

# WORKING WITH PERSONS DEPRIVED OF LIBERTY

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REGIONE EMILIA ROMAGNA 3 OTTOBRE 2018

# RECOGNITION TOOL OF COMPETENCES

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- The Recognition Tool of Competence created within Educate project aims to highlight the main features of the profile of educators working with persons deprived of liberty
- Which competences and background an educator should have according to the needs that contemporary society requires for an inclusive and effective reintegration of persons deprived of liberty.
- This profile is the product of common work of different professionals coming from different types of organization and from countries with different justice systems

# RECOGNITION TOOL OF COMPETENCES

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- The analysis and synthesis of these differences lead us to realize that it is possible to build common spaces, allowing each partner to improve its professional performance
- Finally, after three training sessions and using analysis and synthesis method, we designed a tangible framework with the aim to promote the formal recognition of the educator abilities in the field of education of persons deprived of liberty

# STRUCTURE OF THE TOOL

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- FORMAL EDUCATION
- COMPLEMENTARY KNOWLEDGE
- CARRIED OUT ACTIVITIES
- REQUIRED COMPETENCES
- TRANSVERSAL COMPETENCES

# BACKGROUND OF THE EDUCATOR

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## ▪ FORMAL EDUCATION:

### Degree in:

- Psychology
- Sociology
- Pedagogy
- Laws
- Other social and educational disciplines

### Level 6 of the EQF European Qualification Framework

# BACKGROUND OF THE EDUCATOR

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## ACQUIRED KNOWLEDGE:

- Good knowledge of main ICT and social media
- Knowledge about drug addiction problems
- Basic knowledge about migration regulations
- Knowledge concerning mental health problems
- Updated knowledge concerning legislation of the penal and penitentiary system and related services
- Knowledge of formal and non-formal education methods and informal approaches
- Training in social and labour reintegration methodology (formal and non-formal)
- Knowledge of the community resources
- Gender perspective
- Knowledge of Restorative Justice

# CARRIED-OUT ACTIVITIES

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## **Tasks and activities performed by the educator working with persons deprived of liberty:**

- Elaborate the social and labour diagnosis of persons deprived of liberty by himself or in collaboration with other professionals and experts \*
- Design personal plans with the goal of achieve full reintegration in society
- Monitoring, Analysis and Evaluation aimed at supporting individual project design
- Implementation of individual projects.
- Overall monitoring of global user conditions and of local opportunities
- Promotion and organization of initiatives and social resources aimed at implementing the individual project
- Planning, organization, management and evaluation of individual and group activities based on users' involvement, in collaboration with other professionals and the family
- Promotion of an effective communication addressed to the user and to the persons involved in the network
- Resources promotion aimed at enhancing the well-being and the life-quality improvement of users, the skills and knowledge development aimed at social inclusion and integration into labour market
- Coordinate the external and internal resources according to the plan
- Rising awareness about reintegration in public and private companies and in the society in general
- Perform the follow up of the persons deprived of liberty during the established plan and after the plan
- Promote and integrate the gender perspective in the individual plans

# REQUIRED COMPETENCES

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- Network building, promotion and development of local networks, creation of new relationships among involved organizations
- Effective communication; ability to relate to and communicate with foreigner users and knowledge of issues concerning mental disease, migration and minorities; ability to relate to disadvantaged persons.
- Organizational awareness – understanding of existing relationships within involved organizations, of structures and organizational charts
- Team working competences, cooperative attitude
- Ability to delegate tasks, to enhance individual development, to encourage and to put trust in someone.
- Strong operative and organizational autonomy
- Self-awareness and self-care
- Proactive attitude: ability to identify problems and opportunities and to act autonomously
- Vision and long-term perspective useful to connect daily activity with goal-oriented strategies



# REQUIRED COMPETENCES

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- Analytic thinking: systematic approach to problems
- Conceptual and creative thinking: the ability to recognize the most important aspects of a situation
- Information research: ability to research, collect and organize interesting data
- Flexibility: ability to adapt to different situations, to work in an effective way, to promote changes
- Open communication of goals, emotions and ideas also in difficult negotiations with external partners
- Ethical commitment related to respect to the persons deprived of liberty
- Managing different information from different resources, integrating the relevant information in the plan
- Open attitude to new cultures, methodologies, different points of view
- Aim to improve his/her own professional skills and constant development
- Develop the gender perspective among persons deprived of liberty
- Promote an appropriate relationships between persons deprived of liberty and their relatives

# TRANSVERSAL COMPETENCES

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- Conflict Management
- Stress Management
- Emotional intelligence
- Resilience
- Problem solving
- Flexibility
- Proactive
- Motivated, and able to rise motivation in others
- Open minded
- Empathy
- Active listening
- Ethical commitment
- Team worker
- Groups management
- Marketing skills



PROFILE OF THE EDUCATOR WORKING WITH PERSONS DEPRIVED OF LIBERTY	
<p>The educator who works with people deprived of liberty carries out his/her activity according to a project designed for and with the target person to achieve his/her social reintegration. The educator performs tailor-made paths for users which involve the whole service network and the community, as well as public and private institutions.</p>	
<p><b>FORMAL EDUCATION</b></p> <ul style="list-style-type: none"> <li>* Degree in Psychology, Sociology, Pedagogy, Law or other social and educational disciplines: correspondence to the level 6 of the EQF European Qualification Framework</li> </ul>	
<p><b>ADQUIRED KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>* Good knowledge of main ICT and social media</li> <li>* Knowledge about drug addiction problems</li> <li>* Basic knowledge about migration regulations</li> <li>* Knowledge concerning mental health problems</li> <li>* Updated knowledge concerning legislation of the penal and penitentiary system and related services</li> <li>* Knowledge of formal and non-formal education methods and informal approaches</li> <li>* Training in social and labour reintegration methodology (formal and non-formal)</li> <li>* Knowledge of the community resources</li> <li>* Gender perspective</li> <li>* Knowledge of Restorative Justice</li> </ul>	
CARRIED-OUT ACTIVITIES	REQUIRED COMPETENCES
<ul style="list-style-type: none"> <li>✓ Elaborate the social and labour diagnosis of persons deprived of liberty by himself or in collaboration with other professionals and experts *</li> <li>✓ Design personal plans with the goal of achieve full reintegration in society</li> <li>✓ Monitoring, Analysis and Evaluation aimed at supporting individual project design</li> <li>✓ Implementation of individual projects designed according to the specific features of the operational context, within the structured system of social resources, aimed at the individual harmonious development, at recovering and promoting the individual potentiality, at enhancing reintegration and social inclusion, at promoting autonomy on professional and social side.</li> <li>✓ Overall monitoring of global user conditions and of local opportunities</li> <li>✓ Promotion and organization of initiatives and social resources aimed at implementing the individual project</li> </ul>	<ul style="list-style-type: none"> <li>✓ Network building, promotion and development of local networks, creation of new relationships among involved organizations</li> <li>✓ Effective communication; ability to relate to and communicate with foreigner users and knowledge of issues concerning mental disease, migration and minorities; ability to relate to disadvantaged persons.</li> <li>✓ Organizational awareness – understanding of existing relationships within involved organizations, of structures and organizational charts</li> <li>✓ Team working competences, cooperative attitude</li> <li>✓ Ability to delegate tasks, to enhance individual development, to encourage and to put trust in someone.</li> <li>✓ Strong operative and organizational autonomy</li> <li>✓ Self-awareness and self-care</li> <li>✓ Proactive attitude: ability to identify problems and opportunities and to act autonomously</li> <li>✓ Vision and long-term perspective useful to connect daily activity with goal-oriented strategies</li> </ul>



<ul style="list-style-type: none"> <li>✓ Planning, organization, management and evaluation of individual and group activities based on users' involvement, in collaboration with other professionals and the family</li> <li>✓ Involve the family of the persons deprived of liberty in the reintegration process</li> <li>✓ Promotion of an effective communication addressed to the user and to the persons involved in the network</li> <li>✓ Resources promotion aimed at enhancing the well-being and the life-quality improvement of users, the skills and knowledge development aimed at social inclusion and integration into labour market</li> <li>✓ Mediation and support aimed at supporting the relationship between foreigner user and service network</li> <li>✓ Reporting on user path addressed to service coordinators.</li> <li>✓ Coordinate the external and internal resources according to the plan</li> <li>✓ Rising awareness about reintegration in public and private companies and in the society in general</li> <li>✓ Perform the follow up of the persons deprived of liberty during the established plan and after the plan</li> <li>✓ Promote and integrate the gender perspective in the individual plans</li> </ul>	<ul style="list-style-type: none"> <li>✓ Analytic thinking: systematic approach to problems</li> <li>✓ Conceptual and creative thinking: the ability to recognize the most important aspects of a situation</li> <li>✓ Information research: ability to research, collect and organize interesting data</li> <li>✓ Flexibility: ability to adapt to different situations, to work in an effective way, to promote changes</li> <li>✓ Open communication of goals, emotions and ideas also in difficult negotiations with external partners</li> <li>✓ Ethical commitment related to respect to the persons deprived of liberty</li> <li>✓ Managing different information from different resources, integrating the relevant information in the plan</li> <li>✓ Open attitude to new cultures, methodologies, different points of view</li> <li>✓ Aim to improve his/her own professional skills and constant development</li> <li>✓ Develop the gender perspective among persons deprived of liberty</li> <li>✓ Promote an appropriate relationships between persons deprived of liberty and their relatives</li> <li>✓ Promote Restorative Justice initiatives</li> <li>✓ Digital competences</li> </ul>
<p>*Depending of the role or institutions involved</p>	
TRANSVERSAL COMPETENCES	
<ul style="list-style-type: none"> <li>✓ Conflict Management</li> <li>✓ Stress Management</li> <li>✓ Emotional intelligence</li> <li>✓ Resilience</li> <li>✓ Problem solving</li> <li>✓ Flexibility</li> <li>✓ Proactive</li> <li>✓ Motivated, and able to rise motivation in others</li> <li>✓ Open minded</li> <li>✓ Empathy</li> <li>✓ Active listening</li> <li>✓ Ethical commitment</li> <li>✓ Team worker</li> <li>✓ Groups management</li> <li>✓ Marketing skills</li> </ul>	

# THANK YOU FOR YOUR ATTENTION

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