

# FINAL REPORT



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

RECOMMENDATIONS  
FOR INCLUSIVE AND  
EFFECTIVE REINTEGRATION  
OF PERSONS DEPRIVED OF  
LIBERTY



[www.educateproject.eu](http://www.educateproject.eu)



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# THE PROJECT

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EDUCATE is a project co-funded by the **Erasmus + Programme** of the European Union. Started in November 2016, it ended in October 2018.

As a **Strategic Partnership supporting exchange of good practices**, the project has the primary goal to allow partner organisations to share experiences, approaches and work methodologies in the field of adult inmates education. The exchange process aims to improve the staff profile of involved organizations, promoting self-awareness and increasing, from a qualitative and quantitative point of view, the competences of educators working in prison and in structures for criminal measures alternative to detention.

Thanks to training sessions and relevant stakeholders engagement, EDUCATE aims to create tools which will integrate the approach and methodologies already used by partner organizations and which will be disseminated among other organizations and stakeholders in the Justice field.

# PARTNERS

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## **L'Ovile** - [www.ovile.net](http://www.ovile.net)

L'Ovile is a social cooperative established in Reggio Emilia (Emilia-Romagna Region, Italy) in 1993, with the aim to promote the inclusion of disadvantaged people, who live difficult situation from a social and economic point of view.

## **Penitenciarul Bistrita** - [www.anp.gov.ro](http://www.anp.gov.ro)

Established in 1st May 1991, Bistrita Penitentiary is a public institution that is part of the defense system, public order and national security of the state.

## **You in Europe** - [www.youineurope.gr](http://www.youineurope.gr)

You in Europe is a NGO based in Greece. "You in Europe" is a space for everyone who loves living through learning... and vice versa.

## **Asociación NOESSO** (No Estás Sólo) - [www.noesso.org](http://www.noesso.org)

Noesso is a non-profit NGO based in Almería since 1990, working in three different areas: drug-addicts attention and treatment, child with behaviour problems intervention and social inclusion of people in risk of social exclusion.

## **Associação Sapana** - [www.sapana.org](http://www.sapana.org)

SAPANA.org is a Portuguese NGO, founded in 2012, working with a tripartite methodology that lies on the complementarities of two lines of action: AWAKENING of consciousness and EMPOWERMENT for change.

# GOALS

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The project allows partners to improve their **COMPETENCES FOR EFFECTIVE SOCIAL REINTEGRATION** working on three specific dimensions, which are crucial to the successful development of educative paths addressed to inmates:

- How to promote transversal competences among inmates?
- How to promote integration into labour market?
- How to create a local network involving other organizations and relevant stakeholders in order to make social reintegration more effective and to reduce risk of crime?



COMPETENCES FOR EFFECTIVE  
SOCIAL REINTEGRATION



COMPETENCES FOR INCLUSIVE  
SOCIAL REINTEGRATION

Thanks to the project, partner organisations improve their **COMPETENCES FOR INCLUSIVE SOCIAL REINTEGRATION** working on specific diversity management competences, which ensure an effective social reintegration in particular of:

- inmates with mental disease,
- migrants and minorities.

# PREMISES

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“EDUCATE. Educators for Inclusive and effective Reintegration of Inmate” has been designed **consistently with the main European papers and documents concerning detention and the role of educators working with persons deprived of liberty.**

The project takes up the idea that the detention experience represents a fracture in a person’s life and it produces an internal conflict, which affects in a multidimensional way the various phases and aspects of individual path. Inmates – through the institutionalization – suffer the sense of depersonalization and disorientation that characterizes the phases of detention and dismissal and their future life.



## **Not only punishments, but social reintegration: significant National documents**

### SPAIN

- Art. 25.2 Spanish Constitution

<https://www.boe.es/buscar/act.php?id=BOE-A-1978-31229>

- Ley Orgánica 1/1979, de 26 de septiembre, General Penitenciaria

### ROMANIA

- Legea nr. 254/2013 privind executarea pedepselor și a măsurilor privative de libertate dispuse de organele judiciare în cursul procesului penal (it's the national law applied in prisons)

- H.G.R. nr. 157 /10.03.2016 - Regulamentul de aplicare a Legii nr. 254/2013 privind executarea pedepselor și a măsurilor privative de libertate dispuse de organele judiciare în cursul procesului penal (is the Regulation of the law, it present more specific the conditions of applying the prison law)

- HG.R. nr. 389/ 27.05.2015 - Strategia Nationala de Reintegrare Sociala a Persoanelor Private de Libertate, 2015 - 2019

### ITALY

- Riforma penitenziaria 26 luglio 1975, n. 354 "Norme sull'ordinamento penitenziario e sulle misure privative e limitative della libertà".

- Legge 8 novembre 2000, n. 328 "Legge quadro per la realizzazione del sistema integrato di interventi e servizi sociali"

- Legge (Gozzini) 10 ottobre 1986, n. 663 "Modifiche alla legge sull'ordinamento penitenziario e sulla esecuzione delle misure privative della libertà"

### GREECE

- Greek National Penitentiary Code (articles 39,40,56,62,86,87,88)

### PORTUGAL

- Law no 115/ 2009, from 12 october, Code for the execution of penalties and the private measures of liberty,

- General regulation of prisons, approved by Decree-Law No. 51/2011, of April 11th

- Look to the future to guide the present action; Report about Portuguese tutelary and prison system; a multi-annual strategy for requalification and modernization of the system of execution of penalties and tutelary measures 2017/2027, September 2017



European Prison Rules (Recommendation No. R (87) 3 of Council of Europe – Version 2006) emphasize the precepts of human dignity, the commitment of prison administrations to humane and positive treatment, the importance of staff roles and effective modern management approaches. The rules encourage in prison staffs professional attitudes that reflect the important social and moral qualities of its work and create conditions in which educators can optimise their own performance to the benefit of society in general, the prisoners in their care and their own vocational satisfaction.

Educators who work with inmates, both inside and outside prison, must be able to identify the individual needs, interacting with weaknesses and limits of inmates, and to seek tailored response to individual specific bio-psychological, social and cultural profile.

**Educators working in justice field need to work taking into account individual and community needs:**

- Lack of resources of people in risk of social exclusion
- Lack of formal education
- Difficulties rising motivation
- A lot of time is needed to achieve significant behaviour changes
- Legal condition of inmates
- Mental diseases (in part already existing and certified, in other case generated by detention)
- Addictions
- Low knowledge of language (foreigners)
- Lack of awareness of public administration
- Stigma and prejudices in some companies and society
- Government is not funding enough nowadays these specific activities.

**The role of the educator is central and fundamental in planning the individual reintegration plan**, orienting, supporting and facilitating both detention path and social reintegration after detention. Educator profile should combine competences aimed at enhancing transversal and basic skills in inmates and competences aimed at including different types of inmates.

In 2011 the European Parliament reported on detention conditions in Member States (Resolution 15/12/2011 n° 2897), urging them to invest resources in prisons' renovation, in order to ensure the full recognition and protection of inmates' rights. The Resolution highlights the importance of adequate educative paths in order to reintegrate inmates and to prepare them for life after detention.

In line with the Paris Declaration, the project aims to improve the profile of educators working in justice field and inmates' education, **promoting diversity management and inclusiveness**, in order to develop social, civic, intercultural competences among final beneficiaries (inmates), **combating discrimination** and segregation and **reducing disparities** in learning outcomes affecting learners with disadvantaged backgrounds, **improving the effectiveness of reintegration**. Within the European framework for cooperation in education and training (ET 2020) and consistently with Copenhagen process for cooperation in vocational education and training (VET), Bruges Communiqué and the Council Conclusions on the social dimension of education and training (2010/C 135/02), the project aims to create new possibilities for active inclusion and enhanced social participation of inmates.

# LESSONS LEARNED

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Within EDUCATE, training activity and good practices exchange have been developed with the aim to share experiences, methodologies and approaches which could improve the competence profile of educators working with persons deprived of liberty.

This Recommendation Paper, addressed to decision makers and networks operating in the Justice field, aims to highlight the **main features of good experiences exchanged, stressing mainly common points from systems which are very different and which reached different development level.**



The present document aims to offer a synthetic overview of project's results, referring to the other outputs produced within EDUCATE for a more detailed description of social and labour integration process and of competence framework.

Visiting **15 projects and facilities** (prisons and structures run by NGOs) and meeting **27 persons who brought their experience and stories**, participants collected information and hints concerning the promotion of transversal competences among inmates, the development of integration into labour market paths, the creation of a local network involving other organizations and relevant stakeholders in order to make social reintegration more effective and to reduce risk of crime, the inclusion of specific target groups, such as inmates with mental disease, migrants and minorities, drug addicted.

Only combining all these elements educators can develop competences aimed at ensuring an inclusive and effective social reintegration.

- ESTABLISH PROTOCOL
- AGREEMENTS SIGNING
- MANAGE HIRING PROCESS / INTERVIEWS
- MONITORING INMATE INTEGRATION
- MONITOR THE COMPANY
  - INMATE
  - COMPANY
  - PRISON
  - NGO
- EVALUATION
- REITER MODEL

- ESTABLISH RELATIONS WITH NGO'S AND OTHER INSTITUTIONS;
- RAISE AWARENESS;
- FLEXIBILITY
- BEING PREPARED TO ANSWER AN EMERGENCY
- STRESS MANAGEMENT;
- DISSEMINATE - MAKE IT PUBLIC AND ACHIEVE NEW COLLABORATIONS
- AIMING TO REDUCE THE STIGMA

- EMPATHETIC
- HIGH STRESS TOLERANCE
- GOOD COMMUNICATION SKILLS
- BASIC KNOWLEDGE IN MENTAL DISEASES
- CONFLICT MANAGEMENT SKILLS

⑤ ROLE OF THE EDUCATOR TO DEVELOP COMPETENCES IN INMATES:

- STRENGTH AND WEAKNESSES IDENTIFICATION
- MATCH WITH OUTSIDE WORLD
- DEVELOP A PERSONAL PLAN
- FLEXIBILITY, BE ABLE TO EMPOWER, SELF-ESTEEM AND SELF-AWARENESS
- GROUP GUIDANCE
- ONE-TO-ONE SESSIONS
- COUNSELLING
- STRESS MANAGEMENT
- THE MANAGEMENT
- PEDAGOGICAL SKILLS

④ COMPETENCES OF EDUCATOR FOR FOREIGNER INMATES

- KNOWLEDGE OF DIFFERENT REALITIES (Religions, Culture, etc.)
- HOW TO MANAGE DESIRES
- TO BE OPEN Minded
- EMPATHY
- ACTING LISTENING
- NEGOTIATION SKILLS
- KNOWING THE LEGAL SITUATION
- CONFLICT MANAGEMENT
- GOOD COMMUNICATION SKILLS (Managing language levels)

⑥ ISSUES TO BE DISCUSSED WITH STAKEHOLDERS IN TARGET GROUPS IN 2018

- Role of the educator
- SOCIETY AWARENESS
- PUBLIC SECTOR INVOLVEMENT
- PRIVATE SECTOR INVOLVEMENT
- INITIATIVE DISCUSSION
- STIGMA REDUCTION STRATEGIES
- NETWORK CREATION

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## GOOD PRACTICES AND STAKEHOLDERS INVOLVED

### Greece

- National Theatre of Northern Greece
- 2nd chance school of Larisa Prison
- 2nd Chance school of Diavata Prison
- Creative Writing Program in N. Diavata prisons
- Diexodos for the anti-criminal policy, the penitentiary and the reintegration
- Neoi Orizontes Social cooperative entrepreneurship

### Italy

- University of Modena and Reggio Emilia
- Winner Mestieri
- Education Department of Reggio Emilia Prison
- Ufficio Esecuzione Penale Esterna (UEPE) Reggio Emilia
- Gruppo Appartamento "Don Dino Torreggiani"
- Assembling Laboratories L'Ovile
- Museum of Psychiatry of Reggio Emilia
- La Dozza Prison
- Garante dei Diritti delle Persone Private della Libertà -  
Assemblea Legislativa Regione Emilia Romagna

### Romania

- Onisim ngo
- Theatre activity Anonymous
- Universitatea Babeş-Bolyai
- INOCENTI Foundation
- Bistrita Penitentiary
- Tasuleasa Social
- Probation Office

## GOOD PRACTICES AND STAKEHOLDERS INVOLVED

### Portugal

- SAPANA Breaking Bars Shakespeare
- Sapana Breaking Bars Employment
- Prison Smart – International Association for Human Values
- Associação Companheiro
- Portuguese Red Cross Estado Puro Project
- Caxias Prison
- Direcção Geral de Reinserção Social e dos Serviços Prisionais (DGRSP)
- Desafio Jovem
- Alfait (literacy)
- Academia Jonhson (prevention)
- SAPANA Communities (prevention)
- Programa Escolhas (prevention)
- Reklusa
- Opera na Prisão
- Bootcamp Empreendedorismo Social IES
- APAC
- Confiar – Prison Fellowship Portugal
- IPS Innovative Prison Systems
- Educação para a Paz, Prem Rawat
- Pastoral Penitenciária de Portugal
- Rugby com Partilha
- APAR, Associação de Apoio ao Recluso

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## GOOD PRACTICES AND STAKEHOLDERS INVOLVED

### Spain

- Federacion Enlace
- Fundacion Don Bosco
- Fundacion "La Caixa"
- Incorpora Program
- Re-incorpora program
- Almeria Penitentiary
- "Oblatas" Reintegration Flat
- Noesso Reintegration Flat
- Noesso "Centre of Minors Paco Fernandez"
- Noesso Therapeutic Centre for drug addicted people "La Quinta"
- VICASOL SCA Company
- Lamarca activities
- ASSDA

According to good practices exchange, EDUCATE highlights the **main features of an ideal model of intervention, in terms of shared objectives (WHAT) and shared approaches and roles (HOW):**

## **WHAT**

### **Personal empowerment**

- Assessment of needs and risks in the personality structure (psychological, educational, social)
- Effective and integrated education system
- Personal Competences development
- Life conditions' improving
- Emotional Intelligence
- Family support

### **Gradual path towards the community**

- Educational path in alternative measures to detention
- Therapeutic communities for drug consumers
- Volunteering
- Meditation, theatre, creative writing
- Language
- Ensure integration in cultural specificity
- Community awareness raising

### **Integration into labour market**

- Tailored intervention and vocational guidance
- Internship in a company
- Job placement



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## HOW

EDUCATE promotes a strong collaboration between different types of organizations involved in social and labour reintegration of persons deprived of liberty.

Only cooperation and coordinated intervention shows that involved actors believe in second chance and make it possible.

Actors should ensure:

- **Network IN PRISON** - coordinated initiatives during detention period in prison, involving educators, psychologist, agents, social workers;
- **Network for social reintegration after release OUT OF PRISON** - coordinated initiatives during the path from detention to alternative measures to release.

The **cooperation between NO PROFIT, COMPANIES AND PUBLIC SECTOR** is fundamental in order to improve the training path and the employability of persons deprived of liberty, making second chance real.

# OUTPUTS

Thanks to the training activity and the survey carried out on participants before and after training sessions, **EDUCATE produced 3 different outputs:**

- a **Recognition Tool of Competences**, which an educator in the field of Justice should have, in order to ensure inclusion and positive social integration of several targets (in particular mental disease, migrants, minorities);
- a **Model of inmates integration into labour market;**
- a **Model of promoting social reintegration after release** from prison.

 Co-funded by the European Programme of the European Union		 Institute for Justice and Effective Reintegration of Justice	
<b>PROFILE OF THE EDUCATOR WORKING WITH PERSONS DEPRIVED OF LIBERTY</b>			
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.			
<b>FORMAL EDUCATION</b>			
<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>			
<b>ACQUIRED KNOWLEDGE</b>			
<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>			
<b>CARRIED-OUT ACTIVITIES</b>		<b>REQUIRED COMPETENCES</b>	
<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 designs</li> <li>✓ Implementation of individual projects designed according to the specific features of the operational context, within the structural system of social resources, aimed at the individual humanistic 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 foreign 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>✓ Positive 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>	



**SOCIAL INTEGRATION NETWORK**

MODEL FOR THE PROMOTION OF SOCIAL REINTEGRATION AFTER PRISON RELEASE



**LABOUR INTEGRATION**

MODEL FOR THE INTEGRATION IN THE LABOUR MARKET OF PERSONS DEPRIVED OF LIBERTY

EDUCATE drew the profile of the educator working with persons deprived of liberty, a very complex position, who works directly with beneficiaries, performing tailor-made paths for users which involve the whole service network and the community, as well as public and private institutions. Through a **Competence Recognition Tool**, EDUCATE associates the educator profile with specific features concerning formal education, acquired knowledge, carried-out activities, required competences, transversal competences.

Despite the wide variety of organizations to which he/she could belong, the educator working with persons deprived of liberty, performs its role promoting the following main principles:

### **Principles of social reintegration**

- Developing institutional and inter-institutional capacity in the social reintegration domain intended to prisoners and former prisoners
- Developing educational, psychological and social assistance programs during detention/after detention
- Informing the local community
- Facilitating post-detention assistance to a systemic level

### **Principles of Labour Integration**

- Individuality
- Respect for the personal decisions, needs and wishes
- Autonomy
- Informed choice
- Empowerment
- Confidentiality
- Flexibility
- Accessibility

# RECOMMENDATIONS

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EDUCATE project is a strategic partnership aimed at exchanging good practices and it's not supposed to produce innovation. The project aims to stress some aspects that are crucial to an effective and inclusive reintegration of persons deprived of liberty, already known but not yet established.

National Strategies often include all the features pinpointed by EDUCATE, but in reality principles and recommendations remain on the paper and all organizations working with persons deprived of liberty find obstacles on their way. EDUCATE believes that each National system should be opened to criticism and improvement suggestions, even the most advanced ones.



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For an Effective and Inclusive Reintegration of Persons Deprived of Liberty, EDUCATE **promotes strong political and cultural choices**, consistent with main policies and declaration already shared at European and National level, capable of supporting social and institutional changes which can make the reintegration of persons deprived of liberty effective and inclusive.

EDUCATE aims to foster **awareness raising activity** in order to produce changes in culture at European, National and local level and it aims to promote **high institutional support, adequate law framework** and the development of **interinstitutional procedures**.

# ASSUMPTIONS

Social and institutional changes which can make the reintegration of persons deprived of liberty effective and inclusive

## SOCIAL LEVEL

Awareness raising activity in order to produce changes in culture



## INSTITUTIONAL LEVEL

High institutions support, Adequate law framework, Interinstitutional procedures

For an Effective and Inclusive Reintegration of Persons Deprived of Liberty, **EDUCATE asks to National and Local Authorities**

- to fully recognize, with adequate policies, the educator profile, in order to promote professional intervention and overcome voluntary initiatives in the field of Justice;
- to collaborate with High Education representatives in order to promote adequate formal education paths;
- to promote synergies between public institutions, NGOs, companies in the field of social and labour reintegration;
- to adopt a medium and long term vision.

For an Effective and Inclusive Reintegration of Persons Deprived of Liberty, **EDUCATE asks to Local, National and European Networks** (Prisons, Probation system, NGOs, Companies)

- to promote a culture of caring among educators working with persons deprived of liberty, addressed both to beneficiaries and to themselves;
- to ensure the supervision of educators and equipes, taking into account the complex role of the educator working in the field of justice;
- to proceed step-by-step and to produce a positive storytelling of existing good practices, in order to push National and Local Authorities to produce shared framework with a long-term vision;
- to promote synergies between public institutions, NGOs, companies in the field of social and labour reintegration.

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- Universal Declaration of Human Rights, from December 10, 1948, adopted by the General Assembly of the United Nations Organization;
- The Convention against Torture or other Punishments or Cruel, Inhuman or Degrading Treatments, The Convention against cruel, inhuman or degrading punishments, adopted by the United Nations General Assembly on December 10, 1984, by Resolution 39/46, to which Romania adhered by Law no. 19/1990
- The Convention on the Rights of the Child, adopted by the United Nations General Assembly on November 20, 1989, ratified by Law no. 18/1990;
- The Convention of the International Labour Organization no. 182/1999 on the worst forms of child labour and immediate action for their elimination, adopted on the 87th session of the General Conference of the International Labour Organization, Geneva, ratified by Law no. 203/2000;
- International Covenant on Economic, Social and Cultural Rights, adopted and opened for signature by the United Nations General Assembly on December 16, 1966, by Resolution 2200A (XXI). Romania has ratified the Covenant by Decree no. 212/1974, published in the "Official Gazette of Romania", Part I, no. 146, from November 20, 1974;
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- The Minimum Rules of the United Nations for the administration of juvenile justice (The Beijing Rules), adopted by General Assembly by Resolution 40/33 from November 29, 1985;
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- European Parliament Resolution 15/12/2011 n° 2897  
Paris Declaration - EU Education Ministers in Paris on 17 March 2015
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## **National documents**

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