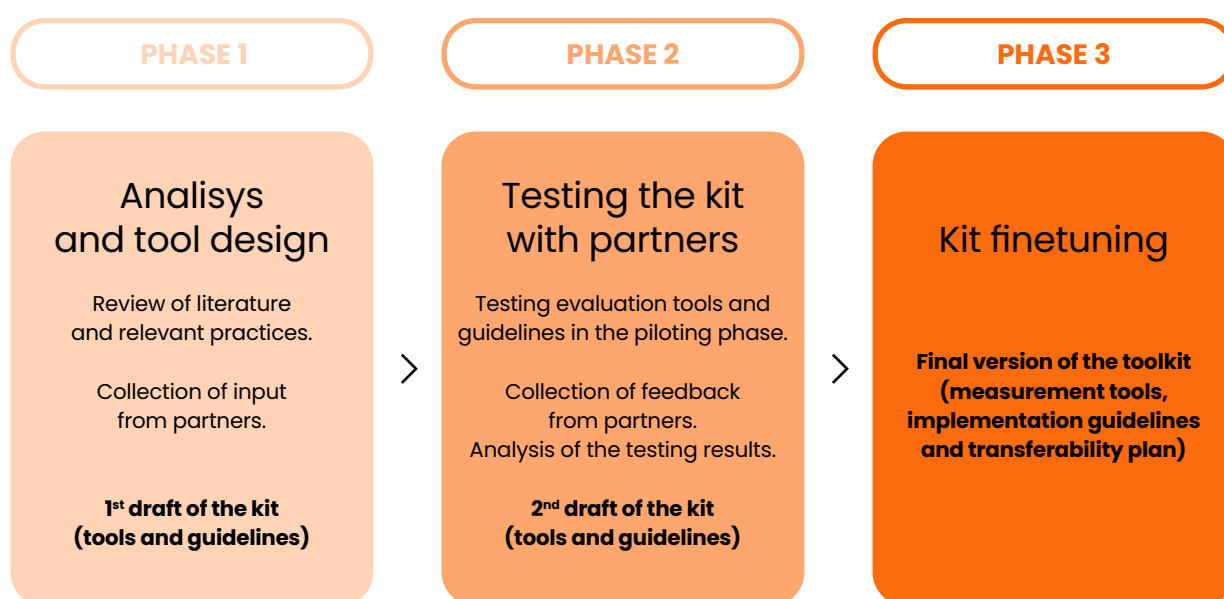
## 1.1 The Reference Framework

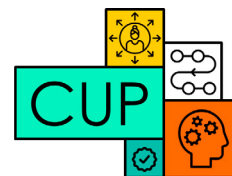
### THE OVERALL IO3 PATH

The IO3 has been developed in **three phases**, initially starting from a **preliminary analysis** and design of the **tools** to be tested; then **testing** the initial version of the evaluation tools and guidelines with partners, during the piloting of the training modules under the CUP project's Intellectual Output 2 (IO2); finally proceeding to fine-tune the evaluation tools and draw up the **final version** of the Evaluation kit. The three phases are graphically depicted in summary in Figure 1.

FIGURE 1

### Phases of the IO3 path to the evaluation kit





The contents of the three phases are described in detail as follows, highlighting the key activities carried out under each phase.

## PHASE 1

The main activities under Phase 1 consisted of:

- reviewing existing literature/research in the field;
- gathering information on existing assessment practices, through a baseline survey conducted among the project partners;
- sharing comments with partners;
- defining the tools to be used in the piloting phase;
- collecting initial feedback from partners;
- drawing up a first draft of the kit (tools and guidelines);
- sharing the first draft of the kit with partners.

Among the data and information collected in this phase were also the criteria used in each setting for assessing the improvement of detainees in training/working areas. In particular, partners were asked: if and how they were already performing some forms of assessment of the improvements/changes for the detainees involved in training/working activities; if specific measurement tools or criteria were used for measuring changes/improvements. The common criteria emerging from such data collection from partners were then compared with Fondazione Zancan's research results (e.g. regarding the "LEI" project in the Turin prison – see [Box 1](#)) and with evidence from existing literature in the field, in order to identify the assessment criteria to be adopted in the evaluation tools during the training paths in the

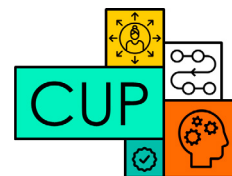
### BOX 1 THE "LEI" PROJECT

The project named "LEI" (Italian acronym of "Lavoro, Emancipazione, Inclusione", i.e. "Work, Emancipation, Inclusion") is targeted at the female detainees in the Turin prison in Italy.



The main goal of the LEI project is to enhance training and employability opportunities for women so as to enable female detainees to learn or hone skills with a view to their socio-occupational reintegration upon release. The project aims to make detainees responsible for respecting rules, time and commitments; to improve prison conditions through activities that enable them to overcome idleness and to increase self-esteem through the discovery or improvement of aptitudes and skills; to promote a climate of serenity through mutual respect and with prison staff; to implement the network of bodies inside and outside the prison that can help define the social and work reintegration paths of the women involved.





The project is supported by Fondazione Compagnia di San Paolo and carried out in cooperation with the prison management. It has involved different organisations and cooperatives: Arione Association, EssereUmani Association, Extraliberi Social Cooperative, Impatto Zero Social Cooperative, Patchanka Social Cooperative, Casa di Carità Arti e Mestieri Foundation, Intesa Sanpaolo Savings Museum, PerMicro spa, Ufficio Pio of the Compagnia di San Paolo with the Logos Project. Fondazione Zancan has evaluated the results of the project over time.

Over the first two years of the project, overall 56 female detainees (about 40% of all female inmates in the Turin prison) were involved in work placement paths within the participating organisations and cooperatives. The steering committee of the project has systematically monitored the progress of women detainees' placements and assessed their changes (e.g. increase in self-esteem for the women involved in the activities, also through the discovery/rediscovery or improvement of their attitudes and skills). The detainees themselves have confirmed the importance of having improved their skills and having the opportunity to overcome their condition of inactivity.

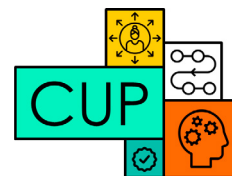
piloting phase. Starting from this preliminary collection of data and information, an initial version of the **evaluation kit** was developed, consisting of **evaluation tools** and **guidelines for implementation** of the tools. Such assessment instruments were aimed especially at gathering a "snapshot" of the individual condition of *detainees* (and professionals) at different times, so as to track changes in their conditions during the training path. The **evaluation tools** consist of: **two** ad-hoc **questionnaires** focusing on each of the **detainees** involved in the pilot training, considering different dimensions (wellbeing, competences and capabilities, relationships and values that drive their working and social behavior, ...) from the professionals' and the detainees' perspectives (questionnaires **Q1** and **Q2**, respectively); **one** specific **questionnaire** focusing on each of the **professionals** involved (e.g. educators, trainers, social workers, ...), aiming to assess their changes over the training path (questionnaire **Q3**).

The draft of the kit was then circulated among partners in the six prison contexts, in order to familiarize reference people and professionals with the assessment procedures, and to collect preliminary feedback from them. The preliminary feedback collected from partners (the IO2 leader and the other partner organizations) on the evaluation questionnaires and implementation guidelines was discussed and incorporated in a revised version of the initial toolkit. This version was then shared with partner prisons, to be applied during the pilot training phase (Phase 2).

## PHASE 2

The main activities under Phase 2 consisted of:

- organizing the evaluation phase;
- carrying out the actual evaluation of the pilot training paths, by coordinating the adoption of the preliminary IO3 assessment tools and guidelines, in each prison context engaged;



- setting up an online platform for collecting the questionnaires filled in by detainees and professionals;
- monitoring the pilot training paths in the different contexts;
- providing support to the partners and prison contexts involved in carrying out evaluation;
- collecting further feedback from partners' reference people and professionals;
- processing and analyzing the data collected through the evaluation questionnaires;
- drawing up a second draft of the tools and guidelines.

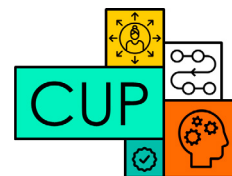
As the testing phase of the IO2 training modules started, the reference professionals in the partner prisons began testing the **preliminary IO3 kit** by carrying out evaluation on the target populations engaged in the training activities. The evaluation questionnaires were applied at two different times, i.e. at the beginning and at the end of the training path, so as to allow the evaluator (Fondazione Zancan) and the partner prisons to assess the pre-post conditions of detainees and professionals and the possible changes occurring during the training paths.

Based on the actual testing of the kit, additional feedbacks were collected from professionals and reference people of the project partners, in order to carry out the necessary fine-tuning of the tools and guidelines. Such feedback collected from partners by the end of the piloting phase was specifically focused on: the most significant **potentials** of the assessment tools and guidelines; the major **difficulties** incurred by partners in implementing the toolkit, and how to possibly overcome them; possible ways to ensure the **feasibility** of the evaluation process in the everyday life in prison; possible solutions to make sure that the evaluation tools can both be **tailored** to each partner prison's target/context and be made **transferable** to other prison targets/context.

The relevance and effectiveness of the questionnaires (and the related implementation guidelines) as "assessment tools" for tracking changes in individual conditions throughout the training modules were assessed also by processing and analysing the data collected through the questionnaires administered in the 6 prisons during the piloting phase. The main goals of this analysis were, on the one hand, to get a picture of the **main results from testing**, both globally and in each prison context; on the other hand, to understand the **ability** of the evaluation tools (where implemented according to the accompanying guidelines) to **measure the main outcomes** for the detainees and the professionals involved in the training paths.

At the end of the analyses, the global results from the assessment of the testing phase indicated that overall the preliminary evaluation tools and guidelines implemented within the pilot training modules could adequately track the main variations in the individual conditions of both detainees and professionals (see [Box 2](#)).





## BOX 2 THE EVALUATION OF DETAINEES AND PROFESSIONALS

### THE EVALUATION OF THE DETAINEES

The evaluation of the detainees involved in the training modules was carried out mainly through **two assessment tools** developed ad hoc:

- a questionnaire (**Q1**) administered to the professionals most involved in the detainees' training path, focusing on the detainees' skills, relationships, inner strengths and well-being, also from a **generative welfare** perspective (highlighting the active role of the detainees for the benefit of others);
- a questionnaire (**Q2**) self-administered to the detainees involved in the implementation of the training modules, focusing on the same dimensions addressed in Q1 – although with a simpler phrasing of the concepts.

Overall, 107 detainees (involved in the CUP paths in the six prisons engaged) were evaluated by professionals through questionnaire Q1, both at the beginning of the training path (at time "T0") and at the end of the path (at time "T1"). According to the professionals' pre-post assessment, overall 6 out of 10 detainees increased their **basic** and **technical** skills, and 8 out of 10 detainees showed an average increase in a set of **soft skills**. The most frequently increased skills were: motivation and interest in training; willingness to take on responsibility; ability to set own expectations and goals; stability of engagement.

Moreover, overall 90 detainees evaluated themselves through the self-administered questionnaire Q2, both at the beginning ("T0") and at the end ("T1") of the path. Based on the results of this questionnaire, overall more than 6 out of 10 detainees showed an average increase in a set of **soft skills**. The most frequently increased skills were: the ability to see significant life events as an opportunity to grow; the ability to show emotions in a positive way; the provision of help to other detainees/people (from a **generative welfare** perspective); the capability of getting along well with other people; the capability of attributing importance to the relationships with others.

### THE EVALUATION OF THE PROFESSIONALS

On the other hand, the evaluation of the professionals involved in training was carried out mainly through **one assessment tool** developed ad hoc, i.e. a questionnaire (**Q3**) self-administered to the professionals most involved in the detainees' training path, focusing on different professional abilities, for instance the ability to tackle social-work reintegration, to engage detainees in the training path, to value the potential and capabilities of the detainees, to carry out joint evaluations.

Among all the staff involved in the CUP training modules in the six prisons engaged, 18 professionals most directly involved in the paths evaluated themselves through the self-administered Q3 questionnaire at the beginning and at the end of the training paths. Around 7 out of 10 professionals involved in the training paths have increased their **ability to engage detainees** in activities for the benefit of others and **to measure performances and outcomes** for detainees. Moreover, more than 1 in 2 professionals have increased their capability of **using the tools for measuring outcomes**, accommodating individual needs for education/ training-work and engaging detainees in learning activities.

In particular, the results regarding the detainees involved (from the perspective of both professionals and detainees) can be effectively represented through a pre-post comparison of 4 summary measures, namely (a) a direct measure of *basic skills*; (b) a direct measure of *technical skills*; (c) an appropriate overall index of *soft skills*; d) an overall index of *generative-welfare attitude* (see [Box 3](#)).



Such results highlight two important aspects. Firstly, these evaluation results seem to confirm the high added value of providing training focused on soft skills in addition to (in combination with) basic and technical skills – in line with the approach followed by the CUP project’s Intellectual Output 2 (“*Skills Developer Blueprint*”) proposing training modules based on a mix of basic, technical and soft skills.

### BOX 3 THE RESULTS FROM THE EVALUATION OF DETAINEES

For both survey Q1 and survey Q2, the average scores in the questionnaires’ items were converted into normalized indexes (on a 0–1 scale) summarizing, in quantitative terms, the main results at T0 and T1 with reference to:

- **BASIC SKILLS** / based on the results from the scores attributed to the item “*Learning achievement (acquisition of knowledge from education/training)*” in questionnaire Q1 and the item “*Acquisition of general knowledge (e.g. language, numeracy, ...) from education/training*” in questionnaire Q2;
- **TECHNICAL SKILLS** / based on the results from the scores attributed to the item “*Level of work skills (from vocational training/work)*” in questionnaire Q1 and the item “*Level of work skills from vocational training/work*” in questionnaire Q2;
- **SOFT SKILLS** / based on the results from the overall average of the scores attributed to the following items in questionnaire Q1:
  - > “*Compliance with rules and regulations (including e.g. attendance)*”;
  - > “*Education/Training-work motivation/interest*”;
  - > “*Willingness to take on responsibility*”;
  - > “*Possession of inner strengths/values*”;
  - > “*Awareness of own resources/capabilities*”;
  - > “*Ability to set own expectations and goals and to acknowledge achievements*”;
  - > “*Relational skills (e.g. dealing with tension/conflict, tolerance, etc.)*”;
  - > “*Stability of engagement/perseverance*”;
  - > “*Flexibility/adaptability*”;
  - > “*Critical thinking*”;
  - > “*Problem solving*”;
  - > “*Time management*”;
  - > “*Digital skills*”;
  - > “*Information skills*”;
  - > “*Independency*”;
  - > “*Taking initiative*”;
  - > “*Communication*”;
  - > “*Cooperation/collaboration*”;
 and the overall average of the scores attributed to the following items in questionnaire Q2:
  - > ability to “*set goals that will help you achieve your outcomes*”;
  - > ability to “*make the most of (your) educational opportunities*”;
  - > ability to “*have hope for the future*”;
  - > ability to “*have dreams that help to inspire you*”;
  - > ability to “*see significant life events as an opportunity to grow*”;
  - > ability to “*show your emotions in a positive (good) way*”;
  - > “*Level of interest for education/training-work*”;
  - > “*Awareness of my own competences/capabilities*”;

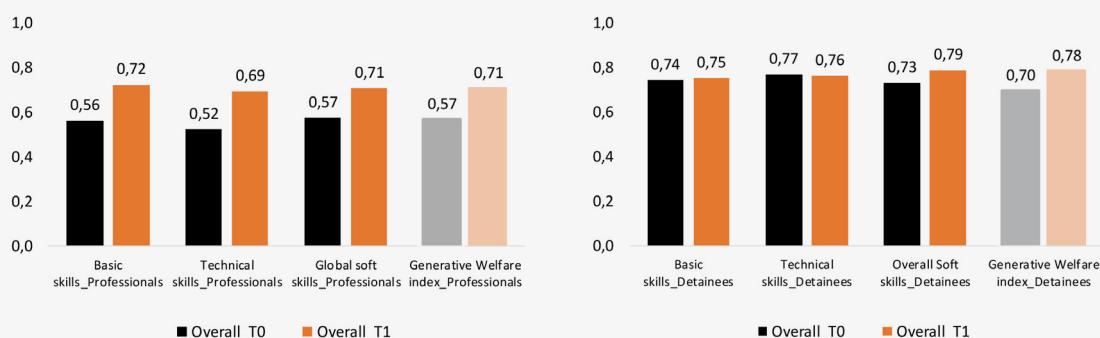




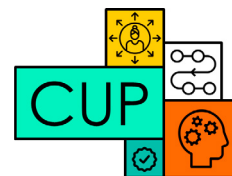
- > “Getting along well with other people”;
- > “Ability to choose the most desired activities/occupation (within/outside prison)”;
- > “It is important to me to be able to get along with other people”;
- > “Except for my close friends, I don’t like people”;
- > relationships with friends (including a subset of related items, i.e. “My friends really try to help me”, “I can count on my friends when things go wrong”, “I have friends with whom I can share my joys and sorrows”, “I can talk about my problems with my friends”);
- > inner strength (including a subset of related items, concerning willingness to “learn from mistakes and try to improve by yourself”, “ask for suggestions, feedback and integrate this into the learning process”, “show labor commitment (aimed at regular and honorable future employment)”, “look for learning opportunities (focused on future work opportunities)”, “respect others and handle them in a normal way (e.g. foreman, workmaster, colleagues)”, “help, support or assist others”).

- **GENERATIVE-WELFARE ATTITUDE** / based on the results from the overall average of the scores attributed to the items related to: the *willingness to help others* and the *actual provision of help to others* by the detainee, in questionnaire Q1; the *provision of help to others* by the detainee, in questionnaire Q2.

The overall results from the CUP evaluation on detainees in the six prisons involved through Q1 and Q2 can be represented in the figures below, reporting the values of the 4 summary indexes at T0 (beginning of the training path) and at T1 (end of the path), respectively from the professionals’ perspective (Q1) and from the detainees’ own perspective (Q2).



On the other hand, the results regarding the professionals involved (from their own perspective) can be represented through a pre-post comparison of the specific scores self-attributed to each of the dimensions evaluated through questionnaire Q3 (see [Box 4](#)).

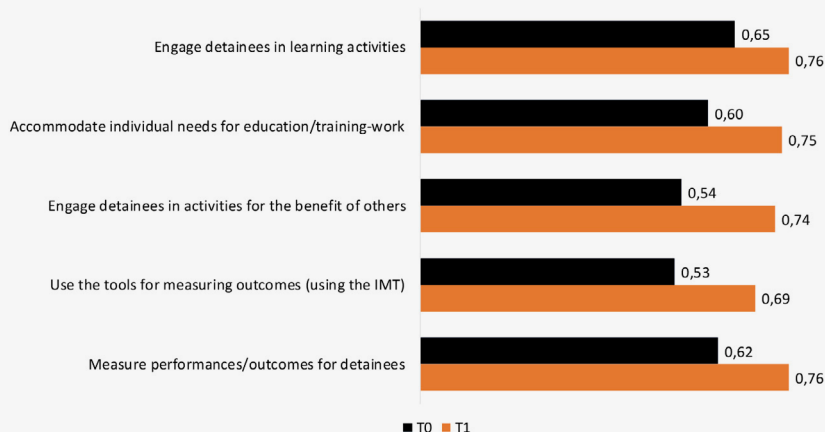


## BOX 4 THE RESULTS FROM THE EVALUATION OF PROFESSIONALS

For survey Q3, the average scores in each questionnaire item were converted into a normalized index (on a 0-1 scale) summarizing, in quantitative terms, the result at T0 and T1. The items represented 12 dimensions regarding the professionals' ability to:

- improve coaching and training methodologies;
- design effective training/guidance paths to address work and training in prison;
- engage detainees in learning activities;
- accommodate individual needs for education/training-work;
- adopt and apply an individualised, encouraging, approach towards detainees;
- understand the potentials and capabilities of the individual detainee;
- engage detainees in activities for the benefit of others;
- tackle issues of social-work reintegration;
- use the tools for measuring outcomes;
- measure performances/outcomes for detainees;
- share information with other professionals involved in education and training/work activities with detainees;
- participate in joint evaluation(s).

The overall results from the CUP evaluation on professionals through Q3 can be summarized in the figure below, representing the values of the indexes associated to the five items with the highest increase in scores over time, at T0 (beginning of the training path) and at T1 (end of the path).



After collecting and analyzing all the data and information emerging from the testing stage in Phase 2, a second draft of the kit was finally prepared.

The following figure (Figure 2) summarizes the main sources of contents (information, insights, feedback) for drafting the tools and guidelines of the evaluation kit, at different stages (before the starting of the testing phase, during/after the end of the testing phase).

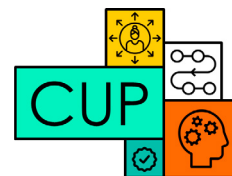
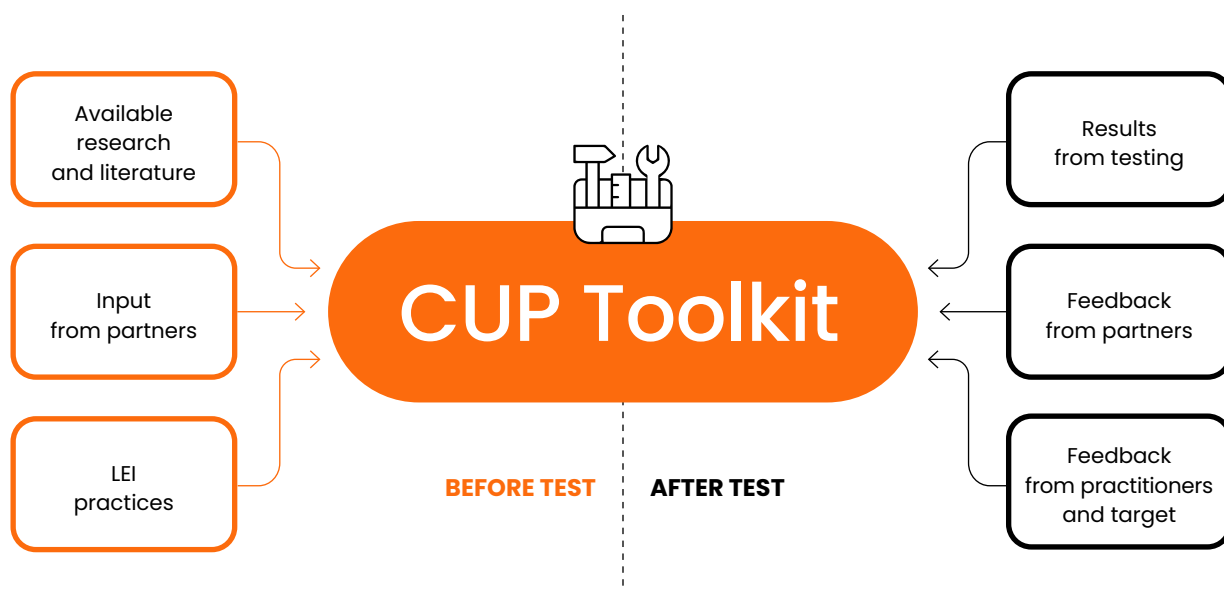


FIGURE 2

## Main sources of contents for the CUP toolkit



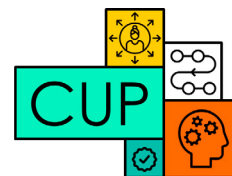
### PHASE 3

The main activities under Phase 3 consisted of:

- collecting final feedback from partners;
- fine-tuning the evaluation tools and guidelines;
- drawing up a final version of the kit (tools and guidelines, transferability plan);
- publication of the final kit, dissemination in the final event.

After the end of the testing phase, further remarks and suggestions were collected from the project partners, professionals and detainees involved in the pilot training, in order to fine-tune the evaluation kit in its final version. Feedback from other local stakeholders in different countries was also collected.

The final Evaluation Kit specifically included: 3 measurement tools (questionnaires); guidelines for implementation; a transferability plan (towards other contexts and working areas). The kit, along with the results from evaluation of the pilot training paths (see [Box 3](#) and [Box 4](#) above), are intended for wide dissemination among interested stakeholders, at different levels in prisons, third-sector organizations, enterprises, institutions and administrations, ..., in order to promote an evidence-based cultural change – in line with the principles of the CUP project's Intellectual Output 1 (*"Make the Case Advocacy Toolkit"*).

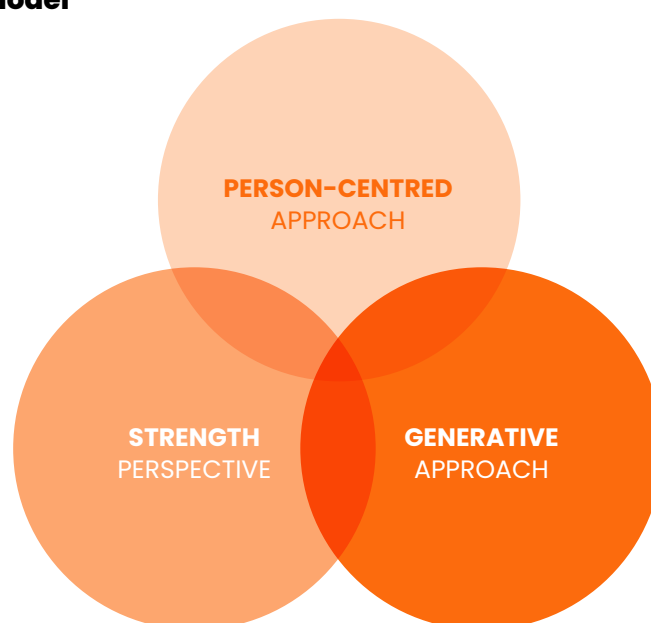


## 1.2 Model and methodology

The evaluation model was made available to prison administrations and third sector organisations in order for them to measure the progress and the impact of their actions aimed at promoting employability among detainees involved in training paths. The evaluation model is based on 3 main guiding principles: it is a **person-centred** model; it is based on a **strength perspective**; it adopts a **generative approach**.

FIGURE 3

### The 3 main guiding principles of the evaluation model



#### A PERSON-CENTRED APPROACH

Every person is composed of different dimensions: all together they provide a multidimensional representation of the individual. A person-centred approach considers each individual as a unique subject, with difficulties and strengths that need to be taken into account. This is in line with the Generative Welfare approach, that focuses on **individual capacities** and **strengths**, not only on problems and difficulties<sup>1</sup>. This means that the planning process aims to identify and highlight the “talents” and the capacities that are inherent in every single person<sup>2</sup>.

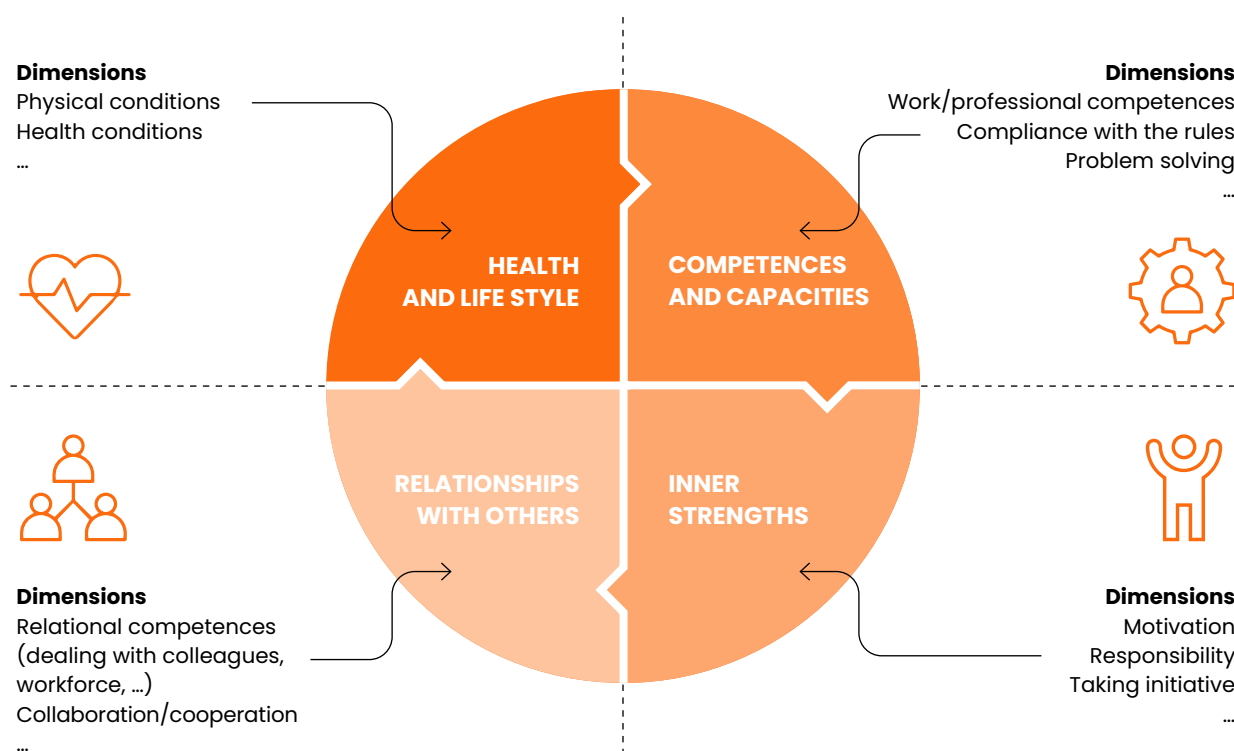
1. Neve, E. (2017), “Capacità e risorse: nodo centrale del welfare generativo” [*Capabilities and resources: the central node of generative welfare*] in Fondazione Zancan (2017), *Poveri e così non sia*, pp. 123-139, Bologna, Il Mulino.

2. Blessing, C., & Golden, T. (2005), *Inmate to Citizen. Using Person-Centered Practices to Facilitate the Successful Re-entry of Inmates with Special Needs into Community Membership Roles*, Employment and Disability Institute, Cornell University, [ecommons.cornell.edu/bitstream/handle/1813/89932/V3\\_PDF1.pdf?sequence=1&isAllowed=y](https://ecommons.cornell.edu/bitstream/handle/1813/89932/V3_PDF1.pdf?sequence=1&isAllowed=y)

Activities and programmes in prison need to be tailored to the specific needs and resources of single detainees. Therefore, **evaluation** also need to consider the outcomes on each single detainee involved in the education/training paths, from a multidimensional perspective. The picture below represents the 4 areas of observation considered in developing the IO3 evaluation tools, also providing examples of some dimensions within each area.

FIGURE 4

### The 4 areas of observation considered in the evaluation of detainees

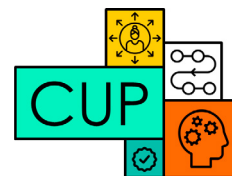


**Source:** Canali C. (2020), *Soluzioni di welfare generativo: analisi di esperienze*, in Fondazione Zancan (Ed.), *La lotta alla povertà è innovazione sociale. La lotta alla povertà. Rapporto 2020*, Bologna, Il Mulino, pp. 107-118

### FROM "ME" TO "US": A GENERATIVE-WELFARE PERSPECTIVE

The leading idea of **Generative Welfare** is "*I cannot help you without you*", which proposes the regeneration of resources to make them available to other people. This would potentially allow the whole welfare system to become more effective in helping people, while also creating a **more cohesive society**<sup>3</sup>.

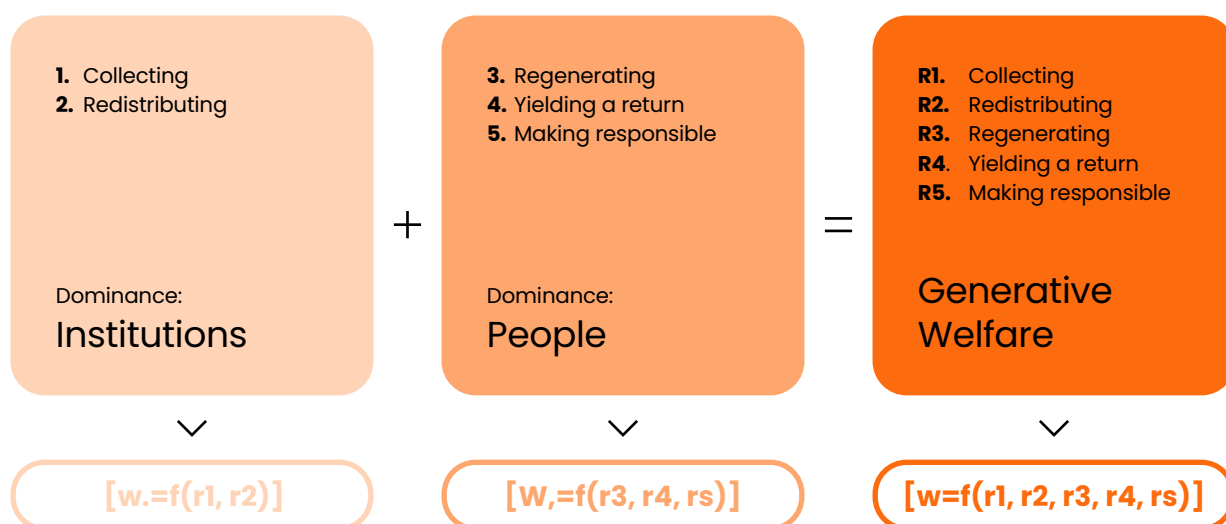
3. Canali, C., Geron, D., & Vecchiato, T. (2019), *Italian families living in poverty: Perspectives on their needs, supports and strengths*, in "Children and Youth Services Review", 97, 30-35.



The “re-generation” of available resources results from making every single person **responsible** for both individual and social outcomes. Also detainees, while benefitting from education/training/work opportunities, can contribute to their own and other people’s well-being: the “generative welfare” approach promotes their role as **active players**.

FIGURE 5

### From a “redistributive” to a “generative” welfare

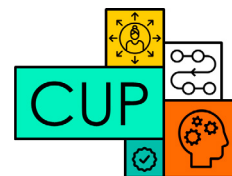


**Source:** Fondazione Zancan (2013), *Rigenerare capacità e risorse* [Regenerating capabilities and resources]. *La lotta alla povertà. Rapporto 2013*, Bologna, Il Mulino; Fondazione Zancan (2014), *Welfare generativo. Responsabilizzare, rendere, rigenerare* [Making responsible, getting returns, regenerating]. *La lotta alla povertà. Rapporto 2014*, Bologna, Il Mulino.

The primary target groups of the CUP project are therefore supported in rediscovering their own capabilities and resources, and are then encouraged to make use of their “talents” in helping themselves and other people to generate added value in both social and economic terms<sup>4</sup>. This process is in line with the abovementioned person-centred approach, and contributes to promoting detainees’ self-esteem, socialization, integration in the community, responsibility.

4. Vecchiato, T. (2015), “Poverty in Italy and Generative Welfare Approach”, in E. Fernandez, A. Zeira, T. Vecchiato and C. Canali (Eds.), *Theoretical and Empirical Insights into Child and Family Poverty: Cross National Perspectives*, New York, Springer.





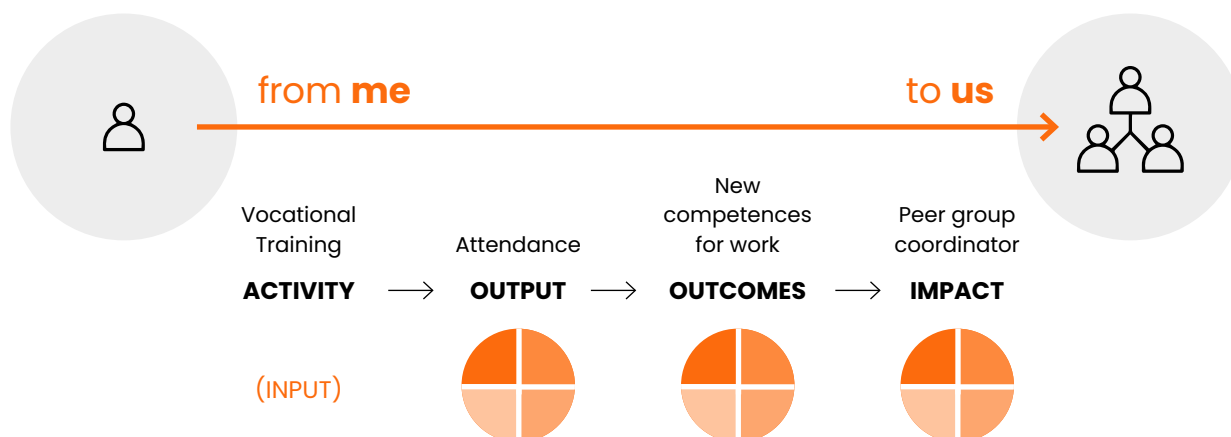
## OUTCOME AND IMPACT

The **evaluation system** considers both the individual outcomes i.e. changes for each single detainee involved in the education/training paths, and the social impact i.e. effects extended to the overall community.

The difference between outcome and impact can be understood by considering a stone that is thrown into the water. The force of the stone goes deep into the water, vertically with respect to the target: this represents the **outcome** i.e. the changes arising for the direct beneficiary (target) of a given intervention. But it also spreads horizontally in concentric circles: this represents the **social impact**, that is the benefits in terms of social and economic values arising for the benefit of the whole community<sup>5</sup>. For example, let us consider a group of detainees attending vocational training (**output** of the training course). These detainees can so acquire new (basic, technical, soft) skills and competences that allow them to start effectively carrying out specific work activities in or out of prison: this leads to **outcome** for the direct beneficiaries.

FIGURE 6

### From “me” to “us”: an example



Let us assume that at least one of these detainees becomes a peer group coordinator who voluntarily teaches other detainees how to perform those work activities: further people will thus be benefitted, thanks to the active involvement of the detainee for the benefit of others: this leads to **impact** extended to the “community”<sup>6</sup>.

5. Canali, C., & Vecchiato, T. (2019). Growing Up in Poverty. Evaluation of outcome and social impact in the international dialogue. Studi Zancan, 3-4, Journal supplement.

6. Vecchiato, T. (2016), GIA cioè valutazione di impatto generativo [GIA that is evaluation of generative impact], in “Studi Zancan”, 2, pp. 5-18.



It should be noted that a generative action is not only an “act of generosity” but rather something that results from a process of help that starts from recognising the capacities of the person. Some people will be able to improve themselves, some other people will be able to improve themselves and also support other people, depending on the pathway that each person will choose.

## TARGET AND TOOLS IN THE TESTING PHASE

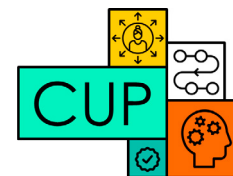
As specified above (Section 1.1) the evaluation tools adopted consisted of a mix of (self-)administered **questionnaires**, taking both a quantitative and a qualitative perspective, supported by **guidelines** for helping partners in measuring and evaluating outcomes and impact for the detainees, the professionals and the broader community involved. Considering the heterogeneity of the groups of detainees to be involved and the (intra- and inter-national) differences among the prison contexts engaged, the evaluation aimed to be **applicable/adaptable** to different sub-groups of detainees, in different prison contexts, in different countries.

**Three main target groups** were involved in the overall assessment of the testing phase.

The two target groups primarily included in the evaluation activities were: on the one hand, the main target of assessment i.e. the **detainees** involved in the pilot training paths; on the other hand, the **professionals** (educators, trainers, ...) most engaged in implementing the IO2 training modules with detainees. Both target groups were involved in the evaluation process from the beginning of the training phase.

The third group was composed of other **relevant stakeholders** in the different prisons/national contexts (prison directors, academics, further professionals, ...), having knowledge of the project and of its potential consequences and impact. This group was involved at later stages, after the end of the training paths.

The following table (tab. 1) summarizes the target groups, highlighting for each group the focus of the evaluation (what is evaluated over time), the tools used to carry out such assessment, the timing followed by evaluation during the testing phase.



TAB. 1

## Focus, tools and timing of the evaluation, for each target group involved in the testing phase



TARGET	FOCUS	MAIN TOOLS	TIMING
<b>DETAINEES</b> (overall and by target group)	Wellbeing, competences, relationships, engagement in generative activities, ...	<b>Questionnaire 1</b> (professionals' perspective) <b>Questionnaire 2</b> (detainees' perspective)	<b>Beginning</b> of training ( $T_{initial}$ )
<b>PROFESSIONALS</b> (educators, trainers, ...)	Ability to tackle issues of social-work reintegration, engage prisoners, understand their potential, ...	<b>Questionnaire 3</b> (professionals)	<b>Beginning</b> of training ( $T_{initial}$ ) <b>End</b> of training ( $T_{final}$ )
<b>RELEVANT STAKEHOLDERS</b>	Awareness regarding training in prison, evaluation culture, ...	<b>Ad-hoc interviews</b>	<b>After the End</b> of training

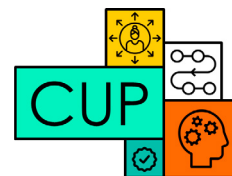
An **online platform** was set up by the IO3 lead, in order to collect the data necessary for carrying out assessment and evaluation of the training outcomes, on the basis of the questionnaires filled in (on paper or online) by the detainees and professionals involved. Importantly, all data and information on the detainees involved in the CUP path were collected **anonymously** and processed in an **aggregate** way. Data and information on the professionals involved in the CUP path were processed in an **aggregate** way, according to the current laws on privacy.

## MONITORING OF THE TESTING PHASE

Besides implementing and testing the evaluation tools focusing on the outcomes for the detainees and professionals involved in the pilot training paths (as described above), the implementation of the training modules was also monitored and assessed, *in each context involved*, regarding such relevant aspects as: the main characteristics of the training activities performed; the number and characteristics of the targets (detainees, professionals) and other actors involved; the main results and educational outcomes achieved, overall, for the detainees involved in training; the strengths/potentials emerged and difficulties/challenges faced, also in the adoption and implementation of the IO3 evaluation tools and guidelines.

Such monitoring of the testing phase was mainly based on a specific monitoring and assessment tool, i.e. the Operational Plan. The **Operational Plan**, which was filled in by reference people in each prison context engaged in piloting, is a document that helps to highlight:

- on the one hand, the main **expected** contents and results of the training activities and potential strengths/difficulties – filled in before the starting of the modules (expected scenario, ex ante);



- on the other hand, the main **actual** contents implemented and results obtained as well as the main strengths/difficulties faced during the training path – filled in after the end of the modules (actual scenario, ex post).

The monitoring of the pilot training pathways enabled the IO3 lead to collect:

- a. information on the main features (beneficiaries involved, professionals engaged, timing and contents, main results achieved, ...) of the modules actually carried out;
  - b. feedback from professionals regarding the strengths/challenges from the adoption of the evaluation tools.
- Collecting such monitoring information is useful to better understand the results from the evaluation of the detainees and professionals involved in training. For instance, some basic data collected through the Operational plans for monitoring regarded e.g. the number and type of detainees actually involved in the training paths in the six prisons engaged in the project, and the number of professionals involved (see [Box 5](#)).

## BOX 5 PRISONS AND DETAINEES INVOLVED

The pilot training activities of the CUP project were carried out in 6 prisons in 4 countries.

Overall, 137 detainees were engaged in the paths, of whom 73 adult males, 44 adult females, 20 young adults. In detail, by prison:

- 35 detainees (male adults) were involved in training (for carpenters, silversmiths and goldsmiths) in the Nicosia prison (Cyprus);
- 20 detainees (adolescents/young adults) were involved in training (on car engineering & road safety awareness) in the Avlonas prison (Greece);
- 20 detainees (male adults) were involved in training (on making bed mattresses) in the Chalkida prison (Greece);
- 30 detainees (female adults) were involved in training (on sewing and women fashion) in the Eleona, Thiva prison (Greece);
- 18 detainees (male adults) were involved in training (rugby program) in the PI Vught prison (the Netherlands);
- 14 detainees (female adults) were involved in training (cooking modules) in the Turin prison (Italy).

Overall, 51 professionals of different types (educators and trainers, psychologists, prison staff, ...) were engaged in planning, organising and implementing the training modules, which overall were focused on a mix of basic, technical and soft skills.

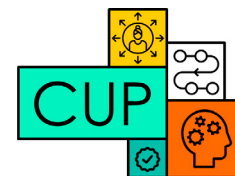
# Measurement tools

Overall **3 evaluation tools (questionnaires)** can be adopted by reference professionals from prisons and third sector organizations, in order to assess changes/benefits for the detainees involved in training paths in prison, and for the professionals engaged in implementing/following such training module(s). In particular, **2 tools** focus on the **detainees** directly involved in training, namely:

- the first questionnaire (**Q1**), from the perspective of the professionals who are most directly involved in the training path; the first questionnaire is therefore filled in by professionals, based on their observation of the detainees involved with respect to different dimensions;
- the second questionnaire (**Q2**), from the perspective of the detainees themselves, so as to collect their own “voice” regarding their path; the second questionnaire is therefore filled in by detainees, evaluating themselves with respect to different dimensions.

The **third tool** is a questionnaire (**Q3**) focusing on the **professionals** directly involved, from the perspective of the professionals themselves. This questionnaire is therefore filled in by professionals, evaluating themselves with respect to some relevant dimensions.

The main features of the 3 tools are summarized in the following table (tab. 2) and presented in detail in the following sections.



TAB. 2

## Target and focus of assessment of the evaluation tools



TOOL	TARGET	FOCUS
<b>QUESTIONNAIRE 1</b> One questionnaire is <b>administered</b> , at the beginning and at the end of the testing period, <b>to the professional(s)</b> who are most involved in the detainee's CUP training path.	<b>Detainees</b> involved as beneficiaries of training	Multidimensional assessment of the detainees, with reference to relevant dimensions pertaining to <b>4 main areas</b> of observation: <ul style="list-style-type: none"> <li>• health and life style;</li> <li>• competences and capacities;</li> <li>• relationships with others;</li> <li>• inner strengths.</li> </ul> A <b>generative perspective</b> is also adopted, highlighting the active role of the detainees for the benefit of other detainees/people.
<b>QUESTIONNAIRE 2</b> One survey is <b>self-administered</b> , at the beginning and at the end of the testing period, <b>to the detainees</b> involved in the CUP training path.		
<b>QUESTIONNAIRE 3</b> One questionnaire <b>focuses on the professionals</b> directly involved in the implementation of testing of the IO2 modules.	<b>Professionals</b> directly involved in the implementation of training	Assessment of relevant areas of <b>professional development</b> , such as the professionals' ability to tackle social-work reintegration, to engage detainees in the training/work path, to value the potential and capabilities of the detainees.

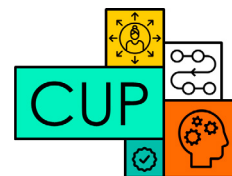
For each tool, specific **guidelines** are available, aiming to support prison professionals in practically carrying out evaluation on the detainees and the professionals involved (see Part II).

## 2.1 The questionnaires focusing on detainees

The **evaluation of detainees** is to be carried out at two **different times** (**before-after** methodology) to understand possible changes occurring through time for the detainees involved in the training path. The evaluation is based on relevant **dimensions** belonging to **4 main areas of observation**. The observation/evaluation tools within the four dimensions notably allow an assessment of:

- the detainees' development of various skills and competences, awareness about their own potential and capabilities, social relationships, inner values and motivation, ...;
- the detainees' **generative engagement** (e.g. willingness to voluntarily help other detainees).

Such evaluation is performed through **2 multidimensional assessment tools (questionnaires)**: the first one to be administered to the professionals involved in the testing activities for detainees; the second one to be self-administered to the detainees themselves involved.



## QUESTIONNAIRE 1

The **first questionnaire** (Q1) asks professionals to assess every single detainee involved, at different times (at least at two times i.e. before/at the beginning of the training path, and at the end/after the training path). Such professional assessment regards each detainee's **level** (on a quantitative scale from 1 – Very low to 5 – Very high) with reference to many dimensions and variables, for instance (among many other things) regarding the detainee's:

- education/training-work motivation, interest;
- relational skills (e.g. dealing with tension/conflict, tolerance, etc.);
- willingness to take on responsibility;
- awareness of own resources/capabilities;
- possession of inner strengths/values;
- willingness to help other detainees.

Moreover, **descriptive** (qualitative) **comments** can also be added by professionals to supplement each of the quantitative evaluations on the detainee.

After the end of the (training and) evaluation process, comparing the pre-post results (i.e. results from the questionnaire administered at the beginning and from the questionnaire administered at the end) will enable reference people/professionals (and possibly detainees themselves) to assess variations and changes (and their possible underlying reasons) in different personal dimensions of the detainees involved over time.

The complete questionnaire Q1 is presented as follows.

**Q1**

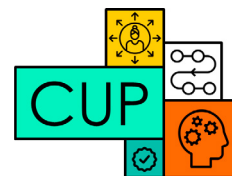
Professional \_\_\_\_\_

Questionnaire regarding detainee (ID) \_\_\_\_\_

Time ☐ Beginning ☐ End

We would ask you to provide a "snapshot" of the detainee, with respect to the current period (or other reference period specified in the item), by attributing a "score" and providing some descriptive comments (where applicable), for each of the following items.





Please assess...	1 Not at all	2 Little	3 Medium	4 Much	5 Very much	n.a. Not applicable	Comment
------------------	--------------------	-------------	-------------	-----------	-------------------	---------------------------	---------

How much **physical health problems** have affected the participation of the detainee in the "CUP activities" in the past two weeks

☐ ☐ ☐ ☐ ☐ ☐

How much **emotional problems** (depression, anxiety...) have affected the participation of the detainee in the "CUP activities" in the past two weeks

☐ ☐ ☐ ☐ ☐ ☐

Please assess the level of...	1 Very low	2 Low	3 Medium	4 High	5 Very high	n.a. Not applicable	Comment
-------------------------------	------------------	----------	-------------	-----------	-------------------	---------------------------	---------

**Learning** achievement (acquisition of knowledge from education/training)  
[Basic skills]

☐ ☐ ☐ ☐ ☐ ☐

Please specify skills.

Level of **work skills** (from vocational training/work)  
[Technical skills]

☐ ☐ ☐ ☐ ☐ ☐

Please specify skills.

**Quality** of labor products (if applicable)

☐ ☐ ☐ ☐ ☐ ☐

**Compliance** with rules and regulations (including e.g. attendance)

☐ ☐ ☐ ☐ ☐ ☐

Education/Training-work **motivation**, interest

☐ ☐ ☐ ☐ ☐ ☐

Willingness to take on **responsibility**

☐ ☐ ☐ ☐ ☐ ☐

Possession of **inner strengths / values\***

☐ ☐ ☐ ☐ ☐ ☐

Willingness to **help other** detainees

☐ ☐ ☐ ☐ ☐ ☐

**Actual** provision of **help** to other detainees (also beyond what would be "expected", e.g. peer support)

☐ ☐ ☐ ☐ ☐ ☐

What kind of help?  
Please describe.

**Awareness** of **own resources**/capabilities

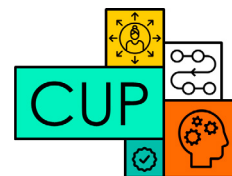
☐ ☐ ☐ ☐ ☐ ☐

Ability to **set own expectations and goals** and to acknowledge achievements

☐ ☐ ☐ ☐ ☐ ☐







**Relational skills**  
(e.g. dealing with tension/  
conflict, tolerance, etc.)

☐ ☐ ☐ ☐ ☐ ☐

Please specify (e.g. with  
other detainees, workforce, ...).

**Stability of engagement /  
perseverance**

☐ ☐ ☐ ☐ ☐ ☐

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>n.a.</b>	
Please assess the level of these other skills:	Very low	Low	Medium	High	Very high	Not applicable	Comment

**Flexibility**/adaptability\*

☐ ☐ ☐ ☐ ☐ ☐

Critical thinking\*

☐ ☐ ☐ ☐ ☐ ☐

Problem solving\*

☐ ☐ ☐ ☐ ☐ ☐

Time management\*

☐ ☐ ☐ ☐ ☐ ☐

Digital skills\*

☐ ☐ ☐ ☐ ☐ ☐

Information skills\*

☐ ☐ ☐ ☐ ☐ ☐

Independency\*

☐ ☐ ☐ ☐ ☐ ☐

Taking initiative\*

☐ ☐ ☐ ☐ ☐ ☐

Communication\*

☐ ☐ ☐ ☐ ☐ ☐

Cooperation/collaboration\*

☐ ☐ ☐ ☐ ☐ ☐

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>If applicable</b> , please assess the level of:	Very low	Low	Medium	High	Very high

Other dimension of interest  
Please specify.

☐ ☐ ☐ ☐ ☐

Other dimension of interest  
Please specify.

☐ ☐ ☐ ☐ ☐

Other dimension of interest  
Please specify.

☐ ☐ ☐ ☐ ☐

Other comments (if any):

*Thank you for your collaboration.*

\*For the definition of the item, please refer to the Definitions provided in the box below.





#### Definitions

<b>Critical thinking</b>	Ability to independently come to well-considered and substantiated considerations, judgments and decisions.
<b>Flexibility/adaptability</b>	Ability to adapt easily to a changing environment, method of working, work-time, tasks, responsibilities and behaviour of others.
<b>Communication</b>	Ability to transfer messages goal orientated and understand these messages.
<b>Cooperation/collaboration</b>	Ability to work together with other colleagues on a goal and to complement and to support others.
<b>Digital skills</b>	Possession of knowledge and skills which are needed to understand the operation of computers and networks and to deal with it.
<b>Independency</b>	Ability to be independent from another person. This is not only about practical things, but also about making independent choices without help of a colleague-employee.
<b>Information skills</b>	Ability to signal and analyze information requirement and on basis of this searching, selecting, processing and using of relevant information.
<b>Problem solving</b>	Ability to recognize a problem and to come up with a plan to solve the problem.
<b>Time management</b>	Ability to work effectively and efficiently, to organize time in a way that as many as possible important tasks are executed within the available time.
<b>Taking initiative</b>	Ability to act on own initiative, without incentive of someone else, to take action without waiting. Through this the detainee can signal opportunities and problems, make proposals and introduce proposals, introduce solutions or come into action themselves.
<b>Inner strengths/values</b>	Inner strengths, motivation, values possessed by the detainee and inspiring his/her behaviour.

## QUESTIONNAIRE

### 2

The **second questionnaire** (Q2) asks each detainee involved to assess themselves, at different times (at least at two times i.e. before/at the beginning of the training path, and at the end/after the training path). Such self-assessment is carried out by each detainee with respect to various dimensions and variables of interest, for instance by asking them (among other things):

- how often (*on a scale from never to always*) they consider themselves to be able to:
  - > set goals that will help you achieve your outcomes?
  - > make the most of your educational opportunities?
- how they assess their own level (*on a 5-point scale from 1 - Very low to 5 - Very high*) with reference to:
  - > interest for education/training-work



- > provision of help to other detainees
- > provision of help to the community
- how often (*on a scale from never to always*) they are willing to:
  - > ask for suggestions, feedback and integrate this into the learning process
  - > look for learning opportunities

Moreover, in addition to this **quantitative** evaluation, some **descriptive** (qualitative) **comments** can also be added by detainees, overall and for some specific items.

After the end of the (training and) evaluation process, comparing the pre-post results (i.e. results from the questionnaire administered at the beginning and from the questionnaire administered at the end) will enable reference people/professionals, and possibly detainees themselves, to assess variations and changes (and their possible underlying reasons) in different personal dimensions of each detainee over time.

The complete questionnaire Q2 is presented as follows.

## Q2

Detainee (ID) \_\_\_\_\_

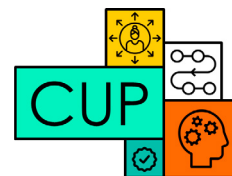
Time ☐ Beginning ☐ End

### A / COMPETENCES AND CAPACITIES

A1. How often are you able to:

	Never	Some times	Often	Most of the time	Always
Set goals that will help you achieve your outcomes (For example "I want to save 50 Euro in the next two months, so that I can buy some new clothes")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make the most of (your) educational opportunities (Similar concrete example(s) may be provided by the staff assisting in the completion, here and for the following items)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have hope for the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have dreams that help to inspire you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See significant life events as an opportunity to grow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Show your emotions in a positive (good) way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





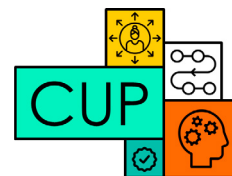
**A2.** Below is a list of statements dealing with your **general feelings about yourself**. If you strongly disagree with a statement, tick in the “strongly disagree” column; if you disagree, tick in the “disagree” column; if you agree, tick in the “agree” column; If you strongly agree, tick in the “strongly agree” column.

	Strongly agree	Agree	Disagree	Strongly disagree
On the whole, I am satisfied with myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At times, I think I am no good at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel that I have a number of good qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to do things as well as most other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel I do not have much to be proud of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I certainly feel useless at times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel that I'm a person of worth, at least on an equal plane with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I wish I could have more respect for myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All in all, I am inclined to feel that I am a failure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take a positive attitude toward myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**A3.** How would you assess, on a 5-point scale (*from 1 - Very low to 5- Very high*), your level on each of the following items, considering your current personal situation?

	1 Very low	2 Low	3 Medium	4 High	5 Very high	n.a. Not applicable	Comment
Acquisition of general knowledge (e.g. language, numeracy, ...) from education/training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Please specify skills.
Level of <b>work skills</b> from vocational training/work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Please specify skills.
Level of <b>interest</b> for education/training-work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provision of <b>help to other detainees</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	What kind of help? Please describe.
<b>Awareness</b> of my own competences/capabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Getting along well</b> with other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to choose the most desired activities/occupation (within/outside prison)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	





**A4.** How useful (from 1 - Not at all to 5 - Very much) do you think the education/training CUP pathway **will be** [only for the Beginning Questionnaire] / **has been** [only for the End Questionnaire]?

	1 Not at all	2 Little	3 Medium	4 Much	5 Very much
Level of utility of the pathway	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment on the previous answer (e.g. by specifying: useful for what?).

## B / RELATIONSHIPS WITH OTHERS

**B1.** It is important to me to be able to get along with other people.

☐ Strongly agree ☐ Moderately agree ☐ Neutral ☐ Moderately disagree ☐ Strongly disagree

**B2.** Except for my close friends, I don't like people.

☐ Strongly agree ☐ Moderately agree ☐ Neutral ☐ Moderately disagree ☐ Strongly disagree

**B3.** The following sentences relate to your relationships with other people that are important to you. How much do you agree with each sentence?

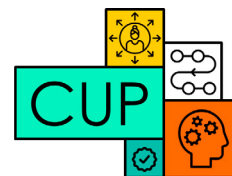
	Very Strongly Disagree	Strongly Disagree	Mildly Disagree	Neutral	Mildly Agree	Strongly Agree	Very Strongly Agree
My friends really try to help me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can count on my friends when things go wrong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have friends with whom I can share my joys and sorrows	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can talk about my problems with my friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## C / INNER STRENGTH DOMAIN

**C1.** How often are you willing to:

	Never	Some times	Often	Most of the time	Always
Learn from mistakes and try to improve by yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask for suggestions, feedback and integrate this into the learning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Show labor commitment (aimed at regular and honorable future employment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





Look for learning opportunities (focused on future work opportunities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respect others and handle them in a normal way (e.g. foreman, workmaster, colleagues)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help, support or assist others Could you provide some example?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## D / MY HEALTH AND LIFE STYLE

**D1.** In general, would you say **your health** is:

- ☐ Excellent    ☐ Very good    ☐ Good    ☐ Fair    ☐ Poor

**D2.** During the past week, have you suffered from **physical health problems**?

- ☐ Not at all    ☐ A little bit    ☐ Moderately    ☐ Quite a bit    ☐ Extremely

**D3.** During the past week, have you suffered from **emotional problems**?

- ☐ Not at all    ☐ A little bit    ☐ Moderately    ☐ Quite a bit    ☐ Extremely

**D4.** My **weight** is (in kilos) \_\_\_\_\_

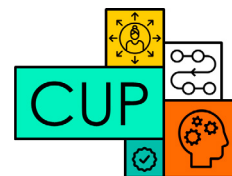
**D5.** My **height** is (in cm) \_\_\_\_\_

## E / COMMENTS

Other comments (if any):

**Final comments/feedback** on the training path and project experience [only for the End Questionnaire]:

*Thank you for your collaboration.*



## 2.2 The questionnaire focusing on professionals

Workforce, notably professionals (educators, trainers, ...) involved in training for detainees and facilitating their work and social reintegration into society, are also involved in evaluation.

### QUESTIONNAIRE 3

The **third questionnaire** (Q3) asks each professional involved to assess themselves, at different times (at least at two times i.e. before/at the beginning of the training path, and at the end/after the training path). Such self-assessment is performed by each professional with respect to different items of interest, for instance (among the others) regarding items related to how they would rate (on a scale from 1 – Poor to 5 – Excellent) their own ability to:

- design effective training/guidance paths to address work and training in prison;
- engage detainees in learning activities;
- adopt and apply an individualized, encouraging, approach towards detainees;
- engage detainees in activities for the benefit of others;
- measure performances/outcomes for detainees;
- share information with other professionals involved in education and training/work activities with detainees.

Moreover, descriptive (qualitative) comments can also be added by professionals to supplement each quantitative self-assessment provided.

After the end of the (training and) evaluation process, comparing the pre-post results (i.e. results from the questionnaire administered at the beginning and from the questionnaire administered at the end) will enable reference people/professionals to assess variations and changes (and their possible underlying reasons) in crucial professional dimensions over time.

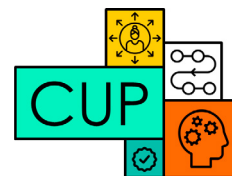
The complete questionnaire Q3 is presented as follows.

#### Q3

Professional \_\_\_\_\_

Time ☐ Beginning ☐ End





**Q1.** How would you rate (on an increasing scale from 1 – Poor to 5 – Excellent) your ability to...

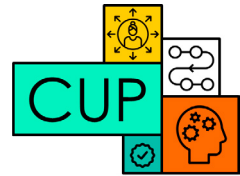
	Poor	Fair	Good	Very good	Excellent
Improve coaching and training methodologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Design effective training/guidance paths to address work and training in prison	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engage detainees in learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accommodate individual needs for education/training-work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adopt and apply an individualised, encouraging, approach towards detainees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand the potentials and capabilities of the individual detainee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engage detainees in activities for the benefit of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tackle issues of social-work reintegration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use the tools for measuring outcomes (using the IMT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Measure performances/outcomes for detainees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Share information with other professionals involved in education and training/work activities with detainees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in joint evaluation(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q2.** Please comment on each of the above items (where applicable):

Ability to...	Comments
Improve coaching and training methodologies	
Design effective training/guidance paths to address work and training in prison	
Engage detainees in learning activities	
Accommodate individual needs for education/training-work	
Adopt and apply an individualised, encouraging, approach towards detainees	
Understand the potentials and capabilities of the individual detainee	
Engage detainees in activities for the benefit of others	
Tackle issues of social-work reintegration	
Use the tools for measuring outcomes (using the IMT)	
Measure performances/outcomes for detainees	







---

Share information with other professionals involved in education  
and training/work activities with detainees

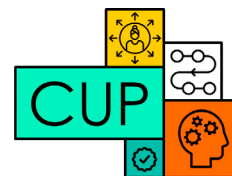
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Participate in joint evaluation(s)

Other comments (if any):

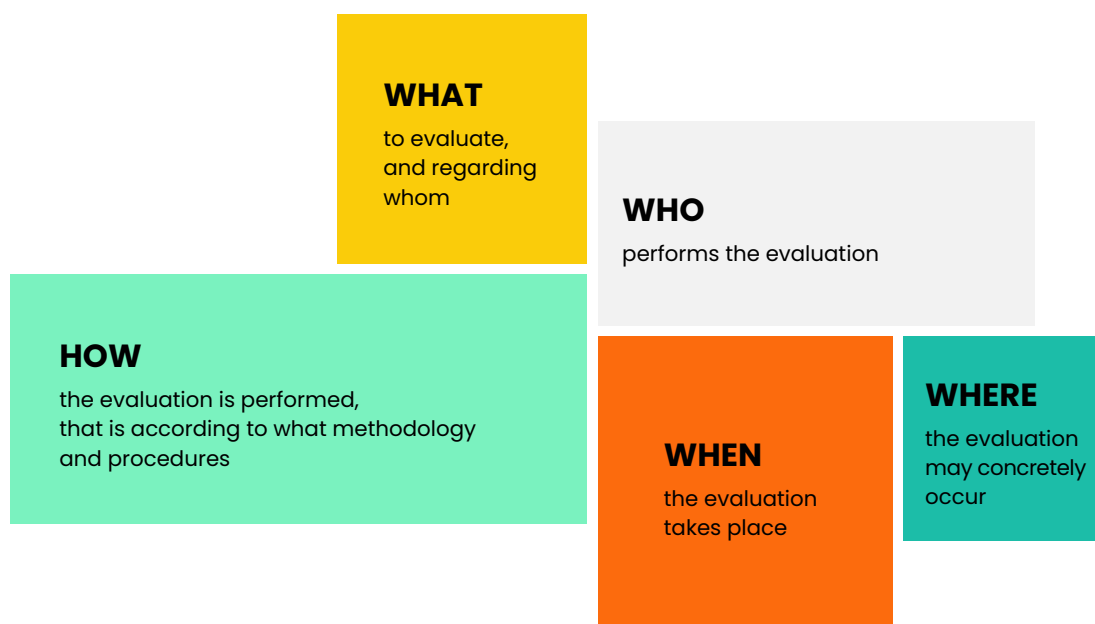
**Final comments/feedback** on the training path and project experience [*only for the End Questionnaire*]:

*Thank you for your collaboration.*



# Implementation guidelines

For each evaluation questionnaire, **guidelines** are proposed as guidance for the professionals involved in (promoting and) implementing the assessment tool, regarding what should be done in practice to actually carry out the evaluation on the **detainees** and on the **professionals** involved in every prison context engaged.



In particular, 5 aspects are considered and presented for each questionnaire: **what** is evaluated, considering what specific target group; **who** performs evaluation by administering/self-administering the questionnaire; **how** evaluation can be performed, following what reference methodologies and procedures; **when** the (self)administration of the questionnaires should occur, with respect to the training path; **where** the assessment process through questionnaires may preferably take place. Such guidelines are presented below, separately for each of three evaluation tools.



### 3.1 Guidelines for **QUESTIONNAIRE Q1**

The first questionnaire (Q1) asks professionals to assess every single detainee involved, at different times (before and after the training path), regarding their level (on a quantitative scale from 1 – Very low to 5 – Very high) with reference to many dimensions and variables. The following guidelines summarize in detail the “*what, who, how, when and where*” of the questionnaire.

#### **WHAT** to evaluate

The questionnaire focuses on each detainee involved in the implementation of the training module(s), considering relevant dimensions belonging to 4 areas of observation: health and life style; competences and capacities; relationships with others; inner strengths. It also highlights generative aspects of the detainee’s active involvement for the benefit of others.

#### **WHO** fills in the questionnaire

The questionnaire is filled in by the professional(s) – one or more as a group – most directly involved<sup>7</sup> in the implementation of the training path in prison. The same professional(s) should fill in the questionnaire both “before” and “after”, so as to guarantee individual consistency. It is essential that the professional(s) filling in the questionnaire have (individually or jointly) adequate knowledge of the detainees to be assessed.

Only one questionnaire is required for each single detainee. Therefore, if more professionals are involved, they may preferably fill in the questionnaire jointly; if simultaneous completion is not feasible, part of the professionals involved may fill in the questionnaire on behalf of the whole group (i.e. by collecting feedback/suggestions from the other professionals engaged). This would be an opportunity of carrying out integrated/joint evaluation among professionals, covering different areas and perspectives.

Any differences in the perspectives of different professionals can be considered through descriptive comments, both in the “Comment” section for each single item and collectively in the final dedicated “Other comments” area.

#### **HOW** (methodology/procedures)

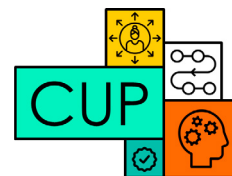
One or more reference person(s) should be identified in advance, within the prison context engaged. These “reference people” will be in charge of promoting and implementing the whole evaluation process among key stakeholders and among the professionals directly involved in training/evaluation, throughout the training path.

The questionnaire is administered to the professional(s) involved. It can be completed on paper or directly entered online (in case an ad-hoc dedicated online platform is set up).

Questions are both quantitative (scoring on rating scales) and qualitative (descriptive comments).

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7. E.g. educators/trainers providing training for detainees, social workers/psychologists/... facilitating detainees’ training path or work/social reintegration, ... They may be working for the prison or for external organizations directly involved in the training path.



Guidance to interpreting the meaning of some questionnaire items is provided in the “Definitions” box. A careful translation of the questionnaire from English into the local language, if needed by some or all of the professionals involved, may be carried out by reference people.

One questionnaire is to be filled in for each detainee involved. An individual ID code is attributed to each detainee by reference people in the prison, to guarantee personal data protection through pseudonymisation. A given ID code is to be attached to the same detainee over time (i.e. for both the Beginning questionnaire and the End questionnaire), to allow individual pre-post comparisons.

A short presentation of the Questionnaire and its rationale may be prepared in advance by reference people in charge of the evaluation process, to be preliminarily shared with the professionals involved, so as to inform and motivate/engage them in completing the survey.

The overall expected time for the whole procedure is around 25 minutes.

### **WHEN** (timing of the evaluation)

The questionnaire is administered at two times:

- at the beginning of the training path, i.e. before the start of the training period (if the detainee is already known by the professionals involved) or shortly after the start within a sufficient amount of time for the professional(s) to know the detainee’s profile (e.g. after two weeks);
- at the end of the training path, i.e. immediately after the end of the training period.

In case, for any reason, a detainee stops participating in the training path before its end, a final evaluation on him/her may still be completed upon his/her leaving the path, if relevant.

The overall timespan of the evaluation process depends on the duration of the training path.

In addition to the pre-post assessment steps, the questionnaire may also be administered at intermediate step(s) if relevant, depending on the duration and intensiveness of the training path.

### **WHERE** (places of the evaluation)

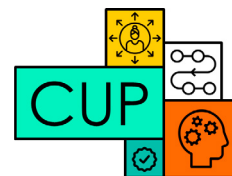
The questionnaire is filled in either at the prison premises (where possible) or in any other convenient setting, by the single professional or group of professionals involved.

## **3.2 Guidelines for QUESTIONNAIRE Q2**

The second questionnaire (Q2) asks each detainee involved in training to assess themselves, at different times (before and after the training path), with respect to various dimensions and variables of interest. The following guidelines summarize in detail the “what, who, how, when and where” of the questionnaire.

### **WHAT** to evaluate

The questionnaire focuses on each detainee involved in the training module(s), considering dimensions belonging to 4 areas of observation: health and life style; competences and capacities; relationships with others; inner strengths. It also highlights generative aspects of the detainee’s active involvement for the benefit of others.



### WHO fills in the questionnaire

Individually, each detainee directly participating in training activities.

One questionnaire per each detainee is required. The detainee's personal view can also be valued through comments, in the individual "Comment" section for each item and overall in the final "Other comments" area (where the detainee may also express their feedback on the overall path).

### HOW (methodology/procedures)

One or more "reference people" (typically, professionals from the prison and/or other organizations directly involved in training) should be identified in advance. Such reference people will be in charge of promoting and implementing the whole evaluation process among key stakeholders, among professionals engaged in training/evaluation and among the detainees involved, throughout the training path.

The questionnaire is self-administered to each detainee involved.

Questions are both quantitative and qualitative. A careful translation of the questionnaire from English into the local language(s) most commonly known by the detainees engaged, if needed, should be carried out by reference professionals.

The questionnaire is typically to be completed on paper. It may also be filled in directly online by the detainees, if a dedicated online platform is set up and where detainees are allowed to access the internet for this purpose.

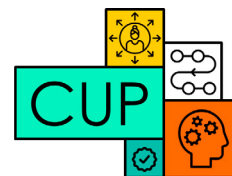
One questionnaire should be filled in by each detainee involved, consenting to participate in the survey. An individual ID code is attributed to each detainee by the reference people in the prison, to guarantee personal data protection through pseudonymisation. A given ID code needs to be attached to the same detainee, over time (i.e. for both the Beginning questionnaire and the End questionnaire, to allow pre-post comparisons at the individual level) and across questionnaires (i.e. for both Q1 and Q2, to allow comparisons at the individual level between the perspectives of professionals and detainees).

Guidance and assistance should be provided to detainees during the filling in of the questionnaire, by the reference professionals following the training path and, where appropriate, by other prison's professionals involved, so as:

- to properly explain the goals, rationale and contents of the questionnaire, before the starting of the completion, in order to motivate and engage the detainees in filling out the questionnaire (at the beginning of the training path) and in filling it out again (at the end of the path), thus trying to avoid possible discomfort and uncertainty among the detainees;
- to help the detainees understand the meaning of any unclear questionnaire items;
- to support (especially foreign-born) detainees with language issues, also by possibly involving interpreters (or professionals with translation skills) when needed.

Such assistance should be provided so as not to possibly bias the interpretation and the answers of the detainees. Therefore, any explanation/interpretation should be rendered in the most neutral way, for instance by avoiding to attach any positive/negative value to a given item.

A short presentation of the Questionnaire and its rationale may be prepared in advance by reference people in charge of the evaluation process, to be preliminarily shared with the detainees involved in evaluation and (if needed) with other reference professionals possibly engaged in the process.



The suggested procedure (and expected timing) is as follows:

- preliminary introduction on rationale and contents of the questionnaire to the detainees (also answering possible questions from the detainees), by reference professionals or other professionals involved (previously instructed on the matter); [5 minutes]
- distribution of the questionnaire to the detainees and attribution of an individual ID code to each detainee; [5 minutes]
- start of the filling in by the detainees, with provision of support to them during the completion of the questionnaire, explaining the meaning of possibly unclear items/concepts; [30 minutes]
- if the questionnaire is filled in on paper, final collection of the paper questionnaires completed.

The overall expected time for the whole procedure is around 40 minutes.

#### **WHEN** (timing of the evaluation)

The questionnaire is administered at two times:

- at the beginning of the training path, i.e. within the first week (or similarly appropriate time) of training;
- at the end of the training path, i.e. during the last days of training (or similarly appropriate time), or immediately after the end of the training.

In case a detainee for any reason stops participating in the training path before its end, he/she may still be asked to complete a final evaluation upon leaving the path, if relevant.

The overall timespan depends on the duration of the training path.

In addition to the pre-post assessment steps, the questionnaire may also be administered at intermediate step(s) if relevant, depending on the duration and intensiveness of the training path.

#### **WHERE** (places of the evaluation)

If the questionnaire is filled in on paper, this can take place in any room (e.g. the room where training occurs) where detainees can focus on the completion of the questionnaire without distraction.

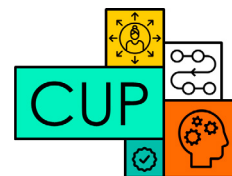
If the survey can be filled in online, completion can occur at any conveniently equipped place within the prison premises (where possible), provided that detainees can focus on completion without distraction.

### 3.3 Guidelines for **QUESTIONNAIRE Q3**

The third questionnaire (Q3) asks each professional involved to assess themselves, at different times (before and after the training path), with respect to different items of interest. The following guidelines summarize in detail the “what, who, how, when and where” of the questionnaire.

#### **WHAT** to evaluate

The questionnaire focuses on the professionals directly involved (with different roles) in carrying out/ following the training path. It considers such issues as the professionals’ ability to tackle social-work reintegration, to engage detainees in the training/work path, to value the potential and capabilities of the detainees, to perform (joint) evaluation of the detainees.



### **WHO** fills in the questionnaire

The professional(s) – one or more as a group – most directly involved in the implementation of training (e.g. educators/trainers providing training for detainees, social workers/ psychologists/... facilitating their training path or work/social reintegration, ...).

One questionnaire for each professional is required. Thus, in case more professionals are directly involved in the training activities, each of them should fill in the questionnaire individually, to collect the perspective from every one of them. Each professional's personal view can be represented through comments, both in the individual "Comment" section for each item and overall in the final dedicated "Other comments" area (where professionals may also express their feedback on the overall path).

### **HOW** (methodology/procedures)

One or more reference person(s) should be identified in advance. These "reference people" will be in charge of promoting and implementing the whole evaluation process among key stakeholders and among the professionals directly involved in training/evaluation, throughout the training path.

The questionnaire is self-administered to the professional(s) involved in the training path, individually. The survey can be completed on paper, or entered online (in case an ad-hoc dedicated online platform is set up).

A short presentation of the Questionnaire and its rationale may be prepared in advance by reference people in charge of the evaluation process, to be preliminarily shared with the professionals involved, so as to inform and motivate/engage them in completing the self-assessment survey.

Questions are both quantitative and qualitative. A careful translation of the questionnaire from English into the local language, if needed by some or all of the professionals involved, may be carried out by reference people. The expected time for completing a questionnaire is around 20 minutes.

### **WHEN** (timing of the evaluation)

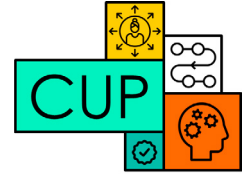
The questionnaire is administered at two times:

- at the beginning of the training path, i.e. before the start or right after the start of the training module(s);
- at the end of the training path, i.e. immediately after the end of the training module(s).

The overall timespan depends on the duration of the training pathway.

### **WHERE** (places of the evaluation)

The questionnaire can be filled in either at the prison premises (where possible) or in any another convenient setting, individually by each professional involved.



# Transferability

## Plan

**Transferability** refers to the extent to which the outcomes of a successful intervention evaluated in a primary context can be achieved in a different context. This section aims at describing the **actions** that should be undertaken for a successful promotion and implementation of the IO3 evaluation kit in different prison contexts and training areas, so as to enable professionals (working for prison administrations, third-sector organizations, private companies, ...) to carry out evaluation activities focusing on detainees (and professionals) engaged in training paths in prison.

The CUP project identified a series of actions that can strengthen the role of prison administrations and other stakeholders in improving the wellbeing of detainees and their possibility of reintegration. It also highlighted the crucial role of **evaluation** when training or work activities are performed within a prison context, in order to develop knowledge regarding the effectiveness (and its drivers) of training programs.

Piloting the introduction of the IO3 tools among the CUP partner prisons allowed testing such tools in diverse settings, marked by cultural and institutional differences, involving different groups of detainees (adult males, young adults, females). This favors the **transferability** of the final IO3 output (evaluation tools and guidelines) beyond the partnership borders, to other prison contexts.

In this case, transferability implies also “building awareness” and positive attitudes towards evidence-based strategies. Consequently, simple diffusion and “one size fits all” strategies are not effective but need to be rooted on a planned strategy.

### 4.1 Key steps for transferability

Below is a list of actions that are useful for prison professionals/organizations to transfer the IO3 evaluation tools and guidelines into a different prison context where a training path for detainees is carried out, based on the results of the CUP project. These steps are structured in 4 main areas and 10 steps.



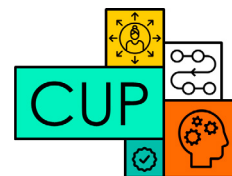
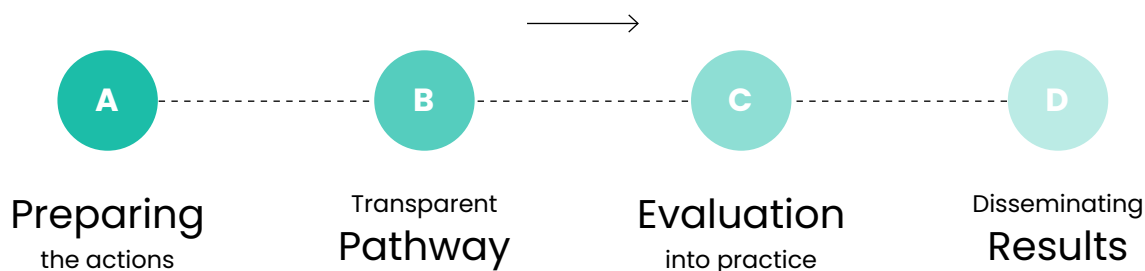


FIGURE 7  
**Key steps  
for transferability**



## **A PREPARING THE ACTIONS**

### **STEP 1 / DETERMINING THE “AGENTS OF CHANGE” IN THE PRISON**

*Rationale:* Identifying a specific department or area or group of professionals of the prison (key stakeholders at the strategic level – prison administration – and at the operational level – e.g. educators, trainers, psychologists, ...) who will have the responsibility of promoting and/or implementing the evaluation activities related to the training or working activities.

### **STEP 2 / DEFINING THE PROCESS AND SCOPE OF THE EVALUATION**

*Rationale:* According to the characteristics of the “agents of change” and of the detainees involved in the training path, the expected results of evaluation need to be outlined and shared with the key stakeholders/agents of change.

### **STEP 3 / ANALYZING THE PRISON CONTEXT IN WHICH EVALUATION WILL BE ORGANIZED**

*Rationale:* A specific mechanism aimed to collect data relevant to the evaluation process needs to be defined, according to the features of the prison context (roles, procedures, ...) and the characteristics of the detainees and professionals to be involved in evaluation (e.g. languages – local and/or foreign languages – into which the evaluation questionnaires should be translated).

#### **OUTPUT:**

- Map of the “agents of change” and of the users of the evaluation kit,
- Evaluation plan, including its specific features related to the context.



## **B** TRANSPARENT PATHWAY

### **STEP 4 / DEVELOPING A COMMON VISION, SETTING MEASURABLE OUTCOMES**

*Rationale:* The development of a common vision and measurable outcomes will help to share the goals with the different stakeholders to be involved (at different levels) in promoting and carrying out the evaluation process in the prison.

### **STEP 5 / DEVELOPING AN EFFECTIVE TIMESCALE**

*Rationale:* The evaluation process needs to be anchored to the timing and contents of the specific training or working activities, in accordance with all parties involved.

#### **OUTPUT:**

- Set of expected outcomes to be measured,
- Timeframe of the evaluation developed in accordance with key prison stakeholders.

## **C** EVALUATION INTO PRACTICE

### **STEP 6 / SHARING CLEAR RESPONSIBILITIES AND AVAILABLE RESOURCES**

*Rationale:* The responsibilities and the available resources for those who will undertake the implementation of the evaluation toolkit need to be made clear to all the actors involved.

### **STEP 7 / BUILDING SYSTEMS FOR MONITORING THE EVALUATION PLAN**

*Rationale:* Monitoring of the implementation of the toolkit is based on some process indicators that should be defined with the prison administration/professionals.

#### **OUTPUT:**

- Map of roles and responsibilities,
- Monitoring grid for the evaluation process.

## **D** DISSEMINATING RESULTS

### **STEP 8 / ENSURING ONGOING ENGAGEMENT OF ALL ACTORS INVOLVED**

*Rationale:* Keeping the attention of all key stakeholders on the evaluation activities and ongoing feedback will help to disseminate and share results.

### **STEP 9 / GETTING THE FINAL RESULTS TO DIFFERENT AUDIENCES IN A USABLE, TARGETED FORMAT**

*Rationale:* This must be planned in advance and included in actions to be done, defining the timing, style, tone and format of the key messages.



## STEP 10 / USING EVALUATION RESULTS AND LESSONS LEARNED

**Rationale:** The agents of change need to proactively take action to encourage the use and wide dissemination of the information derived from evaluation in order to improve and refine actions over time, also by engaging reference people (e.g. professionals, detainees, etc.).

### OUTPUT:

- Strategic communication and dissemination plan,
- Audience-specific evaluation reports and presentations.

## 4.2 Indications from CUP stakeholders

Some of the key stakeholders of the CUP project suggested factors and actions that could be undertaken to favor the transferability/applicability of the IO3 evaluation tools (and guidelines) in other prison contexts and countries. Some of the most important factors favoring transferability, as suggested by CUP stakeholders, are reported below (see [Box 6](#)).

### BOX 6 FACTORS FAVORING THE TRANSFERABILITY OF THE CUP EVALUATION TOOLS AND GUIDELINES

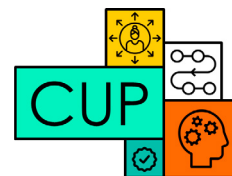
At the end of the training pilot, the IO3 lead partner asked some key stakeholders in all the prisons/ countries involved to state whether the CUP evaluation tools are transferable/ applicable in other prison contexts/countries, and what actions could be taken to promote such transferability. Here are some relevant answers.

*"This approach can be used in other programs, also in other places outside of prison you can use this robust approach [...]. The transferability can be achieved through dissemination of the results, presentation of the report, and it is also a very good study to be published in a scientific journal, in this way other people dealing with other vulnerable people offering education can see it, so the actions to support transferability are more through the publicity of the results and the methodology, through the report, through scientific articles or even in a conference [...] announcing the results, presenting them and going to the scientific community." (Cyprus)*

*"An in-depth recording of educational attainment of detainees in different countries and different prison contexts and a thorough enquiry of their special characteristics along with each prison context possibilities (e.g. available staff to get involved for such work) could make feasible any future transferability." (Greece)*

*"I believe that the CUP guidelines and tools could be applied to other Detention Centers, apart from the prisons of the program [...]. And this could be done, e.g. by writing a relevant manual as a guide for the implementation of education-training programs in prisons that can be shared under the responsibility of the General Secretariat of Anti-Criminal Policy to all educational structures and specialist scientists of the country's Penitentiaries. Also, based on the findings of the CUP and the*





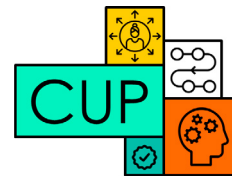
knowledge of the evaluation tools of the program, we could better organize the training and education of trainers in prisons, e.g. in foreign language learning programs, Greek as a foreign language for foreign prisoners and illiterates.” (Greece)

“We have certainly already achieved that with this program. Dissemination of the results of the program and the tools used and posting of the good practices of this program on respective websites and agencies.” (Greece)

“Evaluation is the acquisition of skills to better orient future strategies [...] evaluation that allows the replicability of processes [...] To the extent that you build it as a “kit”, it is something that you give to someone else, who can compose it in their own environment, provided that there is a unique and shared substratum to guarantee the scientific nature of the results [...] There is a very important issue of raising awareness of the importance of the project tools among the various stakeholders [...] (The project methodologies can create a change in the mindset and approach of political decision-makers, prison administrators, ...) to the extent that you continue to stimulate them by bringing them data, concrete evidence, the fact that “it worked” there and elsewhere, in different contexts.” (Italy)

“I believe that the evaluation tools and guidelines are certainly transferable to other prison contexts in the Central Mediterranean European area. Forming new partnerships with the directorates of other prisons and third sector actors and companies through the organization of conferences, workshops and seminars could be a good way to transfer these actions.” (Italy)

“Evaluation can help and would be good for investigation and to get similar data, so that politicians can see what works or not. In prison there is a lack of investigation of what works, it is mainly based on feelings ... this is dangerous because it then is up to politicians to decide what is to be done and this changes from one politician to the other. Current evaluation only focuses on buildings, punishment system, etc. but it does not look at what works or not, evidence-based evaluation is needed for stronger rules [...] It should not depend from a few people, it should be evidence-based, proof-based at the European level.” (The Netherlands)



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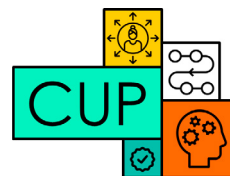
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## Special thanks



*LDF* Laboratorio dei Diritti Fondamentali



Convicts Upskilling Pathways

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## QUESTIONNAIRE 1

Professional \_\_\_\_\_

Questionnaire regarding detainee (ID) \_\_\_\_\_

Time ☐ Beginning ☐ End

We would ask you to provide a “snapshot” of the detainee, with respect to the current period (or other reference period specified in the item), by attributing a “score” and providing some descriptive comments (where applicable), for each of the following items.

Please assess...	1 Not at all	2 Little	3 Medium	4 Much	5 Very much	n.a. Not applicable	Comment
------------------	-----------------	-------------	-------------	-----------	----------------	------------------------	---------

How much **physical health problems** have affected the participation of the detainee in the “CUP activities” in the past two weeks

☐ ☐ ☐ ☐ ☐ ☐

How much **emotional problems** (depression, anxiety...) have affected the participation of the detainee in the “CUP activities” in the past two weeks

☐ ☐ ☐ ☐ ☐ ☐

Please assess the level of...	1 Very low	2 Low	3 Medium	4 High	5 Very high	n.a. Not applicable	Comment
-------------------------------	---------------	----------	-------------	-----------	----------------	------------------------	---------

**Learning** achievement (acquisition of knowledge from education/training)  
[Basic skills]

☐ ☐ ☐ ☐ ☐ ☐

Please specify skills.

Level of **work skills** (from vocational training/work)  
[Technical skills]

☐ ☐ ☐ ☐ ☐ ☐

Please specify skills.

**Quality** of labor products (if applicable)

☐ ☐ ☐ ☐ ☐ ☐

**Compliance** with rules and regulations (including e.g. attendance)

☐ ☐ ☐ ☐ ☐ ☐

Education/Training-work **motivation**, interest

☐ ☐ ☐ ☐ ☐ ☐

Willingness to take on **responsibility**

☐ ☐ ☐ ☐ ☐ ☐

Possession of **inner strengths / values\***

☐ ☐ ☐ ☐ ☐ ☐





Willingness to <b>help other</b> detainees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Actual</b> provision of <b>help</b> to other detainees (also beyond what would be "expected", e.g. peer support)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	What kind of help? Please describe.
<b>Awareness of own resources/capabilities</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to <b>set own expectations and goals</b> and to acknowledge achievements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Relational skills</b> (e.g. dealing with tension/ conflict, tolerance, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Please specify (e.g. with other detainees, workforce, ...).
<b>Stability of engagement /</b> perseverance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Please assess the level of these other skills:	<b>1</b> Very low	<b>2</b> Low	<b>3</b> Medium	<b>4</b> High	<b>5</b> Very high	<b>n.a.</b> Not applicable	Comment
<b>Flexibility/adaptability*</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Critical thinking*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Problem solving*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Time management*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Digital skills*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Information skills*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Independency*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Taking initiative*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communication*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Cooperation/collaboration*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>If applicable</b> , please assess the level of:	<b>1</b> Very low	<b>2</b> Low	<b>3</b> Medium	<b>4</b> High	<b>5</b> Very high		
Other dimension of interest Please specify.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Other dimension of interest Please specify.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Other dimension of interest Please specify.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		



Other comments (if any):

*Thank you for your collaboration.*

\*For the definition of the item, please refer to the Definitions provided in the box below.

#### Definitions

<b>Critical thinking</b>	Ability to independently come to well-considered and substantiated considerations, judgments and decisions.
<b>Flexibility/adaptability</b>	Ability to adapt easily to a changing environment, method of working, work-time, tasks, responsibilities and behaviour of others.
<b>Communication</b>	Ability to transfer messages goal orientated and understand these messages.
<b>Cooperation/collaboration</b>	Ability to work together with other colleagues on a goal and to complement and to support others.
<b>Digital skills</b>	Possession of knowledge and skills which are needed to understand the operation of computers and networks and to deal with it.
<b>Independency</b>	Ability to be independent from another person. This is not only about practical things, but also about making independent choices without help of a colleague-employee.
<b>Information skills</b>	Ability to signal and analyze information requirement and on basis of this searching, selecting, processing and using of relevant information.
<b>Problem solving</b>	Ability to recognize a problem and to come up with a plan to solve the problem.
<b>Time management</b>	Ability to work effectively and efficiently, to organize time in a way that as many as possible important tasks are executed within the available time.
<b>Taking initiative</b>	Ability to act on own initiative, without incentive of someone else, to take action without waiting. Through this the detainee can signal opportunities and problems, make proposals and introduce proposals, introduce solutions or come into action themselves.
<b>Inner strengths/values</b>	Inner strengths, motivation, values possessed by the detainee and inspiring his/her behaviour.

## QUESTIONNAIRE 2

Detainee (ID) \_\_\_\_\_

Time ☐ Beginning ☐ End

### A / COMPETENCES AND CAPACITIES

**A1.** How often are you able to:

	Never	Some times	Often	Most of the time	Always
Set goals that will help you achieve your outcomes (For example "I want to save 50 Euro in the next two months, so that I can buy some new clothes")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make the most of (your) educational opportunities (Similar concrete example(s) may be provided by the staff assisting in the completion, here and for the following items)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have hope for the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have dreams that help to inspire you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See significant life events as an opportunity to grow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Show your emotions in a positive (good) way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**A2.** Below is a list of statements dealing with your **general feelings about yourself**. If you strongly disagree with a statement, tick in the "strongly disagree" column; if you disagree, tick in the "disagree" column; if you agree, tick in the "agree" column; If you strongly agree, tick in the "strongly agree" column.

	Strongly agree	Agree	Disagree	Strongly disagree
On the whole, I am satisfied with myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At times, I think I am no good at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel that I have a number of good qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to do things as well as most other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel I do not have much to be proud of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I certainly feel useless at times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel that I'm a person of worth, at least on an equal plane with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I wish I could have more respect for myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All in all, I am inclined to feel that I am a failure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take a positive attitude toward myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**A3.** How would you assess, on a 5-point scale (*from 1 – Very low to 5– Very high*), your level on each of the following items, considering your current personal situation?

	1 Very low	2 Low	3 Medium	4 High	5 Very high	n.a. Not applicable	Comment
Acquisition of general knowledge (e.g. language, numeracy, ...) from education/training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Please specify skills.
Level of <b>work skills</b> from vocational training/work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Please specify skills.
Level of <b>interest</b> for education/training-work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provision of <b>help to other detainees</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	What kind of help? Please describe.
<b>Awareness</b> of my own competences/capabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Getting along well</b> with other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to choose the most desired activities/occupation (within/outside prison)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**A4.** How useful (*from 1 – Not at all to 5 – Very much*) do you think the education/training CUP pathway **will be** [only for the *Beginning Questionnaire*] / **has been** [only for the *End Questionnaire*]?

	1 Not at all	2 Little	3 Medium	4 Much	5 Very much
Level of utility of the pathway	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment on the previous answer (e.g. by specifying: useful for what?).

---



## B / RELATIONSHIPS WITH OTHERS

**B1.** It is important to me to be able to get along with other people.

☐ Strongly agree   ☐ Moderately agree   ☐ Neutral   ☐ Moderately disagree   ☐ Strongly disagree

**B2.** Except for my close friends, I don't like people.

☐ Strongly agree   ☐ Moderately agree   ☐ Neutral   ☐ Moderately disagree   ☐ Strongly disagree

**B3.** The following sentences relate to your relationships with other people that are important to you.  
How much do you agree with each sentence?

	Very Strongly Disagree	Strongly Disagree	Mildly Disagree	Neutral	Mildly Agree	Strongly Agree	Very Strongly Agree
My friends really try to help me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can count on my friends when things go wrong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have friends with whom I can share my joys and sorrows	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can talk about my problems with my friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## C / INNER STRENGTH DOMAIN

**C1.** How often are you willing to:

	Never	Some times	Often	Most of the time	Always
Learn from mistakes and try to improve by yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask for suggestions, feedback and integrate this into the learning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Show labor commitment (aimed at regular and honorable future employment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Look for learning opportunities (focused on future work opportunities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respect others and handle them in a normal way (e.g. foreman, workmaster, colleagues)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help, support or assist others Could you provide some example?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## D / MY HEALTH AND LIFE STYLE

**D1.** In general, would you say **your health** is:

☐ Excellent      ☐ Very good      ☐ Good      ☐ Fair      ☐ Poor

**D2.** During the past week, have you suffered from **physical health problems**?

☐ Not at all      ☐ A little bit      ☐ Moderately      ☐ Quite a bit      ☐ Extremely

**D3.** During the past week, have you suffered from **emotional problems**?

☐ Not at all      ☐ A little bit      ☐ Moderately      ☐ Quite a bit      ☐ Extremely

**D4.** My **weight** is (in kilos) \_\_\_\_\_

**D5.** My **height** is (in cm) \_\_\_\_\_

## E / COMMENTS

Other comments (if any):

**Final comments/feedback** on the training path and project experience [*only for the End Questionnaire*]:

*Thank you for your collaboration.*

## QUESTIONNAIRE 3

Professional \_\_\_\_\_

Time ☐ Beginning ☐ End

**Q1.** How would you rate (*on an increasing scale from 1 – Poor to 5 – Excellent*) your ability to...

	Poor	Fair	Good	Very good	Excellent
Improve coaching and training methodologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Design effective training/guidance paths to address work and training in prison	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engage detainees in learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accommodate individual needs for education/training-work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adopt and apply an individualised, encouraging, approach towards detainees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand the potentials and capabilities of the individual detainee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engage detainees in activities for the benefit of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tackle issues of social-work reintegration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use the tools for measuring outcomes (using the IMT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Measure performances/outcomes for detainees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Share information with other professionals involved in education and training/work activities with detainees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in joint evaluation(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q2.** Please comment on each of the above items (where applicable):

Ability to...	Comments
Improve coaching and training methodologies	
Design effective training/guidance paths to address work and training in prison	
Engage detainees in learning activities	
Accommodate individual needs for education/training-work	
Adopt and apply an individualised, encouraging, approach towards detainees	
Understand the potentials and capabilities of the individual detainee	
Engage detainees in activities for the benefit of others	



---

Tackle issues of social-work reintegration

---

Use the tools for measuring outcomes (using the IMT)

---

Measure performances/outcomes for detainees

---

Share information with other professionals involved in education  
and training/work activities with detainees

---

Participate in joint evaluation(s)

Other comments (if any):

**Final comments/feedback** on the training path and project experience [*only for the End Questionnaire*]:

*Thank you for your collaboration.*