



EDUCATIONAL TOOL TO INTEGRATE INMATES

Progress Report

Public Part

Project information

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Executive Summary

Since the last decade of past century, all European societies have been experiencing a significant growth of the penal population, with a sort of 'harmonisation' process of the detention tax. Nowadays, prison represents a way of management of the difference, a place where to marginalise and to hide individuals who are considered dysfunctional compared to the ordinary social rules. With such an attitude, the condition of inmates or ex-inmates appears to be one of the most difficult in terms of integration, both social as well as working. And the "education" is seen as a powerful lever to initiate a process aimed at their insertion in the civil society and in the labour market.

ETI 7 project is addressed to such a category of people, suffering of insufficient educational resources; beneficiaries of the project are, thus, **ex-inmates** (recently out of prison and in need of support) and **inmates** (who may access to alternative measures to imprisonment, which give an opportunity to those convicted of an offence to serve some or all of a sentence of imprisonment outside prison).

ETI 7 project is aimed at developing an **Educational Toolkit**, a sort of **package** able to provide the beneficiaries with knowledge, competences and skills, as well as methodological information about how to experience a working practice in the care and social sector, the generally so called Third Sector.

Thus, the project will design, identify, test, evaluate and disseminate the Educational Toolkit to Integrate Inmates, composed by a combination of tools: an **educational programme**, with learning/teaching methods and pedagogical materials, able to provide them with the necessary knowledge, competences and skills; and a **methodological content**, with indication about how to experience a in-service practice in the Third Sector, through the tutoring service of local associations and organisations involved in the provision of social services to people in need of care (elderly, disabled, etc.).

The principles and the approaches besides ETI 7 are those of the **Restorative Justice** (Basic Principles on the use of restorative justice, ONU 2000; Recommendation (99)19 European Council); the opportunity to develop an educational and working experience into the care services sectors might allow the inmates and ex-inmates to make a valuable practice, extremely motivating, useful for their social re-insertion and for the acquisition of a **new connotation**, a 'caring' individual instead of 'excluded' one.

The care services sector is chosen by ETI 7 project as it is characterised by a positive social value; that's why it can be significant for inmates and ex-inmates to undertake the process, as a new and remarkable direction towards the civic and social coexistence of categories often excluded and disadvantaged (elderly, disabled, etc.). Moreover, the Third Sector is chosen as the Educational Tool asks for the active collaboration of its organisations, with the role of tutor, facilitator, guide accompanying the beneficiaries to the activity of 'take care'.

Expected results and impacts of the project are foreca

- the encouragement of the acquisition of competences useful for the integration of the beneficiaries, through a educational and practice process;
 - the promotion of labour and social integration, by working opportunities in the Third Sector;
 - the reinforcement of networking, with associations and NGOs involved in the social sector as well as with organisations in the field of education and prison environment;
 - the application of the principles of the Restorative Justice, as a possible model for the resolution of the consequences of a crime;
 - the development of a innovative prevention strategy potentially able to reduce the levels of re-offending, by the identification of a new direction for the civic and social coexistence of disadvantaged, by the mutual relations that normally set up in the care services sector.
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1. Project Objectives

The concrete aim of the project is to develop a **model of education and integration for inmates and ex-inmates**, composed by the combination of learning process (educational pathway) together with a working experience (in-service training), able to provide them with the linguistic, cultural, social, civic and professional competences, and to allow them the re-insertion in the society, in particular within the care and social services sector.

Thus, the project is aimed at designing, identifying, ing, evaluating and disseminating an educational and labour insertion pathway, called "**Educational Tool**", that contains the educational and pedagogical material to improve the knowledge and to introduce to specific professional competences for accessing the care services one.

The care services sector is chosen as it is characterised by a positive social value; that's why it can be significant for inmates and ex-inmates to undertake the pathway, as a new and remarkable direction towards the civic and social coexistence of categories often excluded and disadvantaged (elderly, disabled, etc.). In particular, the beneficiaries can emancipate themselves through the care services provision, acquiring and experiencing relations, motivations, attitudes and professional behaviours useful for a complete integration process.

Following such concrete aim, the project also foresees some specific objectives:

1. To analyse beneficiaries needs and the social sector requirements in order to develop project according the "user centred approach" and to achieve an "Educational Tool" tailored on inmates and ex-inmates.
 2. To design a first draft version of educational package for inmates and ex-offenders, based on the results of the analysis and feasibility study, and developed with content related to the linguistic, cultural, social and civic competences, as well as about active citizenship, empowerment, personal development;
 3. To develop and to launch the pilot testing sessions of the first draft of the Educational Tool, in order to verify the materials and the contents of the tool, with the final beneficiaries of the proposal, the inmates and ex-inmates; a group of beneficiaries will be involved in each partner country in order to verify the feasibility, the goodness and the implementation requirements of the Educational Tool. Also, the specific objective of experimentation is necessary in order to achieve the final and validate version of the Educational Tool for inmates and ex-inmates in the care and social sector;
 4. To stimulate the creation of Focus Group, a sort of reference group, composed by representative of the Penitentiary system, Third Sector, stakeholder of the sector of intervention, with the role of 'field experts' able to monitor, to discuss, to investigate into the subject, as well as able to diffuse and disseminate the project idea and its on-going and final results. In particular, organisation of the Third Sector are aimed at tutoring and accompanying the beneficiaries during the in-service experience, in order to support them in the pathway and to assure the impact of the pilot actions.
 5. To identify all the potential users and clients of Educational Tool, in order to assure the exploitation of the product and to assure the condition and the requirements for the transferability and applicability of the Educational Tool, promoting its prosecution as stable programme instead of episode initiative, in particular towards the policy and decision makers;
 6. To disseminate and to valorise the Educational Tool, as a good practice model providing concrete opportunities of education and integration for the beneficiaries, as well as for other specific disadvantaged groups (e.g. female prisoners, immigrant prisoners, etc.).
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2. Project Approach

The project approach focuses on the main items of the project management circle: project planning, team building, transnational cooperation, evaluation, dissemination and valorisation.

Following such general approach, the project is articulated in 8 work phases, which are autonomous but which are strictly linked one each other in order to give continuity to the project process (*for more details see Section E*). In order to get the maximum benefit from partners' expertises, competences and specific characteristics, partners will have different 'weights' inside WP, being, in rotation, 'guide' and 'supporter' to partnership. That's why each partner, according to its specificities and competencies, has the leadership of a WP; each WP leader will coordinate the development of the related WP, together with the general project coordination realised by NAVET and by the Foundation VET EPA 21st Century.

In particular, the project partners are lead the following WPs:

WP1 Project Management: NAVET (BG)

WP2 Analysis and Feasibility Study: ANJAF (PT)

WP3 Conception of the Educational Tool: GIE (RO)

WP4 Testing: COOSS MARCHE (IT)

WP5 Development of the Educational Tool: VET EPA (BG)

WP6 Exploitation: NOEMA (FI)

WP7 Quality monitoring and evaluation: BBC (UK)

WP7 Diffusion, dissemination, valorisation: STPKC (SE)

The working methods used when carrying out the project are:

- Coordinating desk results (including a search/analysis) involving all partners;
- Questionnaire for needs analysis. The results of all aspect of the survey will be analyzed by the PMC;
- Focus group sessions, with the objective to validate and to assess the product and its features;
- A valorisation strategy, adopted by the partnership, developing 3 levels of dissemination: local/regional, national and transnational (MICRO-MESO-MACRO);
- Use of ICT to support project activities, in particular dissemination phase (e.g. delivering e-format of leaflet, newsletters and documents);
- Internal evaluation, agreed by project partners and realised through periodical 6-monthly sessions;

Means that used are: the partners meeting, as example transnational cooperation and shared work; continuous and circular communication between partners, in order to make the internal decision process transparent and immediate; production of guidelines, reports, studies and deliverables, for internal and external use, in English and into partners languages.

3. Project Outcomes & Results

The following outputs and indicators were achieved:

- 7 local Focus Group were organised, by each project partner (one in Bulgaria);
 - 5 WP guidelines, orienting and giving instructions for the development of the activities;
 - 7 project leaflet, promoting the initiative at local and national level, in English and in the partner languages;
 - 3 Transnational meeting, attended by representative of a l partners organisation and by external stakeholder, experts of focus group members;
 - 3 Minutes of the Transnational meeting, prepared by the hosting partner and agreed by the whole partnership;
 - 2 Management reports, describing the management process, methods, risks, administrative and financial issues, corrective actions and quality indicator
 - 1 Analysis Report and Feasibility Study, describing the analysis phase and providing data and information about the prison education in the partner countries;
 - 2 Internal Evaluation Reports and
 - 1 project website, for the dissemination on line;
 - 1 virtual community
 - 1 progress Report, as required by the European Commission.
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4. Partnerships

The partnership is composed by 8 institutions all over Europe (2 from Bulgaria, and 1 from each of the following countries: Finland, Italy, Portugal, Romania, Sweden and United Kingdom) covering a wide range of expertise.

The reliability of this consortium for achieving the project's goals and objectives is a high one, due to its unique combination of held experience in specific fields of activity, which all ensure not only the coherence of the activities performed during project implementation but also an extreme efficiency in all actions.

Thus, there are two institutions which support the management activities of the project as a whole (the applicant and the coordinator), whose efforts are completed by the experience of the other partner-organisations in administrating such European project (his project partnership has been previously involved in a total of 51 EU projects!). The applicant is a licensed body of the Council of Minister in Bulgaria, providing expertise in the field of VET guidance, VET standards and qualifications, monitoring and valorisation at national level. The coordinator comes to add a solid experience to the partnership through its professional research, educational, consultancy and co-ordination skills in the field of VET and LLL, being in deep contact with the stakeholders and the representatives of the labour market and having contacts with the prison administration as well. The professional knowledge and competencies required for working with people in need of care is provided by the Italian partner, well experienced in offering social care services and support for the social integration of citizens and for their reinsertion on the labour market. As regarding the skills and competencies in the field of new technology, virtual communities and portals - without which the real integration of the inmates and ex-inmates in the outside present world cannot be thought and achieved – this will be provided by the Finnish and Swedish institutions partner in the project which give the partnership their knowledge in methods for flexible working and on-line learning. Also, they assure the expertise in dissemination activities through specific ICT-based tools. In order to be able to offer the project's target groups and to beneficiaries an effective integration after getting out of the prison, the partnership included among its institutions a Portuguese organisation very experienced and with remarkable results in the field of harmonization of the economic, social and cultural developments of the citizens and supporting this way their social and professional integration. The range of skills and competencies is completed by the expertise in the field of designing educational and didactic / professional evaluation tools, on behalf of the Romanian partner, which brings the afferent knowledge in LLL applied and field research, comparative studies, development of LLL strategies and methodologies (very necessary in the project as one of its main outcomes is the Educational Toolkit for inmates and ex-inmates). The palette of the necessary skills and experiences would have been not complete without the presence in the partnership of a Scottish partner which brings its trustful expertise in curriculum design, guidance, learning and teaching in VET and LLL.

The multi-national partnership offers European added value to our project because its many features, making it original and unique: the variety of involved organisations and their types of activities, the geographic displacement on European map, the previous experience and the particular expertise held by every and each partner, which gathered under this combination, makes possible the efficient achievement of the project's goals and outcomes.

5. Plans for the Future

The future plans for the ETI-7 – Educational Tool to Integrate Inmates, will have more emphasis on the WP3; WP4; WP5; WP6; WP7; WP8:

- WP3 – Conception of the Education Tool
 - o Follow up of the focus group, developed by all partners in there countries
 - o Integration of the results of the focus group in the Educational Tool and educational content

 - WP4 - Testing
 - o Testing training sessions in each partner country; Each partner will test one or more modules of the training course
 - o Creation of the evaluation instrument for the training test sessions
 - o Evaluation of the training tests

 - WP5 – Development of the Educational
 - o Compilation and analysis of all inputs to create the final version of the Educational Toll

 - WP6 – Exploitation of the Education Tool
 - o Involvement of all the external participants in the project as the principal users and disseminators of the Educational Toll.
 - o Empathising the Educational toll as a good practice and good instrument of work

 - WP7 – Quality monitoring and evaluation plan
 - o Continuation of evaluation of the internal project; Develop and Create instruments to evaluate the project by external partners (Stakeholders; focus group, etc.)

 - WP8 – Diffusion, dissemination, valorisation
 - o Maintenance of the web site of the project;
 - o Utilization of the flyer and all the created instruments, make the diffusion, dissemination and valorisation of the project
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6. Contribution to EU policies

Lifelong learning is, for the EU, "the guiding principle for the development of education and training policy". While promoting social inclusion and personal fulfilment, lifelong learning develops people's employability and adaptability, and therefore a core element of the Jobs and Growth strategy. The ETI -7 Project fits with this description and this principle.

Lifelong learning includes learning for personal, civic and social as well as for employment-related purposes. It takes place in and outside the formal education and training systems. Lifelong learning implies raising investment in people and knowledge; promoting the acquisition of basic skills, including digital literacy; and broadening opportunities for innovative, more flexible forms of learning. The ETI -7 Project encompasses all of these elements.

European adult learning participation rates are lower than those of its major global competitors, whether in higher education, adult education or continuing vocational training, and participation in life-long learning activities varies considerably from one country to another. The ETI -7 Project is designed to assist these particular disadvantaged beneficiaries, whilst contributing to increased participation rates for these groups in the partner countries.

Policies to increase participation in lifelong learning should therefore especially focus on low educated, participation of older age groups in education and training as well as on the regional dimension and the wider benefits of learning, that is not directly associated with the needs of the labour market, but which are concerned with citizenship and social cohesion. The ETI -7 will address some of these inequalities for these disadvantaged groups.

The ETI-7 Project also links to the strategic document for the development of LLL in the EU (including the European Employment Strategy - EES) and its 6 priorities: Valuing learning; Information, guidance and counselling; Investing time and money in learning; Bringing together learners and learning opportunities; Basic skills; Innovative pedagogy

The ETI-7 Project also links to the objectives of EC Priorities and Programmes such as Equal and the second Transnational Exchange Programme (TEPEU Programmes) to promote co-operation and mutual learning on policies and programmes to combat social exclusion.

The project promotes a co-ordinated partnership and inter-agency approach to tackling the employment needs of offenders, who have a very high rate of exclusion from the labour market, adopts a beneficiary centred approach that includes wrap-around services in prison and beyond the prison gate, supports motivation to work, employability and skilled for employment readiness, supports individually tailored interventions, supports the need for the prison system to provide training that is relevant to the labour market, has cross-cutting links with programmes to reduce the harm caused by alcohol and drugs), ensures support and services are geared to preparing offenders for the job market by equipping them with work and life skills that start in prison with a focus on social care, supports vocationally appropriate learning to help to prepare offenders /ex offenders for the job, market by providing basic 'life-skills' along with vocational skills a (for both adults and young people), ensures that all stakeholders are effectively engaged and supported, provides on-going transition and workplace support to both ex-offenders and employers.

7. Extra Heading/Section

The project is innovative as it is specifically devoted to a 'excluded' target group, victim of a discrimination process leading to their exclusion to the society.

It is innovative since it aims at developing a tailor-made "Educational Tool", inspired by the users' centred approach, and so considering the specific and unique needs and requirements of inmates population.

It is innovative since it combines two different fields: the penitentiary system and the care services sector.

It is innovative since it develops an "Educational Tool" characterised by a significant social value, with the remarkable social contents and social impacts.

It is innovative since it 'opens' a new front for the integration of people coming from the penitentiary environment, based on the assumption that it is possible to 'redeem' the inmates, by an educational and social process.

The innovative nature of the project is also shown in the selection of partner organization and countries. The proposal contributes to the existing European and national training systems and practices through training and upgrading the educational tools.

For the European dimensions, the innovation is represented by the:

- Implementation of a new model of educational for disadvantaged group;
- Implementation of strategy for diffusion, dissemination and valorisation of the project as well as of the learning process;

The philosophy and developed training materials in the project are based on innovative principles, at least in the practical life in the newer countries and based on those training methods and materials.

Furthermore, innovative is also the *integral approach* to the learning process:

- a) Multi-skilled systemic service which includes very different
 - *Functions*: informing, advice, coaching, consulting, mentoring, etc.
 - *Areas*: family, accommodation, finances, gender, conflict resolution, etc.
 - *Fields*: different organisations, activities, professions and forms.
 - b) The goal of learning activities is to find the best solution *connecting three parts*:
 - *Person* : with her/his wishes, possibilities, talents, educational, educational and training background, etc.
 - *Educational and training opportunities* : in the "non-traditional environment".
 - *National/regional/local opportunities* : and trends in the "certain area".
 - c) For the project partners' and their networks:
 - *Common concept/approach*: to the educational process, with several European countries to address to the prison administration officers for establishing and developing national VET activities.
 - *Methodology*: for need analysis and feasibility study development.
 - *New model and instruments*: for VET processes in non-traditional environment.
 - *New evaluation and assessment instruments*.
 - *Richness the network* : between partners and members from different countries through realization of a common concept/approach.
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