

FOCUS GROUPS



Co-funded by the
Erasmus+ Programme
of the European Union

STAKEHOLDERS ENGAGEMENT
ON COMPETENCE
RECOGNITION TOOL



www.educateproject.eu



INTRODUCTION

In April and May 2018 partner organizations of Educate carried out a focus group in each country in order to present the first draft of the competence recognition tool and to collect comments and suggestions from main local stakeholders.

Focus groups aimed at collecting contributions on a common set of competences and at highlighting the aspects which can be transferred and the preconditions which allow transfer.

Stakeholders in each country appreciated the methodology of the focus group, extremely innovative in all contexts. Participants recognised the importance of such activities in order to promote collaboration among different kind of organization and foster inter-institutional procedures.

Each focus group focused on the following questions:

- 1) *Knowing current activities implemented by educators (all) for the reintegration of persons deprived of liberty, please name at least one new competence or activity that you think would improve these activities.*
- 2) *Example of good practice seen during Educate: do you think that this practice could be important for our National system? If yes, how could we transfer and implement it?*
- 3) *Thinking about the future, which actions could you do in order to improve the reintegration challenge? How could you involve other agents on this challenge?*

RESULTS

QUESTION 1 - Knowing current activities implemented by educators (all) for the reintegration of persons deprived of liberty, please name at least one new competence or activity that you think would improve these activities.

Italy

- To highlight more stress and conflict management
- To highlight the importance of supervision
- To find a balance between organizational autonomy and group work
- To stress more integration Formal/Non Formal/Informal Education

Spain

- To integrate a gender perspective (both for educators and inmates)
- To highlight the relationships of inmates with their familiar context
- Important to integrate qualification+self-care
- To stress more mediation competences
- To include the approach of Restorative Justice in the competences tool
- To deepen educators' competences on professional social network, in order to better support the process of integration into labour market
- To deepen competences on mental health and drug addiction (basic competences are not enough)

Greece

- To integrate gender balance
- To increase digital competences
- To support educators with supervision

Portugal

- To develop educators' competences on inmate's family background recognition
- To reduce bureaucracy
- To ensure to educators training in the field of legal issues
- To stress the importance of empathy and self-care, among competences
- To create opportunities of sharing and discussion with stakeholders

Romania

- To recognize the importance of all professional profiles and types of organizations working with inmates and ensure that they all share this competence framework
- To support the educator in making inmates aware of the fact that education is important even though they see results only in the medium/long term

QUESTION 2 - Example of good practice seen during Educate: do you think that this practice could be important for our National system? If yes, how could we transfer and implement it?

Italy and Portugal:

- Ovile and Spana both presented the Spanish Reincorpora Model. One of the main obstacle to the transfer of this model is the fact that each organization works by itself and it's difficult to share common and global models

Spain:

- About 10 yers ago Spain lived a similar situation, but then things changed, step by step; each country can fix simple goals and try to develop more complex objectives only in a second phase

Greece:

- As regards many of the shared experiences, Greek public sector is not ready; Ngos can't wait for the State to activate new processes; Ngos have to start from simple goals and work a lot on awareness raising in order to promote new initiatives

Portugal:

- Debate focused on several initiatives, in order to promote a CSR approach, to highlight activities preparing inmates to release while they are still in prison, promoting residential structures for alternative measure (which doesn't exist at the moment in Portugal)
- To exploit opportunities of Social Innovation Fund, now developing in Portugal

Romania

- Bistrita Penitentiary presented the Reincorpora Model.
- Work mediation before release should be strengthened
- Penitentiary and stakeholders are committed in creating new job opportunities for inmates: in April 2018 they organized a Job Fair on the territory, bringing inmates outside; in September 2018 Bistrita Penitentiary will host entrepreneurs inside the prison in order to promote awareness and create real opportunities
- According to the competence framework, prison educators started to work more on transversal competences (not only traditional vocational training)
- Important to support a gradual reintegration from prison to outside

Spain:

- Noesso believes that many experiences seen abroad are already present in Spain and they are developed at a good level
- Noesso didn't proposed to stakeholders external experiences, but tried to understand which factors made the Spanish penal system a good one
- Stakeholders recognized that also in Spain there are still a lot of things to do, but reintegration is really the core of law

- Dictatorship ended at the end of '70s; in that moment prisons were full of persons and a strong opinion movement asking for human rights started in that moment; there was a social movement which made pressure to change the penal system. Changes came from the society: culture+action

QUESTION 3 - Thinking about the future, which actions could you do in order to improve the reintegration challenge? How could you involve other agents on this challenge?

Italy:

- Educate: cultural and political proposal
- Media don't help
- Job integration is the solution for all persons?

Spain:

- To promote Restorative Justice
- To promote alternative measures
- To ensure a better integration of penal, educational and health systems
- To promote integration into labour market from physical disability to social disadvantage
- To promote a wider collaboration with media
- To promote a positive storytelling

Portugal:

- To promote a wider involvement of NGOs
- To make awareness raising
- To promote real opportunities of integration into labour market (see job fair)
- To promote circular economy and social enterprise as an opportunity for inmates (see Reclusa project)
- To promote the connection of private and public

Greece:

- Educate allowed to start a discussion in Greece focused on the important competences that educators should have; for Greece starting this discussion is already a great result, because the educator is not recognized yet

Romania:

- Bistrita penitentiary is committed in promoting the development of education from primary to secondary level