Education and Culture DG

Lifelong Learning Programme

RISE

GRUNDTVIG LEARNING PARTNERSHIP:

Reintegration into Society through Education and Learning [RiSE]

Educational Disadvantage Centre

Invalidiliiton Järvenpään koulutuskeskus

JOHANNES GUTENBERG UNIVERSITÄT MAINZ

ZWW ZENTRUM FÜR WISSENSCHAFTLICHE WEITERBILDUNG

REPUBLIK ÖSTERREICH JUSTIZ

FCZB

RISE RIKOSSEURAAMUSLAITOS BROTTSPÅFÖLJDSMYNDIGHETEN

Volwassenenonderwijs zoveel mogelijkheden zo dichtbij

DéFI JOB

Grundtvig Learning Partnership: Reintegration into Society through Education and Learning (RiSE)

Editors: Dr Catherine Maunsell;
Dr Liz McLoughlin;
Dr Jane Carrigan;
Valerie McLoughlin
June 2013

RiSE Partnership
Eight organisations from six countries are involved in the partnership:

Organisation	Descriptor	Contributors to the Position Paper (alphabetical order)
FrauenComputerZentrumBerlin e.V. – Germany	A non-profit organisation providing adult education for a broad range of target groups including both prisoners and prison staff	Irina Meyer
L4 - Adult Education – Belgium	The regional network of 12 centres of adult and basic education in the Leuven region, which coordinates prison education in the two prisons of Leuven.	Tineke Tailleur; Pieter Tratsaert
Défi-job – Luxembourg	A non-profit organisation located in a semi-open prison which develops projects in the field of the socio-professional reintegration of prisoners	Paula Gomes; Ines Kurschat
Criminal Sanctions Region of Southern Finland – Finland	Involving six prisons, two community sanctions offices and an assessment centre with the overall aim to increase the sentenced offenders' abilities to adopt a life without crime and to promote their reintegration into society	Pertti Hakkarainen; Heikki Takkunen
Vollzugsdirektion, Department of Care and Services – Austria	The Austrian prison authority, which coordinates the social, psychological, psychiatric, pastoral and educational care of prisoners	Manuela Gruber; Elfriede Kerle; Andrea Moser-Riebniger; Marit Weihen
Johannes Gutenberg-Universität Mainz, Centre for Continuing Education – Germany	A University institution which develops various research projects in the field of lifelong learning and offers advanced education for, among others, prison staff	Daniela Fahrnbach; Astrid Sänger; Gisela Zwigart-Hayer
IJKK- Vocational Training Centre – Finland	A vocational education institute focusingon education for students with specialneeds and providing prevocational education for prisoners in three prisons in the Southern Finland region	Susanna Fabritius-Haveri nen; Else Joutsi
Educational Disadvantage Centre, St. Patrick's College, Dublin City University – Ireland	A centre located within the Faculty of Education, St. Patrick's College, developing, among others, relevant policy proposals for lifelong learning strategies to decrease social exclusion at a European and national level	Jane Carrigan; Catherine Maunsell; Liz McLoughlin; Valerie McLoughlin

Table of Contents

Position Statement

RiSE partners have collaboratively produced the first European position paper that aims to set a new framework for reintegration into society through prison education and learning; a framework underpinned by the tenet that investment in prison education and learning, yielding positive returns in economic, social and human capital, is an investment for all of society.

The partnership illustrates the value of exchanging experiences and developing links between educational practitioners, prison/support staff and researchers from across Europe. Drawing on a multidisciplinary evidence base, the position paper offers a unique perspective on prison education and learning which promotes the importance of an holistic learning approach, both in and outside prison.

Endorsing five key principles, the RiSE partnership regards the prisoner as the person at the centre of their reintegration into society through education and learning. Underpinned by a common coordinated mission, reintegration must be supported by all prison stakeholders, in tandem with prisoners and their significant support relationships and alongside relevant external stakeholders. A continuum of education and learning informed by good practice and the strengthening of research in the field are prerequisites to successful reintegration. Finally, advocating for this paradigm shift, where prisoner education and learning is viewed as at the core of reintegration, this paper calls for enhanced political and public awareness leading to sustainable policy change in the field.

Executive Summary

The Grundtvig Learning Partnership *RiSE: **R**eintegration **i**nto **S**ociety through **E**ducation and Learning* was established in 2011 with the primary objective of contributing to the social and educational participation of prisoners. The partnership comprises six EU member states; Austria, Belgium, Finland, Germany, Ireland and Luxembourg, with representatives from penal institutions, organisations providing educational and social supports for prisoners and academic institutions. Over the course of two years, partners have exchanged ideas and knowledge about educational approaches and practices with an aim of promoting education and learning in prisons across Europe.

Through collaboration RiSE partners have produced a position paper on prison education and learning that draws from the multidisciplinary practices and perspectives of the partnership and is in alignment with the strategic objectives of the Council of the European Union's Strategic Framework for European Cooperation in the area of Education and Training 2020 (ET2020). Just as EU education policy has made its first specific reference to prison education and its significance for adult learning, the RiSE position paper now offers a highly salient, evidence-based and timely perspective on how prison education and learning should be.

The position paper sets out five key principles;

- **Person at the Centre**
- **Common Coordinated Mission**
- **Continuum of Education and Learning**
- **Strengthening the Evidence Base**
- **Advocacy for Prison Education and Learning**

The RiSE partnership adopts an approach which regards the **person at the centre**. It views prison as a learning environment with the potential to support prisoners' building of social and human capital following reintegration into society.

The challenges facing each prisoner in achieving reintegration are undeniable. A **common coordinated mission** is required through which prison/support staff, supported by decision makers inside and outside the prison, work jointly with the prisoner in addressing such challenges. Adopting a **continuum of education and learning** supports the view of prison as a holistic learning environment.

RiSE acknowledges that prison education and learning has been under-researched and calls for **strengthening of the evidence base**, recognising that investment in research will contribute to increased understanding and policy and practice change in the field. At both national and European levels, RiSE calls for the **advocacy of prison education and learning**, as integral to successful reintegration.

Each principle is underpinned by models of good practice endorsed by the RiSE partners. These models share common features, most notably a focus on prisoners and their reintegration into society through education and learning.

Drawing on these five key principles, the position paper offers a fundamental strategic opportunity to make lifelong learning a reality, particularly for those who have been traditionally marginalised. The overall vision of the partnership is the creation of a prison learning culture in which the prisoner is the person at 'the centre' of practice, organisational leadership and ultimately, of wider policy.

Introduction

The central tenets of this RiSE position paper on prison education and learning, drawing deeply from the multidisciplinary practices and perspectives in the partnership, are in clear alignment with the four strategic objectives of the Council of the European Union's Strategic Framework for European Cooperation in the area of Education and Training 2020 (ET2020) namely;

- Making lifelong learning a reality
- Improving the quality and efficiency of education and training
- Promoting equity, social cohesion and active citizenship and
- Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training.

The right to education for all has been established by a number of European and International conventions.[1] In Europe, the right of prisoners to access and participate in educational opportunities while in prison has been supported by a number of policy documents such as the *European Prison Rules* (updated in 2006) and the Council of Europe's *Education in Prison* (1990) document.

In 2010 the European Commission organised a conference on the subject of prison education entitled *Pathways to Inclusion – Strengthening European Cooperation in Prison Education and Training*. As a result of the conference a comprehensive review of prison education was commissioned in which it is acknowledged that there is an increasing understanding of the legal and educational rights of prisoners in Europe and that more and more countries had recognised the need to solve the challenges of prison education through European co-operation (Hawley, 2011). However, Alan Smith, former director of the Directorate General for Education and Culture (DGEAC), still notes that '*… despite the right to education anchored in international agreements, provision is very unequal between and within European countries*' (2012).

Notwithstanding this imbalance in educational provision in prison, an individual's access to and participation in education and learning opportunities while in prison are widely acknowledged as having a significant contribution to his or her successful reintegration, and the lowering of the risk of recidivism (Hawley 2010, 2011, Hawley et. al., 2012, 2013). Although it is recognised that prison education and learning are only one element of wider support needed to facilitate prisoners' reintegration into society, the provision of education and training opportunities in prison was endorsed by Hawley (2010) as a '*...vital element of penal policy*' (p. 10).

For the first time in the context of adult learning policy priorities, the Council of the European Union Resolution on a Renewed European Agenda for Adult Learning (12/2011) includes specific reference to prison education. According to Smith, prison education has emerged as an issue '*which is now on the map*' (2012).

The growing policy interest in prison education and learning takes place within the context of growing prisoner numbers, with European and world prison population rates on the increase[2]. Furthermore, many prisoners have experienced marginalisation through social and educational disadvantage (cf. Hawley, 2013).

It is in this broad context, and drawing deeply as it does on practice in the field, that this position paper is both highly salient and timely. Enhancing prison education and learning offers a fundamental strategic opportunity to widen participation in lifelong learning activities, and particularly for those who have been traditionally marginalised (cf. Maunsell & Downes, 2013; Maunsell, Downes & McLoughlin, 2008).

[1] Cf. The European Convention for the Protection of Human Rights and Fundamental Freedoms and the Charter of Fundamental Human Rights
[2] Although there are significant differences across European member states.

Background Context

The Grundtvig Learning Partnership "RiSE" was established in 2011[3] with the intention to contribute to a broader social and educational participation of prisoners. The specific aims and objectives of the partnership were to:

- collect and systematise materials, curricula and good practice examples
- examine existing approaches in terms of their transferability
- disseminate the results into broader networks, contribute to the efforts undertaken in and outside the prison to optimise the prisoner's pathways towards reintegration into the society
- detect missing gaps and links
- involve partners inside and outside prison in the reintegration of prisoners, with a particular focus on civil society and the labour market.

Over the period of two years, 2011-2013, RiSE representatives from penal institutions, organisations providing education for prisoners and educational research institutions have exchanged ideas and shared knowledge about educational approaches and practices with the aim of promoting lifelong learning in prisons across Europe. An explicit objective of the partnership was to also engage with stakeholders from multi-disciplinary backgrounds, ranging from prison personnel, external service providers and representatives from justice and education administrations. During a series of study visits hosted by each partner organisation, existing approaches, methods and instruments related to prison education and learning were compared and the transferability of selected models was discussed.

Emerging from the partnership's commitment to the RiSE objectives and the experiential learning gained through dialogue and study visits, this paper endorses a position on prison as a learning environment which has the potential to support prisoners' building of social and human capital, whereby they can forge a path towards 'making good' in their reintegration into society.

The RiSE partnership adopts a person-centred approach which recognises prisoners as at **the centre of their own learning**, and argues that it is incumbent on the prison system to support prisoners achieving successful reintegration into society, beginning from the day of admission to prison and continuing beyond the prison gates post-release. Access to and participation in education and learning opportunities in prison and upon release are seen as essential pathways to achieve this goal.

Educational and learning opportunities on offer in a prison context also need to be framed by a **holistic approach** (Fleischmann, 2010) where the following interrelated areas should underpin educational provision:

- **social learning** (e.g. social skills, ethical values, critical reflection)
- **active citizenship** (e.g. learning of/for democracy)
- **vocational training** (e.g. vocational skills, employability)
- **lifelong learning** (e.g. schooling, educational qualifications)

Furthermore, all aspects, including prison structures, networks both inside and outside prison, staff skills and teaching and learning methodologies, need to be considered to enable the prisoner to successfully negotiate their individual learning processes.

Assuming individual responsibility on the part of a prisoner is difficult in the 'total institution' of a prison setting. The broad aims of imprisonment – social reintegration/increasing desistance - can seldom be reached and necessary elements of empathy and solidarity are seldom realised under prison conditions (cf. Walter 2007). Challenges posed therefore include:

[3] A number of RiSE partners had also participated in an earlier related Grundtvig Learning Partnership 2009-2011 'HIPPO': How Individual learning Pathways are Possible for Offenders (see HIPPO 2011) where the approach to learning was founded on the premise that individuals can develop and learn during lifelong learning processes and that education processes (formal, informal, non-formal) need to be motivating, well planned and structured. This is the case especially needed in a closed prison environment where lack of individual participation can be a barrier to a motivating learning environment.

how might such adverse elements of imprisonment (loss of autonomy, social isolation, adopting of subcultures) be mediated, how might social integration and desistance in closed prison systems be enhanced?

This position paper outlines five key principles which seek to address such key challenges:

- **Person at the Centre**
- **Common Coordinated Mission**
- **Continuum of Education and Learning**
- **Strengthening the Evidence Base**
- **Advocacy of Prison Education and Learning**

Each principle is supported by models of good practice which RiSE partners have been involved in the ideation, design and delivery of - a number of which were presented to partners across study visits as having potential for transferability across contexts. The good practice models selected share common features, most notably a focus on the impact on the prisoner in respect of his/her reintegration into society through education and learning.

While a complex and challenging ambition, the overall vision of the partnership is the creation of a prison learning culture in which the prisoner is at 'the centre' of practice, organisational leadership and ultimately, of wider policy. This 'paradigmatic shift' is inherently dependent on the prerequisites of: a common co-ordinated mission, continuum of education and learning, a strong evidence base to ground decision-making and advocacy for an enhanced awareness of the issues involved.

Grounded in experience, these principles are derived from a reflection on current research and practice-based evidence held by partners. Consideration of the principles outlined in this position paper, in conjunction with the models of good practice, regard the prisoner as at the centre of an inclusive approach to education and learning in the context of prison.

5 RiSE Principles

PRINCIPLE 1: Person at the Centre

Synopsis:
Through the RiSE partnership process, certain key factors emerged consistently that could improve lifelong learning for prisoners. These same factors, a **holistic approach, prisoner's own motivation and ownership, positive future identity** and the **sustaining of hope**, are salient across a range of theoretical frameworks from humanistic through to the more recent capabilities approach. These factors regard the prisoner as at the centre of her/his own learning processes leading to successful reintegration. In desistance literature and research, the 'Good Lives Model' has emerged as an alternative to the dominant Risk-Need-Responsivity approach (Ward and Maruna 2007)

Keywords:
Desistance from crime instead of risk management; goals of change for a good life; individual sentence plan; individual strengths; primary needs vs. criminogenic needs/risks; hope; motivation; ownership; positive future identity

Good Practice Model 1A: Individual Sentence Plans (CSSF -Finland)
Good Practice Model 1B: Reflection (IJKK - Finland)
Good Practice Model 1C: "Workshop for determining competences of prisoners" in Rhineland-Palatinate since 2006 (ZWW-Mainz, Germany)

The reality for prisoners, often is that the penal justice system is comprised of at least five sectors (education, rehabilitation, work, security and administration) each of which have their own assigned personnel, professional roles and visions concerning their functioning within the system. Sectors within the system can often compete rather than cooperate with each other about issues such as resources and power. This can have an impact not only on system costs but can from the prisoner perspective have adverse implications for the prevention of recidivism and ultimately lead to less effective ways to support prisoners to reintegrate into society's normal functions upon release. In effect, rather than being at the centre of their learning, prisoners are being treated as "others", constituting Buber's theory of 'I-IT' interactions instead of 'I-YOU' interactions (Buber, 1923).

In desistance research, certain key factors emerged consistently that could improve lifelong learning for prisoners. These key factors include:

1) A holistic approach in support of prisoners, learning and change;
2) Importance of the prisoner's own motivation and ownership of the learning and change processes;
3) Orientation towards a positive future identity and
4) Sustaining hope about possibility of achieving this new identity (McNeill at al., 2012).

Consistent with an holistic viewpoint the RiSE partnership position is that the theories of desistance and Good Lives Model (GLM) in placing the prisoner at the centre, offer an alternative rehabilitative approach to the dominant mainstream Risk Need Responsivity (RNR) approach, leading to better and more far reaching outcomes for the individual, the system and wider society (cf. Ward, 2013).

Good Lives Model (GLM):
The Good Lives Model is a new and growing paradigm in offender rehabilitation (Ward & Maruna, 2007). The model outlines a strengths-based approach where the

prisoner takes ownership of the desistance process and is supported by staff in the journey. The GLM stresses the importance of an **Individual Sentence Plan**. However, Ward (2013) notes that *'the actual content of offenders' good lives plans will vary depending on their pre-existing commitments and priorities. What this means in practice is that each plan is likely to contain overlapping, but possibly incommensurate, value systems that translate different personal, cultural, religious, and political norms into plans for living'* (Ward, 2013: 706).

The GLM holds the **person at the centre**[4]. Marshall et al., 2005 argue that this model, with its focus on supporting prisoners to identify and develop skills, competencies, values, opportunities and social supports to meet their needs, will by enhancing the well-being of the prisoner, reduce the likelihood that they will continue to harm themselves and others. While always viewing the **person at the centre**, a dynamic, co-operative interplay between the prisoner and prison/support staff is a key element in the success of the desistance process. According to McNeill *'...Desistance-supporting interventions need to respect and foster agency and reflexivity; they need to be based on legitimate and respectful relationships; they need to focus on social capital (opportunities) as well as human capital (motivations and capacities); and they need to exploit strengths as well as addressing needs and risks'* (2006: 55).

Consideration of the individuality/heterogeneity of the prisoner is also highly salient. Factors that influence and impact on an individual's learning skills need to be taken into account and include, *inter alia*, age, gender, socio-economic status, ethnicity, personal and educational biography, motivation, socio-emotional status, personal, situational and cultural factors.

'Perhaps the most obvious problem that might be confronted by anyone seeking to envision further or even enact this paradigm, is that the communities on which its ultimate success would depend may lack the resources and the will to engage in supporting desistance, preferring to remain merely 'punishing communities' (Worrall and Hoy, 2005). *This is, of course, an issue for any form of 'offender management' or reintegration. However, rather than letting it become an excuse for dismissing the paradigm, it should drive us to a recognition of the need for offender management agencies to re-engage with community education and community involvement and to seek ways and means, at the local level and at the national level, to challenge populist punitiveness (Bottoms, 1995) and to offer more progressive alternatives'* (McNeill, 2006: 57).

The challenges facing each prisoner in achieving desistance are undeniable; the RiSE partnership position holds that what is necessary is to support prisoners towards identifying and developing their individual resources, strengths and competences through reflecting on their current situation, taking ownership of their holistic identity and their own development towards a better future[5]. What is also clear is that the realisation of this 'ideal' requires a common coordinated approach through which prison/support staff work in tandem with the prisoner at the centre thus enhancing the likelihood of a lasting change process upon release (Stahl, 2010).

[4] See Appendix A. Glossary of Keywords in relation to the "Good Life Model" GLM and the "Desistance Process" DP
[5] See Appendix B. Operationalising GLM: A Hypothetical Model

Principle 2: Common Coordinated Mission

Synopsis:
As was highlighted across all the partner member states involved in the RiSE partnership, for the effective implementation of education and learning programmes in prison, even the most innovative educational approaches do not work without:

- **Prison/support staff who act as role models** and facilitators of prisoners' learning
- **The support of decision makers** inside and outside prison
- **Close and sustainable communication, cooperation and commitment** between actors/institutions inside and outside the prison
- **Involvement of the prisoner at the centre** of the learning process.

Moreover, not only do all relevant actors need to be involved but their activities must be based on **a common coordinated mission which is transparent to all**.

Keywords:
Communication; cooperation and commitment between all the actors; leadership, process orientation; personal and organisational development; transparency; sustainable; communication and structure of communications; inclusion of decision-makers; well-co-ordinated system of release and reintegration; multi-disciplinarity; linking inside with outside.

Good Practice Model 2A: "Transit": Organisational development in Berlin's prisons for adult men (FCZB – Berlin, Germany)
Good Practice Model 2B: Monitoring of the development of the organisational process in Rhineland-Palatinate in different fields of action (ZWW – Mainz, Germany)
Good Practice Model 2C: Role of networks between prisons and the outside (DÉFI-JOB - Luxembourg)
Good Practice Model 2D: Strategic Plan: Legislative/Policy landscape (L4 - Belgium)

There are many professionals involved in the development, planning and implementation of educational provision in prisons, including decision makers in the relevant justice and educational administrations, prison governors/leaders and the heads of the prisons' educational and labour divisions to educationalists, social workers, prison staff alongside a range of other service providers.

At the same time, prisons are systems with an inbuilt lack of flexibility due to structural conditions (e.g. security aspects). For the reorganisation of existing education and learning arrangements in prison and for the development of the prison towards a learning environment, both **prison/support staff and decision makers** in the penal institutions and in the justice administrative authorities play a major role. Their active involvement is an essential prerequisite for the sustainable implementation of any innovation affecting everyday life in prison. There are, however, various factors hindering the motivation and commitment of prison/support staff in this respect, ranging from financial and human resources constraints to the sometimes contradictory practices/cultures across the different professional services working within a prison.

The concept of organisational development in general is **to improve the effectiveness of an organisation and at the same time to increase the quality of the working conditions**. While a standardised definition of

organisational development is still missing, nevertheless, Kieser& Ebers summarise the shared tendencies which are associated with organisational development (2006: 153)

- The **process is the focus** and is supported by the **individuals involved**.
- The assistance of an external facilitator is needed in support of the process, to structure and activate problem solving.
- The **aim of the organisation and the staff** are equal and can be dealt with simultaneously.

Thus, the process itself is of utmost importance. The organisation is dependent on the attitude of its members, internal and external communication structures, the objectives and structures of the organisation as well as the organisational environment. Personnel and organisational development processes facilitating the motivation of the prison/support staff to participate in change processes contribute to their identification with innovative education and learning approaches. In addition, binding and reliable structures of interaction between the professional services need to be established. Thereby, a **common vision should be created and the expectations, roles and responsibilities of each member of staff should be clarified**.

The sustainable **implementation of prison education and learning requires an organisational and cultural development** in which the **process** must be supported by prison leadership, prison/support staff across all sectors, education practitioners, co-operating/external personnel and the prisoner.

In relation to the reintegration of the prisoner, there is a clear need to ensure the sustainability of educational programmes in prison. Furthermore, the release of prisoners needs to be well prepared and strong links to the outside world need to be established. For many prisoners, the transition process between prison and release is a huge challenge and many face significant obstacles in relation to successful reintegration.

There are various actors involved in the reintegration process, ranging from the prison and probation services, public authorities, labour market, social partners and other organisations, prisoners, their families and/or significant support relationships. Too often, however, an integrated approach within and across the different actors and agencies is not in place.

A **common coordinated mission** which places the prisoner as the person at the centre of their learning and desistance processes, views prison as a learning system and serves as an orientation for the internal and co-operating/external staff and presents the organisation to the outside. This position paper posits the need to include the prisoner as integral to the process of arriving at a common coordinated mission – thereby ensuring the sustainability and efficacy of the process. Furthermore, the **process** to structure and activate the common coordinated mission by all actors involved must also be supported by wider political and organisational leadership. A legislative basis for prison education and learning can also be a key prerequisite underpinning a common coordinated mission.

From a holistic perspective, the RiSE partnership, strongly promotes the importance of having a **common coordinated mission**, while acknowledging the inherent challenges in adopting this principle, and takes the position that this principle is a prerequisite for all the actors both **in and outside prison** to fully foster prisoner reintegration and the likelihood of desistance from crime in their future lives.

Principle 3: Continuum of Education and Learning

Synopsis:
Through the RiSE partnership process and in line in particular with Principle 1, the Person at the Centre, the Principle of Continuum of Education and Learning emerged. This principle argues that prisons must be seen as learning environments in which alternative perspectives for a 'good life' can be facilitated and supported. Thus prison education and learning is embedded within the context of an evidence-informed continuum of education and learning which is flexible, needs-led and accessible to prisoners and prison/support staff.

Keywords:
Lifelong learning; equality, opportunity; interdisciplinarity; cooperation; management support; prison as a learning environment for both prisoners and prison/support staff; empowerment; needs assessment; Individual Educational Plans; feedback loops; holistic, flexible, learning environments.

Good Practice Model 3A: Facharbeiterintensivausbildung/ Intensive training for skilled workers (Vollzugsdirektion - Austria)
Good Practice Model 3B: Focus on the transition management and the monitoring after release (Prison of Zweibrücken in cooperation with the Vocational Training Center Zweibrücken, described by ZWW Mainz)

In alignment with the wider EU **lifelong learning** agenda, this principle perceives prison education and learning as having the central objective of promotion of access to education and learning opportunities for all, particularly those most marginalised.

Prisoners are one of the most marginalised groups in society and their access to and participation in educational provision is limited (cf. Hawley, 2013). In accordance with the social pillar of the Lisbon Strategy to combat social exclusion and to invest in human resources, the RiSE partnership is addressing the socio-economically disadvantaged group of prisoners who have been shown to have significantly lower levels of basic skills and other educational qualifications when compared with general populations outside the prison context (Hofinger et al., 2009). Even within a prison population, there exists a diverse range of needs amongst, for example, youth, female prisoners, and migrant prisoners, who need additional or specialist support in their education and learning from those working in and outside of the prisons.

Moreover, it has also been found that prisoners are not only overrepresented in terms of exclusion from the labour market during their detention but before and afterwards. The 2010 Council Decision on guidelines for the employment policies points out that the social inclusion needs to be enforced and there may not be exclusion in the working world. In European society, social integration is connected closely with educational integration.

The principle of ***continuum of education and learning*** can centrally contribute to the European employment strategy of a stronger inclusion of marginalised groups by strengthening the employability of prisoners through prison education and learning.

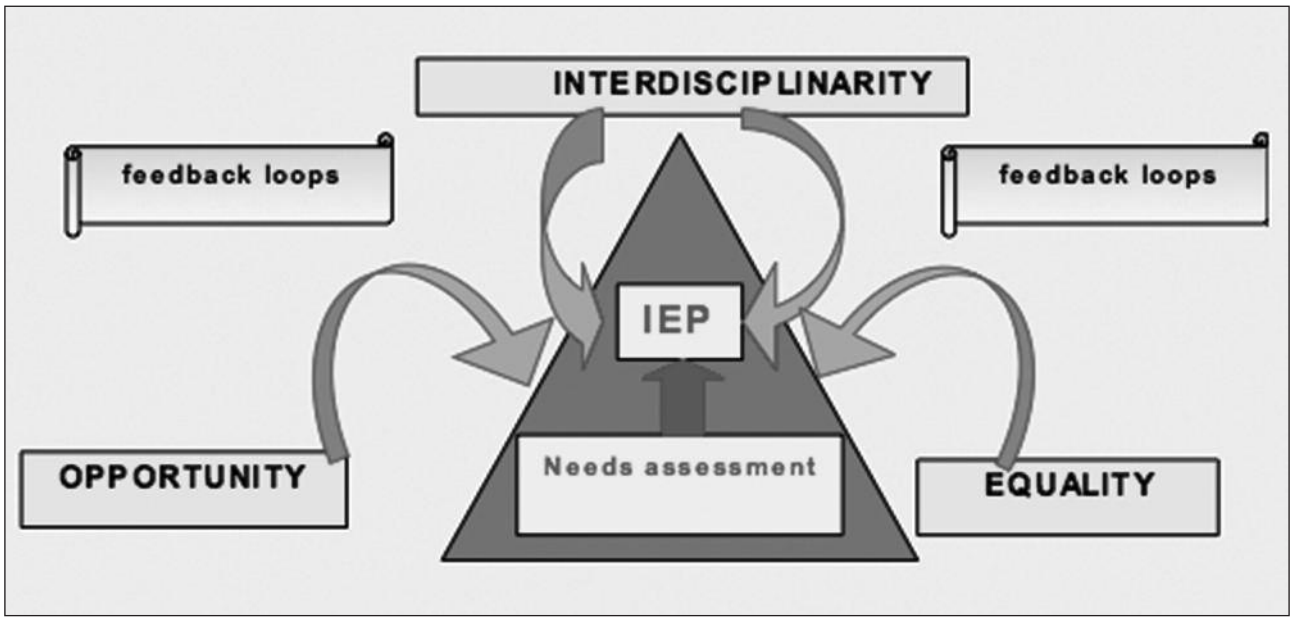
It is widely acknowledged that obtaining secure

employment upon release positively impacts on recidivism rates (Wirth, 2010) and furthermore contributes to the prisoner successfully reintegrating into society. Thus, employment is a highly desirable, albeit hard to achieve, outcome of the work with prisoners both in prison and upon release.

One of the main objectives of working with prisoners is that individuals who have poor educational qualifications must be supported to take part in education and learning opportunities during their time in prison.

This position paper further holds that while prisoner education and learning are central, the **continuum of education and learning** also applies to **prison/support staff** in order to enhance the motivation and commitment of the staff involved to support any innovative approaches within their own prison system.

Equality, opportunity and interdisciplinarity lie at the core of a professional approach. It is imperative that the interdisciplinary fields of social work, psychology and pedagogy are engaged in this approach. It is essential that prison/support staff are sensitive to the needs of the prisoner while actively engaging with the continuum of education and learning. In order to guarantee successful ***interdisciplinary cooperation***, it is vital that at the centre of interest, ***management-level support***, as well as an adherence to the general principle of ***lifelong learning***, is in evidence.



Thus, in order to realise this, it is incumbent on the interdisciplinary teams of the prison/support staff to explore the needs of the prisoner by arranging for a ***needs assessment*** in order to construct an individual education plan (IEP), with the prisoner at the centre.

Working towards ***empowerment***, the prison/support staff needs to accentuate the individual strengths and capabilities of the prisoner, rather than concentrate on weaknesses. During the ***needs assessment***, the interdisciplinary team has to identify and define the individual education needs of the prisoner, thus creating an **Individual Education Plan (IEP)**. This has the advantage of being flexible, current, transparent and can be documented.

For all prison/support staff and prisoners, sufficient time must be allowed for feedback and reflection. ***Feedback loops*** should be employed regularly; these allow for examining the efficacy of the established interventions and for discussion of any further or different action to be taken, such as sentence plans or IEPs.

Upon release, external institutions need to be involved in supporting the prisoner's efforts in self-managing their own post-release opportunities.

It is clear that a broad spectrum of education and learning needs are to be supported, and obstacles to accessing education and learning opportunities are to be addressed. The use of modern technology could be seen as a quantum leap in the development of prison education and learning, as is evidenced in the project ELIS[6]. The benefits of this are not merely the more efficient use of technology, but the integration of these methods leading to both individual support and the bolstering of key competences that will continue to aid the prisoner upon release especially with regard to employment prospects.

This principle shows clearly, that prisons must be seen as ***holistic, flexible learning environments*** supporting the prisoner's consideration of alternative perspectives on self-management and preparation for a 'good' life after prison and that furthermore, prison/support staff are themselves, facilitated to engage in the continuum of education and learning.

[6] Project ELIS in prisons in German speaking countries (partly Germany, Austria) is a good practice model of learning with modern technologies inside prisons on different education levels (http://www.ibi.tu-berlin.de/projekte/elis_plattf/elis_plattf.htm)

Principle 4: Strengthening the Evidence Base

Synopsis:
RiSE partners acknowledge the potential of research to contribute to our understanding of prison education and learning. There is however a dearth of research on education and learning within the prison environment. In keeping **the person at the centre** further research on prison education and learning needs to have prisoners' perspectives at its core. This principle highlights key challenges faced but also recognises the potential of evidence based solutions for the challenges presented. Some key findings of EU research are identified and the widespread consensus that prison education and learning plays a positive and rehabilitative role and contributes to prisoners' successful reintegration into society is acknowledged.

Keywords:
Potential of research; evidence based solutions; key findings of EU research; challenges; purpose of prison education and learning; limited research; further research; prisoners' perspectives.

Good Practice Model 4A: Irish Research Study on Prisoner Learner Perspectives on Learning in Prison (EDC - Ireland)

The importance of strengthening the evidence base on prison education and learning through a sustained research agenda is unequivocal (Hawley, 2011) and **the potential of research** to contribute to our understanding of prison education and learning is acknowledged in this section. Research to date has highlighted not just systemic deficits but also, in adopting a solution-focussed approach, demonstrates the potential of research to propose **evidence-based solutions** to the challenges presented.

Key findings from EU research on prison education have drawn attention to prisoners as a marginalised group. Munoz (2009), who as UN special rapporteur on the right to education, has written on the need to include prisoners in the discourse on rights to education and has also noted that the frequent focus on employment objectives is narrower than what is required by respecting a prisoner's right to education. He acknowledges that prisoners are a group "that faces endemic violations of its right to education" (p. 4) and he identifies barriers that prisoners face in accessing prison education including dispositional ones such as the impact of previous educational failure, low self-esteem, drug and alcohol abuse, disadvantaged childhood and communication, mental health and learning difficulties. Downes (2011) in a comparative report of twelve European countries also highlights the impact of many prisoners' past experience of education and their experienced alienation from the educational system as a result. Hawley (2011) found that prisoner motivation to engage in education is an important issue and that a key challenging in encouraging participation to emerge from the literature was prisoners' attitudes towards mainstream education.

Challenges for prison education identified by stakeholders at the 2010 European Commission *"Pathways to Inclusion"* conference include *inter alia*; the effects of overcrowding[7], the growing diversity of the prison population, increasing financial constraints and a more competitive job market (Hawley, 2011). Other issues that have emerged from EU research on prison education and learning include the variations among different prisons in relation to communications

[7] A potential means of addressing overcrowding emerged from research which reported the use of wing based education within a number of prisons across England (Cf. Downes, 2011). This flexible approach to education delivery, Downes argues, may help in relation to overcoming problems of space but also has other consequences such as engaging more prisoners, increasing the profile of learning and creating a foundation that could support peer learning initiatives. Downes emphasised however that wing-based education should not be seen as replacing a prison education centre but rather should be seen as complementary to it.

technology (which included lack of email communication with teachers combined with limited or no internet access), and the role of prison/support staff in promoting prison education (cf. Downes, 2011). Differences in both the **purpose of prison education** and what constitutes prison education have also emerged within a European context. Hawley's (2011) report illustrates the existence of competing philosophies related to the purpose of education within the prison and the implications that these different philosophies have on the type of educational courses on offer. In reviewing the literature, Hawley identified that the different types of prison education and training found in Europe can be separated into three broad typologies;

- the first one is embedded in an academic ideology and provides a broad curriculum
- the second focuses on basic and vocational skills and is more geared toward employability while
- the third focuses on "correctional education" and provides life skills of different types such as anger management.

Costelloe and Warner (2012), in their analysis of prison education policy in Europe, have further highlighted also the distinction between education and training and distinguish the two with training defined as the learning of a skill with a focus on employability and education on the other hand focused on promoting understanding and developing the capacity for critical reflection. They contend that much of the prison education provided by some European member states does not constitute education as it is understood by the Council of Europe. Indeed they argue that prison education in Europe is often less than it could be due to "two related over-simplifications; rather than seeing 'the whole person' in the prison, we see only the criminal; and rather than offer adult education in all its challenging richness, we offer only a limited range of 'skills'" (p. 14).

Despite the differing positions in respect of the purpose of prison education, Hawley found widespread consensus that prison education plays a positive and rehabilitative role and contributes to prisoners' successful reintegration into society. While acknowledging this consensus, Hawley (2011) reported **the limited research** on this subject. The lack of research on prison education has also been noted by Munoz (2009), and Wilson (2007) who, writing from a UK perspective, reports that in the past prison education has been given little attention. **Further research** is also needed to address the dearth of research on prisoner perspectives on prison education. In stressing the importance of research in strengthening the evidence base on learning in prison it is important to acknowledge and adhere to Principle 1 of the RiSE project which places **'the person at the centre'.** Further research however should be in line with Principle 1 and as such consideration to the prisoner learner perspective should be given a central position within research in the field.

Principle 5: Advocacy of Prison Education and Learning

Synopsis:
The RiSE partnership supports the advocacy of prison education and learning at national and European levels. The value of exchanging experiences and developing links with colleagues from across Europe was also underlined during the European Grundtvig Conference on Prison Education "Pathways to inclusion – Strengthening European Cooperation in Prison Education and Training" which took place in Budapest in February 2010. One of the conference's key messages was that through shared experiences and other opportunities for mutual learning, it might be possible to create a common understanding and respect for each other's aims, motivations, approaches and needs.

Keywords: Advocating; prisons as learning environments; integration; raising awareness; responsibility of all actors; increasing employability; proactive willingness; reflection; willingness; prisoner at the centre.

Good Practice Model 5A: "Jailbird": Raising awareness through design (DÉFI-JOB – Luxembourg)

Michel Foucault, in his seminal work *Discipline and Punish* (1977), addresses the purpose of the institution of the prison, and contends that there is a dual function of prisons. Prisons are used as a means of detention but also given the additional function of reforming prisoners. Moreover, he argues that prison is a place of absolute control over prisoners yet, for Foucault, abolishing the prison is unthinkable because it has become so closely linked with the functioning of society.

Notions of security are driven by the broader socio-economic and political landscape and as such, often infer the need for protection from prisoners' actions resulting in their imprisonment for the greater good of society. Thus the general perception of prison is one which prioritises imprisonment for punishment and security purposes, and oftentimes, prisoner rehabilitation is lower on the list of both political and social agendas.

Investing in prison education and learning is strongly advocated so that prisons become **learning environments** with the necessary resources to give real prospects for **the reintegration of prisoners**.

Raising awareness of the **evidence-base** on the role of prison education and learning in addressing rates of recidivism and the costs of re-offending to society indicates that providing quality educational and **learning opportunities** for prisoners is a more sustainable effective strategy in terms of **increasing their employability** thereby enhancing the likelihood of their successful reintegration into society (cf. Hawley, 2013).

A paradigm shift in political and public awareness and policy is warranted where prisoner education and learning is at the core of the reintegration process.

This position paper holds that it is only by **all actors**, both in and outside of prison – prisoners, officers, psychologists, governors, social workers, teachers, decision-makers, families, volunteers– becoming actively involved in advocating for prison education and learning to support the move beyond offending and towards successful reintegration.

Advocating that prisoners are at the core of this process is key; without their **proactive willingness** and cooperation to develop social and professional skills, to

learn how to respect themselves and others, to stay away from crime, to want to follow their desistance path, without all this, nothing will change

The RiSE partnership advocates for the elaboration of a new concept: through prison education and learning, prisons must become places wherein the prisoner can come to reflect upon their previous identity with offending, and to learn and think how to act differently; no longer 'schools of crime' but 'positive learning environments'.

A place where **each prisoner is at the centre** of a learning environment that fosters curiosity and enables prisoners to acquire personal and social competences, to participate in activities which are practical and related to real-world activities and to develop skills that will support their successful reintegration into society.

This position paper highlights through the inclusion of good practice models that there *are* prisons where prisoners are given meaningful opportunities to participate in programmes of **reflection, introspection, self- awareness, education and learning**. There *are* prison governors, policy makers, individuals working in the field, and members of wider society *defending* human rights, and advocating that prisons as they are currently perceived do not solve the problems of our society but rather create more. Some progress has been made but more is required.

Whatever the cost of this investment in prison education and learning, it will be *'a fraction...if we can prevent the creation of future victims of crime, with the associated economic and social costs'* (UK Ministry of Justice, 2011: 5).

Principle 1: Person at the Centre Good Practice Models

Principle 1: Person at the Centre

Good Practice Model 1A:
Individual Sentence Plans (CSSF -Finland)

Source: Criminal Sanctions Region of Southern Finland – Finland

Keywords: Assessment; risk factors; goals of change; individual sentence plan; individual strengths; hope; motivation; ownership; positive future identity; primary needs

One example of a person-centered orientation is the use of individual sentence plans in the Finnish Prison Service. Every prisoner is **assessed** in the beginning of his/her prison sentence and most important risk factors relating to offending – so called 'criminogenic needs' - are defined. These **'criminogenic needs' or risk factors** cover the prisoner's problems in the areas of 1) education and employment 2) economics and housing, 2) social relations and lifestyle 3) alcohol and narcotics and 4) thinking and attitudes. After the assessment, these risk factors are then transformed to goals of change and put into an **individual sentence plan**. This procedure of assessment and planning follows the principles of so called *Risk-Need-Responsivity* (R-N-R) theories (Bonta, 2002). In almost every sentence plan there are goals concerning education and learning, as lack of education prevents many ex-prisoners to join the community after their release.

Sentence plans are made in co-operation with the prisoners and they follow a prisoner throughout the whole sentence. Every official (prison/support staff) of the prison system has access to the database of sentence plans and these plans are used to focus the co-operation with the prisoner. Sentence plans are also followed up and updated. All this aims to make the processes around imprisonment **individual, goal oriented, systematic** and **holistic**. Nevertheless, there is also room for improvement as the model of assessing risks/needs, plans for working on risk areas and following up the plan have a connotation of "doing things (assessments, plans & follow up) to an offender".

Better practice example – individual plans for a better future

According to McNeill et al. (2012) 'desistance research suggest that the factors behind the start of offending behavior are often different from those behind its abandonment' (p 3). This means that it could be more profitable to focus even more on the person's **strengths** (like the skills a person already has) instead of risk factors, **positive future goals** (like getting an education) instead of risk management and on a **different way of looking at oneself** (from offender to learner). Focusing on positive individual goals towards a new identification also enhances a person's **motivation to change** and **ownership** of one's sentence plan. This produces commitment to change even at difficult moments. McNeill et al. (2012) do in fact stress the importance of sustaining **hope**.

Another way of saying this is the following: 'Interventions should be viewed as an activity that should add to an individual's repertoire of personal functioning, rather than an activity that simply removes a problem, or is devoted to managing problems, as if a lifetime of restricting one's activity is the only way to avoid offending'. Education often has a key role in this 'activity adding to an individual's repertoire of personal

functioning[8]'. According to the Good Lives Model, all people aim for **primary needs** like healthy living and functioning, knowledge, recreational pursuits, excellence in work, autonomy and self-directedness, inner peace, relatedness to people, connection to community, sense of purpose in life, creativity and happiness. Many offenders try to achieve these primary needs by reaching for **secondary goods/needs** in antisocial ways.

If we can make the sentence plan more like a "my plan to change for the better future" and help a person to see himself as a learner instead of an offender there is a better possibility to "do something with the person". At the same time we can also work with the person on his/her primary needs **instead of trying to work on managing** or avoiding the person's secondary needs.

[8] http://www.goodlivesmodel.com/glm/GLM_Theory.html, 2012

Principle 1: Person at the Centre

Good Practice Model 1B:
Reflection (IJKK- Finland)

Source: IJKK - Vocational Training Center - Finland

Keywords: Reflection skills; learning/teaching; analysing; reflection discussion; continuum of learning; critical thinking

Reflection as a method of learning new ways of thinking and as a start of new way of living is incontrovertible. However, reflection skills must be learned; they are not always instinctual. The pedagogic framework for teaching students who lack the skills of reflection is one of **critical pedagogy** (cf. McLaren 1995) and **pedagogy of hope** (cf. Freire 1992). Reflection and analyzing are at the core of these theories and the teacher uses them as a tool to facilitate the prisoner to become the subject of his/her own life.
Increasingly in our prisons are prisoners who lack the cognitive and emotional maturity needed in employment and education. This lack compromises their ability, both during their prison sentence and post-release, to engage successfully with either work or education. Five of the 8 students in the ceramic workshop, prevocational education section highlighted in this Good Practice Model would belong to this category; the remaining three have experience of either employment or education and training.
There was one teacher with the eight students. As a consensus decision, the task of the group was to design and produce a cup; this was to be given as a gift by the prisoners. The curriculum objective was that the prisoners learn decision making, reflection and evaluation; all the prisoners took part in planning and teaching.
Because of the differing backgrounds and abilities of the group, the atmosphere was tense. The larger cohort struggled with the methodology; the smaller one with finding meaning or purpose to their tasks. What also transpired was that when facing difficulties with staying on task, some of them often attempted to sabotage the entire learning situation. The teacher often had difficulty keeping the prisoners on task as many could not concentrate, were restless, asking questions all the time and disturbing others. The process could be described as rather chaotic, becoming worse during the actual making of the item. Many of the prisoners found using the tools and materials difficult, as well as working with the others in the group. However, by means of individual guidance they managed and finally, after hard work and perseverance, all the cups were finished.
The following day, the reflection and discussion took place as is customary for the prisoners
Reflection Discussion is a continuous process and starts over again and again from 1 to 6.

The Spiral of Reflection Discussion

6 What was my own effect to the whole learning process?

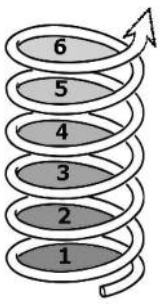
5 Did I learn something?

4 What was best and worse in my working?

3 What was my role and how did I manage?

2 What were the goals and why was the task done?

1 What was done?



Each prisoner gives his/her input at each step of the Spiral of Reflection Discussion, listening to all the

comments, negative and positive, the teacher being careful to record correctly what is said. The discussion finished with one more round of the group where conclusions and areas of improvement are posited. In this particular instance, most of the group found this process difficult as their behaviour and work made them feel ashamed. Nevertheless the development of the prisoners' reflection skills, so necessary to enable critical thinking, made this process worthwhile. Critical thinking is needed to be able to analyse one's way of life. Reflection as a way of teaching in prison is challenging but the skill of reflection is one of the most important in the prisoner's Desistance Process.

Principle 1: Person at the Centre

Good Practice Model 1C:
"Workshop in prisons for determining competences of prisoners" in Rhineland-Palatinate since 2006 (ZWW – Mainz, Germany)

Source: Johannes Gutenberg-Universität Mainz, Center for Continuing Education – Germany

Keywords: Ownership; expert of the learning process; individual responsibility; individual strengths and competences; trusting atmosphere; individual counselling; needs assessment; motivation; positive future identity; Individual Educational Plans

Learning processes happen continually in all areas of our lives. School, training and further education represent thereby only a little part of the manifold learning places of one's life. Starting from their own life experiences, the 'Workshop in prisons for determining competences' focuses on the **owned biography of the prisoners, drawing on their strengths**. Competences describe applied knowledge and are therefore only to be experienced when translated into actions.

The workshop is based on the methodical approach of the ProfilPASS[9], which understands learning in a biographical context as a catalyst for educational processes (Palka & Zwigart-Hayer, 2011:12). This approach is extended in the workshops in the way that **'the prisoners… [are] experts not only of their own biography, but beyond that also of the immanent solutions'** (ibid. p. 13). For this intensive work with the lives of the respective participants, a voluntary participation and a trusting atmosphere, in which discretion is guaranteed, are imperative.

The workshop stresses the individual responsibility of each person. If the prisoners need further support from the ZWW team at the Johannes Gutenberg-University Mainz they can get information, individual counselling or even further training, e.g. CV-writing. Overall, it is important that the prison facilities offer the prisoners the possibility of continuing support and counselling about education.

The Workshops ended in 2011 but however the cooperation with the prisons relating to competences of prisoners continues to exist. Since 2011 the prisons can get support in a train-the-trainer scheme to undertake the 'Workshop in correctional facilities for determining competences' in one's own right.

[9] DIE (German Institute for adult education): ProfilPASS. Bonn 2009, without pages, available from URL: http://www.profilpass-online.de, (05/12/2011)

Principle 2: Common Coordinated Mission Good Practice Models

Principle 2: Common Coordinated Mission

Good Practice Model 2A:
'Transit': Organisational development in Berlin's prisons for adult men (FCZB - Berlin, Germany)

Source: FrauenComputerZentrumBerlin e.V. and Berlin Tegel prison – Germany

Keywords: Active Involvement of different prison services; sustainable network structures; personnel and organisational development

Both organisational and personnel development are important factors to foster the identification of staff with the values and goals of their organisation and to enhance their disposition for contributing to innovative processes. As a model of good practice in terms of organisational and personnel development, the project 'Transit', which is currently being piloted in the Berlin prisons for male offenders, was identified. The ESF funded project is running since January 2012 and it is based on the results of the OASIS project – 'Improvement of labour market and social integration in the Berlin penal system' which was initiated in 2009. A particular characteristic of both projects is that from the very beginning, **members of the prison and probation service staff** were actively involved in the project development and implementation.
In the context of 'Transit', apart from the establishment of systematic and sustainable **network structures linking the prison with the outside**, a broad range of **personnel and organisational development** measures is currently implemented.

The project's contents and objectives:
'Transit' aims at the sustainable social and labour market reintegration of young male prisoners through the approach of transition management. Transition management interconnects the process of preparation of release with a coordinated aftercare and supported reintegration process. The term 'aftercare' refers to all measures to be continued after leaving prison which contribute to the improvement of the individual living conditions of former prisoners. To reach this goal, the project addresses different target groups inside and outside prison:

Inside Prison:

- **Staff of prison workshops** are supported in the development and piloting of innovative qualification modules for prisoners facilitating their labour-market oriented qualification at the workplace.
- **Social workers** being employed in Berlin prisons for male offenders are trained in the method of case management. Based on intensive cooperation with the probation service, they are supporting the prisoners' preparation for release through a coordinated release strategy involving actors both from the inside and the outside of prison ('transition management').
- **Prisoners** get the opportunity to take part in new qualification modules in the prison workshops. As they belong to the most marginalised group in terms of their access to education and qualification in prison, a particular focus is on the participation of prisoners with immigrant background.

Outside Prison:

- Staff members of the Berlin **probation service** are also trained in the method of case management which will be afterwards piloted with their clients. This will contribute to a timely and well-coordinated preparation for release. Thereby the probation officers closely collaborate with the prison based social workers.
- **External partners** are involved in the establishment of a networked system to plan the transition process both during the imprisonment and afterwards.

The goal of the personnel and organisational development measures is to enable prison staff members to address the specific needs of prisoners. **Common visions** will be created and the expectations, roles and responsibilities of each member of staff will be clarified. This will contribute to an improved **culture of collaboration and communication between the professional services in prison**, which leads to a work atmosphere and learning environment which everybody can identify themselves with.

Principle 2: Common Coordinated Mission

Good Practice Model 2B:
Monitoring of the development of the organisational process in Rhineland-Palatinate in different fields of action (ZWW- Mainz, Germany)

Source: Johannes Gutenberg-Universität Mainz, Centre for Continuing Education – Germany

Keywords: Prison as a leaning system; holistic process for prison; staff groups and prisoners; development and reflection of guiding principles; organisational and personal development; transparency; communication and structure of communications; teambuilding processes; management support; guidance; evaluation; quality assurance

Since 2011, the Centre for Continuing Education (ZWW) at the Johannes Gutenberg-University Mainz supports three prisons in Rhineland-Palatinate/Germany with the implementation of the statutes of the State Youth Correctional Facilities Act.
For implementing the basics of the prison-related pedagogical work in the respective areas, all relevant processes and procedures in the institutions can be structured into fields of action. These fields of action are directed to the system of quality testing methods and they cover the central areas in which the pedagogical work play a part in prison: **Central Processes, Processes of Education, Advancement and Learning in prison, Staff, Infrastructure and General Conditions, Guidance and Steering and Evaluation and Quality Assurance** (Hebart & Fleischmann, 2010: 40).

Monitoring and counselling the organisational development describes a way of working by letting the organisation itself identify their scopes of work within the described fields of action. The process is understood as a **learning process**. It is one step in the direction of implementing the idea of prison education. In line with the key principles Person at the Centre' and 'Common Coordinated Mission', the team from ZWW supports the prisons in a way that the prison staff is in the centre of the organisational development. It describes the fields of action, identifies the difficulties and works together on solutions. The team from ZWW- allows space for and gives support by monitoring and counselling this organisational development of the prisons.

The working process itself is already seen as a process of learning in prison in a broader understanding - on the level of the prisoners as well as on the level of the prison staff and the organisation as a whole.

Examples for concrete outputs Inside Prison:

- regularly communication with the leaders of the prisons in 'steering groups'
- bringing staff of all parts of the organisations and of all hierarchies together
- Development and reflection of guiding principles with over two thirds of the whole staff of the prisons participated
- Teambuilding processes

Examples for concrete outputs Outside Prison:

- Staff trainings in a qualification towards Educational counselling and identification of competencies
- Development of further training identified by prison personnel with the key aspect of reflection implementations in daily work

Principle 2: Common Coordinated Mission

Good Practice Model 2C:
Role of networks between prisons and the outside (DÉFI-JOB –Luxembourg)

Source: Défi-job – Luxembourg

Keywords: Contacts with the outside; outsiders come inside; prisoners work outside; transition from custody to the community

Défi-job is a non-profit organisation playing a key-role in **networking between the semi-open prison** of Givenich[10] and the **outside world**. Its main objectives are to develop training projects to increase the employability of prisoners — regardless of the sentence length or the type of crime committed — and find employment opportunities *extra-muros* for those prisoners who meet the formal labour market requirements.

With the support of the ministries of Justice and Labour and the governor of the semi-open prison, *Défi-job* created a multi-functional training workshop specialising in carpentry, restoration of furniture and production of design objects. This project was created to support a growing number of prisoners who do not have a school diploma, lack work experience and social competences thus being totally unemployable.

Prisoners willing to participate in *Défi-job's* training activities must apply for a position and be selected. The selection procedure which involves several stakeholders (psycho-social-education services, probation officers and the deputy prosecutor), is based on the sentence plan, a job interview and the motivation of the prisoner towards future social and professional reintegration.

On gaining a position, the prisoner signs a standard employment contract which enables him to pay tax, to make social security contributions and to earn the national minimum wage even though he works *intra-muros.*

During the training activities, the prisoners have their first contacts with the outside. The clients come to the prison workshop to talk with the team about what they want to be built or restored. This training scheme not only allows the clients **to come inside** but also allows the **prisoners to work outside** for the clients. In this situation, prisoners are always closely supervised by a trainer.

According to the development and the evaluation of each prisoner, both discussed weekly by *Défi-job* and the prison services, they can either be offered to stay longer in the training workshop or are oriented to the formal labor market outside. In this particular case, *Défi-job* acts as an employment agency. Having already a deep knowledge about the prisoner's social and working competences, *Défi-job* places them in enterprises or public administrations which have agreed to be *Défi-job* partners in the process of reintegrating prisoners in society. The prisoners can continue to improve their social and working skills and **re-experience life outside prison walls**. At the end of the working day they are driven back to the prison.

During this **transition period from custody to the community**, the information about the prisoner's development, aspirations and needs keeps on **flowing between inside and the outside partners** engaged in the reintegration process.

Défi-job's coaching and supervision mission ends when prisoners are offered full time jobs upon release.

[10] A rural area, 32 km away from the Capital of Luxembourg

Principle 2: Common Coordinated Mission

Good Practice Model 2D:
The Strategic Plan of Assistance and Services to Prisoners: Legislative/Policy landscape (L4 - Belgium)

Source: L4-Adult Education - Belgium

Keywords: Citizen; coherent; integrated; education; prison educational coordinator

The strategic plan of assistance and services for prisoners was launched by the Flemish Community in 2000. This strategy covers six policy areas: welfare; health; employment; education; culture and sports. The strategy intended for the various services in the Flemish Community to work together in order to offer these services structurally to prisoners.

The philosophy of the strategic plan is to **bring the outside world into the prison**, based on the rationale that prisoners are a part of society and will continue to be a part of society after their release; that prisoners are still citizens and they are still entitled to all their human rights - the only right they have lost is their freedom. The mission in terms of assistance and services to prisoners is as follows: 'The Flemish community guarantees the right of all detainees and their immediate social network to high-quality care and services so that they can develop fully and harmoniously in society'.

The Flemish government intended to signal through the strategy that **prisoners remain full members of society** during their sentence and are entitled to assistance and services to achieve a standing in society. Regarding the policy area 'education', the strategy aims to ensure that there is a coherent, integrated policy for education in prisons in Flanders. This policy is the responsibility of the Consortia Adult Education.

The Decree of Adult Education (2007) created 13 Consortia for Adult Education in Flanders. Due to this decree, the network of centres of basic and adult education have the **legal obligation to provide prison education**. This approach creates the following benefits for prisoner learners:

1. Prisoners benefit from trained and skilled teachers from the outside who are informed of the latest developments and modern teaching techniques (e.g. open learning centres) → Quality improvement
2. Teachers are not related to the inmates' punishment (they don't work for Justice).
3. Prisoners have contact with someone from the outside world; during classes they feel like students, not like prisoners.
4. Prisoners receive the same certificates as students in the outside world, with no reference that they achieved the qualification during their prison time.
5. There is now a greater variety in the courses and educational activities offered.
6. There is an educational offer in each Flemish prison

The regional government of Flanders is in the process of developing a legislative basis to underpin the strategic plan. The decree aims to provide a legal basis for the coordination, planning and implementation of assistance and services offered to prisoners. The decree will be implemented during 2013.

Consortium Adult Education L4 is the official regional network of 12 centres of adult education and basic education in the Leuven region. The mission of the

consortia is to optimise the range and scope of adult education in their region.

The Consortia have a clear objective with regard to the co-ordination of prison education:

- The optimisation and tuning of the education offer and the realisation of a need covering education offer in prison;
- The detection of education needs of prisoners;
- The development of a system of educational guidance of prisoners.

To achieve these objectives, each consortium with one or more prisons in their region, employs a prison educational coordinator who is a single point of contact for everyone involved in prison education inter alia directors or staff of prisons, teachers and prisoners. The prison educational coordinators work in the prison(s) they are responsible for. This way, they know the teachers and help to make it so the prison officers do not see educators as a security threat.

Principle 3: Continuum of Education and Learning Good Practice Models

Principle 3: Continuum of Education and Learning

Good Practice Model 3A: Facharbeiterintensivausbildung/ Intensive training for skilled workers (Vollzugsdirektion - Austria)

Source: Vollzugsdirektion, Department of Care and Services – Austria

Keywords: Education plan; multi-disciplinary teams; on-going motivational activity; individuality; selection criteria; choice of education offers; dual system; intensive

The intensive training for skilled workers (Facharbeiterintensivausbildung) in the Austrian prison of Vienna-Simmering has now been running for more than 30 years offers prisoners, male and over 18 years old, the possibility to acquire a fully recognised vocational training in eight different professions (painter, brick layer, metal technician, plumber, carpenter, baker, cook and waiter/restaurant specialist). The usual duration of an apprenticeship of 3 years is shortened to 1 year, which explains the title 'intensive'. This kind of education is only possible for male adult prisoners over 18 years old.

In Austria the intensive training for skilled workers is operated in a *'dual system',* theoretical and practical. In Vienna-Simmering Prison, the prisoners are working in their workshops for four days a week and for one day the prisoners are instructed by teachers coming from outside.
Interested prisoners have to fulfil a list of criteria including serving a sentence of less than three years Applications come from prisons throughout Austria and the head teacher makes the selections; those selected are transferred to Vienna-Simmering Prison. Any infringement of prison rules, the prisoner loses his place and it is offered to someone on the waiting list.

The practical training is carried out in different professionally equipped workshops on the premises – following the rules of the official training regulations. The training is supervised by prison staff licensed to do so by the Austrian competent institution. External teachers provide the theoretical part of the education in classes held in the prison institution. The training is on an individual level very practical and application – oriented, for example the bakery provides baked goods for three other Austrian prisons, the kitchen provides catering for receptions held in the institution, and also for public events.

In addition to the actual training, the pedagogical service offers counselling on matters of individual competence analysis and individual career planning. Together with other specialists, social workers and psychologists, who work together in multidisciplinary teams, issues like anxiety about tests, lack of motivation or negative experiences from the previous learning history can be addressed in group counselling sessions. Moreover, the prisoners are supported by the social services that support them in social, familial and financial matters. Psychologists are available for more intensive counselling or for interventions in crisis situations.

The *final examination* is taken outside the prison at the official competent institution, Chamber of Crafts or Chamber of Commerce, depending on the qualification in question. The prisoners have to pay their

examination fees themselves and are subject to the same conditions as every other candidate. It lasts two days and consists of three parts: a theoretical part (a written test and an oral exam in front of a test commission) and a practical part in which specific tasks related to the specific profession have to be carried out. At the end, the certificate does not indicate that the qualification was gained inside a prison.

Since the adoption of the intensive training for skilled workers, more than 1,000 prisoners passed the final apprenticeship examination. About 70 prisoners per year take up the intensive training; on average 40 participants per year complete the measure and acquire the associated qualification. Also, in 2006 an evaluation was carried out for the 1998-2006 period which revealed that around one third of the released prisoners who passed this kind of vocational training had found an appropriate job in the profession acquired. A new evaluation is planned.

Principle 3: Continuum of Education and Training

Good Practice Model 3B: Focus on the transition management and the monitoring after release. Prison of Zweibrücken in cooperation with the Vocational Training Centre Zweibrücken

Source: Johannes Gutenberg-Universität Mainz, Centre for Continuing Education – Germany

Keywords: Qualification; empowerment; Individual Educational Plans including the time after release; placement into employment; networking; solid and sustainable co-operation; a solid system of personal and career guidance by all actors and institutions from inside to outside; transparency; comprehensive staff training; personal time of all actors

Professional training and education along with support with health issues are necessary to facilitate successful reintegration into society. Between 1998 and 2009, several projects, both at national and European level, were undertaken with this in mind. These projects worked in cooperation with the employment office, the Ministry of justice, the European Social Fund and other national and regional institutions. These were led by Zweibrücken Prison, in cooperation with the Vocational Training Center Zweibrücken (a part of the 'bfw – institution for job promotion') and in 2009 the result was the implementation a programme, 'Transition Management' as a regular service and support for the prisoners. The 'Transition Management' project was implemented in the six months coming up to release.

Qualifications for and placement in employment along with aftercare are key elements of the 'Transition Management'. To this end the necessary working steps are **networking; task and coordination; training; cooperation with external partners; solid work possibilities and comprehensive training for the staff involved**.

Networking entails the regular involvement of the entire prison staff and the cooperation of different regional institutions, social services, businesses, schools and so forth. All related information pertaining to the prisoner's upcoming release to be available to staff and prisoners; support and advice about bureaucratic issues, housing, social security, facing the prisoner after release are part of the task and coordination step.

Education, training and career guidance for employment, both before and after release involves all actors; prisoners, prison staff, counsellors, social workers, external partners, institutions, vocational providers; and this system of networking by "Transition management" involving all external partners must remain in place for ex-offenders for minimum of six months after release to reach a stable situation outside, because "nearly 44% of all recurrences and 41% of all new arrests that were registered during a control period of four years after release from prison, are allotted to the first half year of after release from prison. (Wirth, 2007: 13).

Principle 4: Strengthening the Evidence Base Good Practice Model

Principle 4: Strengthening the Evidence Base

Good Practice Model 4A: Prisoner Learners' Perspectives of Prison Education Within the Total Institution of the Prison: A Life History Methodological Approach (EDC -Ireland)

Source: Educational Disadvantage Centre, St. Patrick's College, Dublin City University – Ireland

Keywords: Life history; total institution; voice of the prisoner; research

The objective of this doctoral work was to access adult male prisoner learners' experiences of prison education in a 21st century Irish prison setting with the purpose of analysing the role prison education plays both within individual lives and within the total institution of the prison.

A life history methodological approach was adopted and the life histories of 18 adult male prisoners, who were attending prison school within three Irish prisons, were collated.

A life history approach assisted in prioritising the subjective voice of those incarcerated as prisoner learners were able to reveal their educational and life story and give meaning to their experiences. As a methodology, the life history has traditionally been used in research with groups who have been marginalised and treated as "other" in society (cf. Goodson, 2001 for overview of the use of life history methodology in sociological research). Through accessing prisoner learners' experiences of prison education within the total institution of a prison, using a life history approach, rich data is generated and consideration is given to the impact of the institution on the individual as well as their earlier life and educational contexts. Furthermore as the term "life-long" is, in education, increasingly used at policy level (Alheit & Dausien, 2007) it was judged particularly appropriate to adopt a research method that incorporated the life cycle.

By placing the voice of the prisoner learner at the centre of this research it becomes possible to analyse the role that attending the prison school plays within the total institution of the prison and within the lives of prisoner learners. The use of a life history methodological approach, with a particular focus on educational lives, means that the provision of a prisoner learners' perspective on prison education will have implications for both education in general and also how prison education is and could be delivered within the total institutional setting of the prison.

Data generated from **the life history** interviews revealed prisoner learners to be knowledgeable agents who were able to discuss, reflect and critique their previous educational and life experiences as well as offer their perspectives of both prison education and their decision to engage or re-engage with education within the context of imprisonment. "Push" and "pull" factors in why prisoners engaged with education in the prison were identified from the data. Analysis of the 18 life history interviews with prisoner learners, all of whom were attending classes within the prison school, highlights the diversity of their educational experiences. Through using a life history approach, it was also possible to develop a typology of prisoner learners' educational profile.

The literature reviewed had indicated that prisoners come from backgrounds that are, in general, educationally disadvantaged and the data generated

from the life history interviews, does support that finding. Within the prison school however prisoner learners who had reported earlier adverse educational experiences and/or poor educational attainment also reported successfully completing modules and undertaking state exams within the context of the prison school.

The life history interviews found that prisoner learners were, in the main, very positive about the prison school which provided a space or "sanctuary" within the prison system where prisoner learners could figuratively "escape" from the total institution of the prison.

Principle 5: Advocacy of Prison Education and Learning Good Practice Model

Principle 5: Advocacy of Prison Education and Learning

Good Practice Model 5A: "Jailbird": Raising awareness through design. (DÉFI-JOB – Luxembourg)

Source: Défi-job – Luxembourg

Keywords: More positive image; supervised work; self-esteem; employment

'Jailbird' is a label of products made by prisoners in Givenich, Luxembourg semi-open prison at the initiative of *défi-job*, an association developing programs of reintegration through training prisoners to develop social competences and professional skills. *Défi-job* co-operated with local designers who conceived the product, chose the first materials, and passed on their knowledge to the workshop trainer and then to the participating prisoners. Each series of 'Jailbird' objects are unique and bear the story of a life and the seal of a prison journey which was nearing its end.

To showcase the project, *défi-job* organised a five day exhibition in Neumünster Abbey in Luxembourg City and a press conference was held attended by **radio, press and television journalists**, before the official opening of the exhibition. This event, the first of the kind, was also attended by **members of the government and people from all venues of society**. The main intention was to **raise awareness of decision–makers and citizens** to the fact that there are people living behind bars who, given the chance, are willing to learn and acquire competences to improve their chances of social reintegration.

'Jailbird' certainly gave a **more positive image of the prison world** and showed an innovative way to support prisoners in the process of developing manual skills and social competences. It also demonstrated that the cooperation between inside and outside worlds (designers, museum shops) is possible and helpful in making detention a useful time of supervised work during which prisoners can recover self-esteem and learn how to respect themselves and others.

In order to **pursue the objective of raising awareness,** *défi-job* persuaded museum directors in Luxembourg and across the border in Center Pompidou-Metz to sell 'Jailbird' products in their shops. Each person who bought a 'Jailbird' object learned what the project was about through a small leaflet inserted inside each item.

This **raising awareness project** certainly helped *défi-job* to e**nhance its credibility and image**. Since then, new doors opened to the association. Funding to support *défi-job's* activities increased and a **higher number of enterprises and city councils gave employment to the prisoners** who participate in the job-seeking activities of *défi-job*.

BIBLIOGRAPHY AND RELEVANT LINKS

Alheit, P., & Dausien, B. (2007). Lifelong learning and biography: A competitive dynamic between the macro and the micro level of education. In K. West, P. Alheit, A. Andersen & B. Merrill (Eds.), Using biographical and life history approaches in the study of adult and lifelong learning: European perspectives (pp. 57-70). New York: Peter Lang.

Andrews, D. A., & Bonta, J. (1998). *The psychology of criminal conduct (2nd ed.).* Cincinnati, OH: Anderson.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavior change. *Psychological Review,* 84, 191-215.

Bonta, J. (2002): Offender risk assessment: Guidelines for selection and use. Criminal Justice and Behaviour, Aug 2002;vol 29:355-379

Bottoms, Anthony (1995) 'The Philosophy and Politics of Punishment and Sentencing', in C. Clarkson and R. Morgan (eds) *The Politics of Sentencing Reform*, pp. 17–49. Oxford: Oxford University Press.

Buber, M. (1923). *Ich und du.* Berlin: Shocken Verlag

Costelloe, A. & Warner, K. (2012) Prison Education across Europe: policy, practice, politics Paper presented at the Scribani Conference, Dublin, Ireland.

Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training ('ET 2020') (2009/C 119/02)

Council Decision 2010/707/EU of 21 October 2010 on guidelines for the employment policies of the Member States [Official Journal L of 24.11.2010].

Council of Europe. (1987, 2006). *European prison rules.* (Rec No. R (87) 3 of the Committee of Ministers to Member States on the European Prison Rules). Strasbourg: Author.

Council of Europe. (1990). *Education in prison.* Strasbourg: Author.

Di Clemente, C. C. & Prochaska, J. O. (1982). Self-change and therapy change of smoking behavior: A comparison of processes of change in cessation and maintenance. *Addictive Behaviors*, 7, 133-142

DIE (German Institute for adult education): ProfilPASS. Bonn 2009, without pages, available from URL: http://www.profilpass-online.de, (05/12/2011)

Deci, E. L.,&Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. Psychological Inquiry, 11, 227-268.

Emmons, R. A. (1996). Striving and feeling: Personal goals and subjective well-being. In P. M.

Gollwitzer&J. A. Bargh (Eds.), The psychology of action: Linking cognition and motivation to behavior (pp. 313-337). New York: Guilford.

Downes, P. (2011). *A systems level focus on access to education for traditionally marginalised groups in Europe: Comparing strategies, policy and practice in twelve European countries.* Dublin: Educational Disadvantage Centre.

Eikeland, O.-J., Manger, T., & Asbjørnsen, A. (Eds.). (2009). *Education in Nordic prisons: Prisoners' educational background, preferences, and motivation.* Copenhagen: Nordic Council of Ministers.

The European Convention for the Protection of Human Rights and Fundamental Freedoms and the Charter of Fundamental Human Rights Available at: http://ec.europa.eu/commission_2010-2014/reding/fundamental_rights/index_en.htm

European Union (2011) Council Resolution on a renewed European agenda for adult learning. (2011/C 372/01)

European Commission (2010) *Pathways to inclusion – Strengthening European Cooperation in Prison Education and Training.* Budapest, 22-24 February 2010

Foucault, M. (1977). *Discipline and Punish: The Birth of the Prison.* London: Allen Lane

Freire. P. (1992). Pedagogy of Hope. London: Continuum Publishing

Goodson, I. (2001). The story of life history: Origins of the life history method in sociology. Identity: *An International Journal of Theory and Research*, 1(2), 129-142.

Hammerschick, W., Hayes, J., Hjarne, U., Meyer, I. (2011). *Working and learning in European prisons. Results of the project "KEYS: Innovative models for the integration of working and learning in adult prisons".* Berlin.

Hawley, J., Murphy, I & Souto-Otero, M (2013). Prison education and training in Europe: Current state-of-play and challenges. A summary report authored for the European Commission by GHK Consulting. Retrieved from the European Commission website: http://ec.europa.eu/education/more-information/doc/prison_en.pdf

Hawley, J., Murphy, I & Souto-Otero, M (2012) Survey on prison education and training in Europe-Final report. Birmingham: GHK. Retrieved from the European Commission website: http://ec.europa.eu/education/adult/doc/survey/survey_en.pdf

Hawley, J. (2011). Prison education and training in Europe - A review and commentary of existing literature, analysis and evaluation. Birmingham: GHK. Retrieved from the European Commission website:http://ec.europa.eu/justice/news/consulting_public/0012/Fullreport_en.pdf

Hawley, J. (2010). *Pathways to Inclusion: Strengthening European cooperation in prison education and training.* Final report. Birmingham: GHK. Retrieved from the European Commission website: http://ec.europa.eu/education/grundtvig/doc/conf11/report_en.pdf

Hebart, F. & Fleischmann, P. (2010): Konzeption für die vollzugspädagogische Bildungsarbeit im Jugenstrafvollzug Rheinland-Pfalz, ZWW-Johannes Gutenberg-University Mainz, unpublished document: 28ff.

Hofinger, V., Neumann, A., Pilgram, A. & Stangl W. (2009). Pilotbericht über den Strafvollzug 2008. Institut für Rechts- und Kriminalsoziologie. Wien2009

Irish Prison Service. (2009a). *Irish Prison Service annual report.* Dublin: The Stationery Office.

Kekes, J. (1989). *Moral tradition and individuality*. Princeton, NJ: Princeton University Press.

Kieser, A.; Ebers, M. (ed.) (2006). Organisationstheorien, 6. Auflage, Stuttgart, W.

Marshall, W. L. (1989). Invited essay: Intimacy, loneliness and sexual offenders. *Behaviour Research and Therapy,* 27, 491-503.

Marshall, W. L., Ward, T., Mann, R., Mouldan, H., Fernandez, Y., Serran, G., & Marshall, L. (2005). Working Positively with sex offenders: Maximizing the effectiveness of treatment. *Journal of Interpersonal Violence,* 20, 1096-1114.

Marshall, W. L., Anderson D., & Fernandez, Y. M. (1999). *Cognitive behavioral treatment of sexual offenders.* Chichester, UK: Wiley.

Martynowicz, A., & Quigley, M. (2010). *'It's like stepping on a landmine...' Reintegration of prisoners in Ireland.* Dublin: Irish Penal Reform Trust.

Maunsell, C. & Downes, P. (2013, forthcoming). Rising to the challenge of realising lifelong learning for one and all: The role of community adult education in widening participation for traditionally marginalised groups in Irish society. In E. Saar et al. (Eds), Lifelong Learning in Europe: National Patterns and Challenges. Edward Elgar.

Maunsell, C., Downes P & McLoughlin, V. (2008). National Report on Lifelong Learning in Ireland. LLL2010: Sub-project 1: *Towards a Lifelong Learning Society in Europe - the Contribution of the Education System. Dublin:* Educational Disadvantage Centre McNeill, F (2006). A desistance paradigm for offender management. Criminology and Justice Vol: 6 (1): 39-62

McNeill, F., Farrall, S., Lightowler, C. & Maruna, S. (2012). Insights 15. How and why people stop offending: discovering desistance. http://www.iriss.org.uk/resources/how-and-why-people-stop-offending-discovering-desistance

McLaren, P. (1995). *Critical Pedagogy and Predatory Culture: Oppositional Politics in a Postmodern Era.* Routledge: New York

Ministry of Justice (2011). *Making prisons work: Skills for rehabilitation.* Review of offender learning. London: Ministry of Justice/ Department for Business Innovation and Skills. Retrieved from Ministry of Justice website: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/32330/11-828-making-prisons-work-skills-for-rehabilitation.pdf

Muñoz, V. (2009). *The right to education of persons in detention, report of the special rapporteur on the right to education.* Retrieved from the website of the Office of the High Commissioner for Human Rights: http://www2.ohchr.org/english/bodies/hrcouncil/docs/11session/A.HRC.11.8_en.pdf

Palka, M.; Zwigart-Hayer, G. (2011): Kompetenzermittlungs-Workshop (KE). Curriculum, ZWW-Johannes Gutenberg-University Mainz, unpublished document.

Prison Education Trust, Inside Time & RBE Consultancy Ltd. (2009). *Brain cells: Listening to prisoner learners.* Surrey: Prisoner Education Trust.

Rasmussen, D. B. (1999). Human flourishing and the appeal to human nature. In E. F. Paul, F.

D. Miller, & J. Paul, (Eds.), *Human flourishing* (pp. 1-43). New York: Cambridge University Press.

Smith, A. (2012). Prison Education: Recent Developments at EU Level. Presentation at the BRIDGE final conference, October 25-26, 2012, Ljubljana, Slovenia

Stahl, P. (2010): Konzept zur Behandlung und Förderung von Straffälligen im saarländischen

Jugendstrafvollzug der JVA Ottweiler, available from URL http://www.justizvollzugslehrer.de/LandesprSaarland.htm, (04/04/2013)

Walter, J. (2007): Bedingungen bestmöglicher Förderung im Jugendstrafvollzug. Ein Diskussionsbeitrag in der Folge des Urteils des Bundesverfassungsgerichts vom 31.05.2006, In: Goerdeler, J./ Walkenhorst, P. (2007): Jugendstrafvollzug in Deutschland. Neue Gesetze, neue Strukturen, neue Praxis? Mönchengladbach: 184-221

Ward, T. (2013). Relationships in a Society of Captives: A Commentary on Arrigo. *International Journal of Offender Therapy and Comparative Criminology,* 3 57: 703

Ward, T., & Birgden, A. (2007). Human rights and correctional clinical practice. *Aggression and Violent Behavior*, 12, 628-643.

Ward, T. & Maruna, S. (2007). Rehabilitation: Beyond the risk assessment paradigm. London, UK: Routledge.

Wilson, A. (2007). "I go to get away from the cockroaches": Educentricity and the politics of education in prisons. *The Journal of Correctional Education, 58*(2), 185-203.

Wirth, W. (2010). Übergangsmanagement aus dem Strafvollzug Fokus Arbeitsmaktintegration" in INFO 2010 p:85 ff Availabe from: http://www.uni-heidelberg.de/institute/fak2/krimi/DVJJ/Aufsaetze/Wirth2010.pdf (21-05-2012)

Wirth, W. (2007): Qualifizierung-Vermittlung – Nachsorge. Eine 3 Säulen-Strategie zur beruflichen Wiedereingliederung von (ehemaligen) Strafgefangenen, 13-27 available from URL http://www.soziale-trafrechtspflege.de/attachments/023_Soziale_Strafrechtspflege_44.pdf, (04/04/2013)

Worrall, A. , & Hoy, C. (2005). Punishment in the community: The future of criminal justice. Harlow: Addison Wesley Longman

Websites

http://www.goodlivesmodel.com/glm/GLM_Theory_General_Ideas.html
http://ec.europa.eu/education/adult/studies_en.htm

APPENDIX A

Glossary of Keywords in relation to the "Good Life Model" GLM and the "Desistance Process" DP

Primary needs: Source: Marshall, W. L., Ward, T., Mann, R., Mouldan, H., Fernandez, Y., Serran, G., & Marshall, L. (2005). Working Positively with sex offenders: Maximizing the effectiveness of treatment. Journal of Interpersonal Violence, 20, 1096-1114.

'Human beings naturally seek primary goods, so called because they are viewed as desirable or good ends in themselves (cf. Deci & Ryan 2000, Emmons, 1996) There are three classes of primary goods derived from the facts of the body, self, and social life and the basic human needs associated with such facts (Kekes, 1989). The primary goods of the body include basic physiological needs for sex, food, warmth, water, sleep, and the healthy functioning of the body as a whole. The primary goods of the self are derived from the basic needs of autonomy, relatedness, and competence. Each of these needs is associated with a cluster of related primary goods. For example, relatedness can be further broken down into goods of intimacy, understanding, empathy, support, sexual pleasure, and sharing. The primary goods of social life include social support, family life, meaningful work opportunities, and access to recreational activities.

A conception of good lives should be based on these three classes of primary goods and should specify the forms they will take in each individual's life plan. The term *good lives* is preferred to the singular *good life*, as there is no one ideal or preferred lifestyle for any given individual (Rasmussen, 1999, Marshall, 1989; Marshall, Anderson, &Fernandez, 1999)' (2005: 1101)

Good Lives Plan (GLP): Source: Marshall et al. (2005)
'Once a conception of a good life has been determined for an individual offender, a general plan can then be adapted for him or her taking account of his or her specific capabilities (i.e., his or her particular internal and external conditions). The specific form that a plan will take depends on the actual abilities, interests, and opportunities of each individual and the weightings he or she gives to specific primary goods. The weightings allocated to specific primary goods are constitutive of an offender's personal identity and spell out the kind of life sought and, relatedly, the kind of person he or she would like to be. However, because human beings naturally seek a range of primary goods, it is important that all the classes of primary goods are addressed in a conception of good lives; they should be ordered and coherently related to each other…… The plan should be organised in ways that ensures each primary good can be secured by the individual. A plan that is fragmented and lacks coherency is likely to lead to frustration and harm to the individual concerned, as well as to a life lacking an overall sense of purpose and meaning' (2005: 1101).

Instilling hope: Source: Marshall et al. (2005):
'Hope theory identifies three crucial components to successful functioning: *the establishment of goals* (in the present context, this would be the definition of a personalised "good life"), the development of *pathways to achieve those goals* (i.e., the establishment of the internal and external conditions necessary to achieve this good life), and the person's *belief that he or she is capable of achieving these goals*. The latter is called *agentic thinking* and is akin to Bandura's (1977) notion of self-efficacy.

When a pathway to a goal is blocked for whatever reason, clients may feel frustrated or defeated. Hopeful individuals, on the other hand, can overcome these blocks because they typically recognise multiple routes to any given goal, and they believe they will succeed. Clients who are low in hope readily feel discouraged when an obstacle blocks their chosen pathway to a goal, and they simply give up. It is necessary, therefore, to enhance clients' sense of hope in order for them to succeed in achieving their goals and thereby benefit from treatment. A significant aspect of enhancing hope in dysfunctional clients is not only to provide them with the skills (behavioral and cognitive), beliefs, attitudes and values appropriate to achieving their good life, but also to help them identify the multiple potential

pathways to each of their goals so that obstacles will not seem so insurmountable' (2005: 1103-1104).

Secondary needs: Source: Marshall et al. (2005):
'Offenders seek much the same goals as other people, but they choose inappropriate pathways to achieve these goals because they do not have the skills, attitudes, and self-confidence to achieve them by pro-social pathways. Treatment, therefore, should provide offenders with the attitudes and self-confidence necessary for them to meet their needs in appropriate ways' (2005: 1097).
The lack of skills in achieving primary goods dooms many offenders into bad methods in their need gratification. We can see in that the roots of crimes and criminogenic needs. If offenders learn better skills in their need gratification, it changes their secondary needs from criminal into pro-social.

Criminogenic needs: Source: Marshall et al. (2005):
'Another aspect of the risk management model is the notion of criminogenic needs' (Andrews & Bonta, 1998) (2005: 1099). 'The criminogenic needs identified in the risk management model are associated with the distortion of [these] conditions and can be viewed as the product of internal or external obstacles that prevent basic needs from being met in an optimal and pro-social manner (2005: 1100).
Risks of reoffending are important to be recognised in the assessment process at the beginning of the sentence. After that is also important to continue assessment into goal direction and make plans of changing the life course from a criminal to a pro-social one.

Table 1 summarises the contrasts between the constructions of practice implied by the non-treatment, revised, 'what works' and desistance paradigms. Unlike the earlier paradigms, the desistance paradigm forefronts processes of change rather than modes of intervention. Practice under the desistance paradigm would certainly accommodate intervention to meet needs, reduce risks and (especially) to develop and exploit strengths, but whatever these forms might be they would be subordinated to a more broadly conceived role in working out, on an individual basis, how the desistance process might best be prompted and supported. This would require the worker to act as an advocate providing a conduit to social capital as well as a 'treatment' provider building human capital".

Table 1. Probation practice in four paradigms

The non-treatment Paradigm	The revised paradigm	A 'what works' paradigm	A desistance Paradigm
Treatment becomes help	Help consistent with a commitment to the reduction of harm	Intervention required to reduce re-offending and protect the public	Help in navigating towards desistance to reduce harm and make good to offenders and victims
Diagnoses becomes shared assessment	Explicit dialogue and negotiation offering opportunities for consensual change	'Professional' assessment of risk and need governed by structured assessment instruments	Explicit dialogue and negotiation assessing risks, needs, strengths and resources and offering opportunities to make good
Client's dependent need as the basis for action becomes collaboratively defined task as the basis for action	Collaboratively defined task relevant to criminogenic needs and potentially effective in meeting them	Compulsory engagement in structured programmes and case management processes as required elements of legal orders imposed irrespective of consent	Collaboratively defined tasks which tackle risks, needs and obstacles to desistance by using and developing the offender's human and social capital

APPENDIX B

Operationalising GLM: A Hypothetical Model

The central tenet and guiding idea of the desistance process (DP) sees the person at the centre. The process may be categorised into six elements:

1. Specification of location in the 'wheel' of change: According Di Clemente´s and Prochaska´s model we (i.e. prison/support staff and prisoner X) estimate the location of prisoner on his/her 'wheel' of change. From their educational records etc. we can see which education/ rehabilitation activities have already taken place. In the dialogue with X the results of these activities should be evaluated and analysed.
2. Specification of dynamic of X´s change process: Has the DP stopped, and if so, why? What has happened since the last act on the road out from crime? Why is X again in prison (naming of actual criminogenic needs)? What could be the next step on the road out from crime and on the road to a better life in the future? What kind of new skills would this demand from X and also from the supporting sectors?
3. Analyzing the methods: What kind of skills prisoner X possesses and what skills they might need/wish to develop and by which methods these can be achieved in the sectors of education, rehabilitation and work in order to support the continuum of her/his DP.
4. Planning the proceeding on DP: X and a member of prison/support staff make a map for X´s journey. On the map could be several alternative paths and in this planning stage, risks as well as options should be clearly identified for each path alternative. It is also very important to analyse the elements of social capital which can be used in each path alternative.
5. Decision making : X makes her/his decision concerning which path alternative she/he will choose and commits on her/his decision by speaking about it with her/his family and/or other significant support relationships and evaluating with them what kind of support she/he could need and get from them for her/his journey.
6. Action phase: X 'walks the talk'/putting their plans into action and she/he has a written plan for this. The prison/support staff also know the plan she/he is trying to follow. In the event that X encounters an unanticipated situation or needs additional consultation, then a contingency plan, which both X and supporting sector staff are aware of, is also in place.

Hypothetical Vignette: Prisoner X is at the centre of her/his desisting process (DP) and all five sectors are supporting systems around her/his DP. The ownership of desistance belongs to each individual prisoner – she/he is sitting in the driver´s seat. The staff in each phase has a role only in supporting activities, namely; what kind of rehabilitation, education, work is needed and organised in the prison setting. The roles and responsibilities of prison administration are directed towards ensuring that holistic outcomes are achieved and resources are sufficient and targeted appropriately. When the prisoner is in the middle of the process, she/he has a written plan outlining their personal desistance process.