



**Systematic
Transition**
from prison into
the labour market



Catalogue: Integration of case studies

Leader: IRFIP

Co-Leader: CIRE

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01

Introduction



According to the European Prison Rules, the basic principles state that all persons deprived of their liberty must be treated with respect for their human rights (Art. 1) and that eventual restrictions imposed on them must strictly follow the decision sentencing them or remanding them in custody (Art. 2) and shall be the minimum necessary (Art. 3); that the conditions of imprisonment shall, as much as possible, approximate to the conditions of life in a free society (Art. 5) and promote the detainees' social rehabilitation (Art. 6); and that cooperation with outside social services and with the civil society must be encouraged all the way (Art. 7) (Council of Europe, 2006).

The main objectives of the STEP2LAB project are based on this perspective of rehabilitation and cooperation with civil society since the project focuses on creating a framework for preparing and supporting individuals deprived of their liberty in the process of obtaining employment in the industrial sector. Together with industry companies, the STEP2LAB partners will define standards of cooperation between inmates and employers and introduce continuous improvement protocols.

According to empirical research conducted by Winnick and Bodkin (2008) about stigma among offenders, private companies often perceive prison services and inmates with stigma, stereotypes, and prejudice; this is due to a lack of knowledge, information, and also experience.

However, it must be considered that there are many reasons why a person can end up in detention and that the causes can often be traced back to conditions depending on the people who committed the crime. In other words, disadvantaged living conditions, bad family influences or even lack of family network, social exclusion, lack of opportunities and difficult and harmful living contexts are just some of the factors to consider when dealing with a prisoner. Indeed, people often think of stereotypes such as low

socioeconomic status and minority race when thinking of criminals (Madriz, 1997) and associate negative personality traits with the word "criminal" (MacLin & Herrera, 2006).

Therefore, regardless of the weight and severity of a crime, the Public Perceptions of Offenders are always negative and inevitably lead to labelling the prisoner, attributing a stigma to him, which he will carry with him even after the end of detention.

Dismantling prejudices and removing stigma is possible but requires work and knowledge of each individual experience. Furthermore, to make this happen, it is necessary to give the prisoner a chance, to provide them with a chance to rebuild a life on the outside.

Working towards reintegration means giving prisoners the opportunity to continue their lives in a more positive direction when they return to the community. Even more, acquiring a profession in prison or reintegrating into the world of work, although complex, is essential for the sentence to be educational.



In fact,

“finding a way of earning a living is the most important part of a prisoner’s ability to reintegrate into society on release from prison. For many prisoners, their time in prison may be the first opportunity that they have had to develop vocational skills and to do regular work. The main purpose of requiring prisoners to work is to prepare them for a normal working life on their release from prison, not to make money for the prison administration or to run factories for the benefit of other parts of the Government” (Maculan et al., 2014).

However, training and encouraging the individual deprived of liberty to work during the sentence or to train and learn a job is not enough to ensure that once out, the inmate can actually find a job. As recalled by the UNESCO Institute for Lifelong Learning in Education in prison (2021), education in prison can take on different meanings and forms depending on local and national context. The concept of education in prison itself can be all-embracing and sometimes even contested. Its meaning and scope differ across countries and jurisdictions and must be understood according to their political, social and historical context.

It is essential to train entrepreneurs, industrialists, and employers in the same direction. Job opportunities in and outside prison are always possible, but they are not so frequent. According to the research report Criminal Background Checks: Impact on Employment and Recidivism (2017), working inside prison for private companies is an option, but entrepreneurs are often afraid of the prejudice associated with prison and inmates.

A strong way to fight these misconceptions and prejudices is the dissemination of good practices and case studies related to the guidance, training and induction (GTI) process implementation.

The importance of guidance, training and induction is fundamental because the guidance presupposes help and advice about how to deal with problems connected with education or work during detention; the education and training are the way to strengthen people by offering them new knowledge and new tools, where perhaps the lack of them has favoured certain wrong life choices. This means that inmates are guided, taking into account that each case and each person is unique and must be managed with extreme care and attention.



Guidance

In the guidance phase, the objectives of each inmate are defined and personalized based on the individual person.



Training

The training is the acquisition of new skills fundamental for prisoners so that they can experience detention differently and have a chance of reintegration into society once their prison sentence has been served.

Education and training programs in prisons can facilitate reintegration into society, preventing recidivism and promoting entry into the world of work.



Induction

The induction is a personalized program for those who start a new job or who find themselves in a new environment and aims to facilitate and better understand the activities to be carried out and the expectations for their future work.

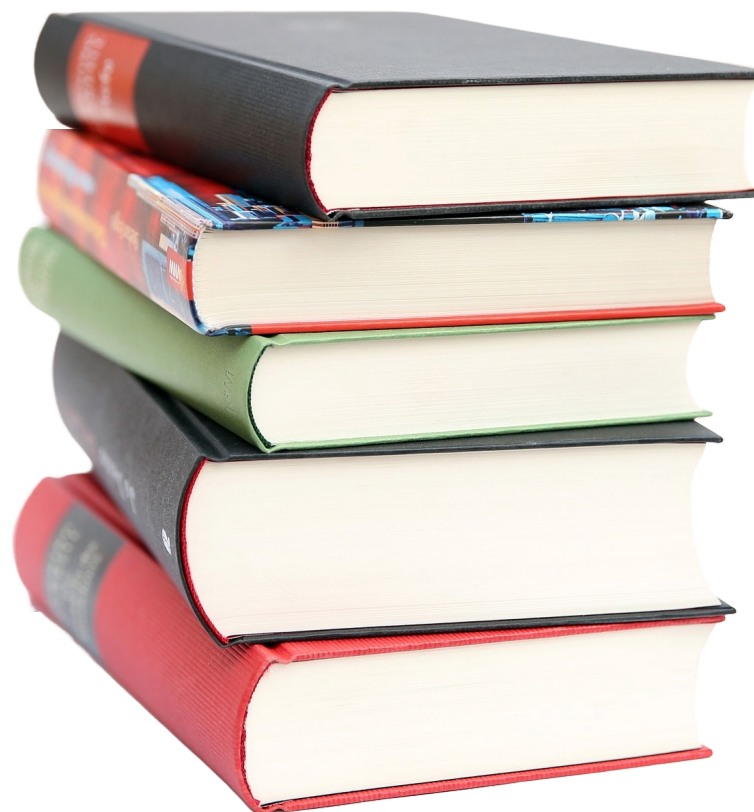
The purpose of induction is to enable prisoners to be welcomed into a company effectively, ensuring that prisoners are aware of their responsibilities, their work, rules and procedures.

Therefore, the aim of the Catalogue, produced in the project, will be to collect and analyse the GTI case studies with the best potential for each country to ensure that they can be disseminated and become a starting point in activating such learning paths in different geographical areas.

The case study information presented was standardized based on selection criteria that each country will follow; each case study includes a description of the innovative actions, the criteria identified and information on the impact. Their names are omitted to protect the privacy of the companies and inmates involved in the success stories.

The Catalog, therefore, can be used and disseminated in training sessions, academic courses, meetings and any situation in which it will be possible to promote GTI cases and raise awareness among stakeholders, companies and prison staff on how working together can facilitate the integration of prisoners, since the aim is to promote inmates' successful inclusion and reintegration, thus preventing recidivism.

The present catalogue includes 20 success stories, implemented by companies and private industries in response to providing a framework for effective prison work strategies between prison services and industry.



02

Methodology



Creating this catalogue of case studies involves systematically documenting the project's key aspects, achievements, challenges, and impact to serve as a valuable resource for learning and knowledge sharing.

The consortium decided that for a case to be selected, it must meet at least 3 of the selection criteria discussed in different meetings. The criteria selected were:

1. Social responsibility
2. Innovation
3. Sharing and collaboration
4. Communication
5. Effectiveness
6. Attractiveness
7. Real and scalable applicability

Definition of criteria to select the GTI case studies

Defining selection criteria for case studies and success stories is crucial to ensure that we present and offer the most relevant and impactful examples to showcase. The diversity of the selection, including cases from different industries, company sizes and geographical locations, gives the possibility to have a broader look. Each case study is a valuable story of success in terms of the GTI process and will be intended to serve as an example for the audience, stakeholders, and prison staff to inspire confidence or action. By defining clear selection criteria, we aimed to effectively choose case studies and success stories that resonate with the audience and support the Catalogue communication objectives. By compiling such case studies, practitioners, policymakers, and researchers can exchange knowledge, learn from successful initiatives, and make informed decisions about implementing effective guidance, training, and induction programs for inmates.

Social Responsibility

“Social responsibility is an ethical theory in which a person works and collaborates with other people and organizations for the benefit of the community” (Jensen, 2006).



Individuals are responsible for achieving their civic duty, and the actions of an individual must benefit the whole of society. In this way, there must be a balance between economic growth, people's well-being and the environment. Social responsibility, therefore, is an individual responsibility that implies a balance between the economy and the ecosystem in which you live (Anheier & Toepler, 2009); if you maintain this balance, you realize social responsibility.



The theory of social responsibility is built on a system of ethics, in which decisions and actions must be ethically validated before proceeding and applies both at the individual and group level: it concerns individuals, business organizations and all those whose actions have an impact on the environment. Social responsibility means that individuals and businesses must act in the best interests of their environment and society.



An organization can demonstrate social responsibility in several ways: by donating, encouraging volunteering, using ethical recruitment procedures, and making changes that benefit the environment (Ganti, 2023). Applied to business, we talk about corporate social responsibility (CSR), defined in 2001 by the European Community: “voluntary integration by companies of social and environmental concerns into their business operations and their relations with stakeholders”. Maintaining social responsibility within a company ensures the integrity of society and the environment are protected.



A socially responsible project should positively impact society while minimizing negative consequences.

- Does the project have a clearly defined mission statement committed to social responsibility and ethical practices?
- Does the case directly benefit the local community or society at large?
- Does the case contribute to the betterment of society or address social issues?
- Does the case incorporate sustainable practices?
- Does the case promote diversity and inclusion?

Innovation

“Innovation is the practical implementation of ideas that lead to the introduction of new goods or services or to the improvement in the supply of goods or services” (Schumpeter, 1983).



According to Hughes and colleagues (2018): “Workplace creativity concerns the cognitive and behavioural processes applied when attempting to generate novel ideas. Workplace innovation concerns the processes applied when attempting to implement new ideas. Specifically, innovation involves some combination of problem/opportunity identification, the introduction, adoption or modification of new ideas germane to organizational needs, the promotion of these ideas, and the practical implementation of these ideas.



Being aware of the difficulty for prisons in using new technologies represents an improvement in the employability of inmates and complies with the principle of equal opportunities. The benefits of this innovative approach include Skill-Building: Inmates practice and refine their vocational and interpersonal skills by implementing VR technology, demonstrating a creative and innovative approach to rehabilitation. Combining technology with evidence-based practices enhances learning, engagement, and the acquisition of essential skills, increasing inmates’ chances of successful reintegration into society (Ticknor & Tillinghast, 2011).



Innovation in a company regarding the reinsertion of inmates is the use of technology-based vocational training programs (Okike, 2018). Innovative companies leverage technology to offer more advanced, market-oriented vocational training programs that align with current industry demands. The innovation lies in the utilization of technology to provide scalable and accessible training programs to a large number of inmates. These programs can be delivered through tablets, or even smartphones, allowing inmates to learn at their own pace and continue their education inside prison. Companies may incorporate innovative features in these vocational training programs to enhance the learning experience (Cornet & Van Gelder, 2020).



Evaluating whether a project embodies innovation involves assessing its potential to introduce novel and creative solutions to existing challenges or opportunities. Here are some questions to help determine if a case is innovative:

- Does the project’s approach or solution differ from existing alternatives?
- Does it introduce novel concepts, technologies, or methodologies?
- Is there a clear need or demand for the projects innovation?
- Has the project involved collaboration between experts or teams from different fields or disciplines?
- Is the project designed with the end-users’ needs and preferences in mind?

Sharing and collaboration

“Sharing is the act of providing access to or distributing something, such as information, resources, or ideas, with others. Collaboration, on the other hand, is the process of working together with others to achieve a common goal” (Marinez-Moyano, 2006).



Sharing often plays a fundamental role in collaboration, as it involves the exchange of necessary elements for working together effectively. In terms of companies and enterprises, sharing and collaborating means creating and spreading new models for collaborative consumption, use and business. It is a way to realize synergy between all the stakeholders.



Some concepts to consider when assessing the Sharing and collaboration value of a case can be knowledge Sharing, collaborative Tools, cross-functional Collaboration, Resource Sharing, and Knowledge Transfer.



As an example of Sharing&Collaboration on a program aimed at developing digital skills for unemployed individuals would be: regarding curriculum design educational professionals, industry experts, and employers come together to share their insights on the most relevant digital skills needed in the job market. Or in a phase of Feedback and Improvement, regular feedback sessions involving learners, educators and industry professionals sharing their perspectives, and doing collaborative efforts to adjust the curriculum.



Evaluating whether a project emphasizes sharing and collaboration involves assessing its approach to teamwork, knowledge exchange, and open communication. Here are some questions:

- Is the project team structured, and what roles do team members play?
- Does the project collaborate with external partners, such as suppliers, customers, or research institutions?
- Does the project use communication channels and tools to facilitate collaboration among team members?
- Does the project collaborate with individuals or teams from different departments or organizations?

Communication

“Communication refers to disseminating the information clearly, accurately, timely, honestly and completely.”



Communication within a company or enterprise refers to the exchange of information, ideas, and messages among employees, departments, and stakeholders. It encompasses various forms, including verbal, written, electronic, and visual communication, with the aim of facilitating the smooth operation of the organization, conveying important information, and ensuring alignment with company goals and values.



Effective internal communication is crucial for enhancing productivity, fostering teamwork, and achieving organizational objectives. In the context of reinsertion of inmates, communication can be a crucial criterion for success in a company. Effective communication is pivotal in fostering a supportive and inclusive work environment, ensuring clear expectations, and facilitating the rehabilitation process for incarcerated individuals (Hunter et al., 2015).



How communication can contribute to the success of a company's reintegration program:

1. Creating a supportive work environment. Effective communication enables a workplace culture that supports the reintegration and growth of formerly incarcerated individuals.
2. Setting clear expectations: Clear communication of company policies, rules, and performance expectations ensures that all employees understand what is expected of them.
3. Relationship Building: Effective communication facilitates relationship building between inmates and both correctional staff and potential employers.
4. Skill Enhancement: Companies focusing on inmate reintegration can provide vocational training and skill development programs within correctional facilities.



Effective communication is critical to project success, trust, expectations, and achieving the project's social impact goals. Here are some questions to check if a case's communication is up to standard:

- Are the communication channels (e.g., email, meetings, reports, collaboration tools) well defined/identified?
- Is there a clear flow of information from team members to project leadership and vice versa?
- Is project information transparent and easily accessible to all relevant parties?
- Is there a centralized repository for project-related documents and information?
- Have all relevant stakeholders been identified and documented?

Effectiveness

“Effectiveness is the capability of producing a desired result or the ability to produce the desired output”



Workplace effectiveness refers to how an organization, team or individual can best achieve goals using available resources. It includes factors such as productivity, work quality, efficiency, innovation, communication, collaboration, adaptability and overall performance (Shethna, 2023).



To succeed, the workplace must find the right balance between achieving effectiveness while helping employees significantly balance work and life. Effectiveness as a criterion of success in a company's reinsertion program for inmates could be the recidivism rate among the participants (Bergseth & Bouffard, 2013). If a company is successful in helping former inmates reintegrate into society and stay out of trouble, it can be seen as effective in achieving its goal of reinsertion.



Imagine that a company has a reintegration program for inmates that focuses on providing them with job skills training, education, and support during and after their release. The company tracks the progress of its program participants for a certain period, say five years after their release. If that Company's program has a low recidivism rate, meaning a low percentage of program participants returning to prison within those five years, it can be seen as an effective program. This would indicate that the company's efforts to help inmates reintegrate and create a stable life after their release have been successful.



Evaluating the effectiveness of a project is crucial to ensure that it achieves objectives efficiently and meets stakeholder expectations. Here are some questions to check if a case is effective:

- Are the project objectives clearly defined, measurable, and aligned with the organization's goals?
- Is the project appropriately resourced regarding budget, personnel, and equipment?
- Is quality control being maintained throughout the project?
- Are lessons learned from previous projects being applied to improve project effectiveness?
- After project completion, is there a review process to evaluate the project's effectiveness and identify areas for improvement?
- Are strategies described to ensure the project's continuity?

Attractiveness

“Attractiveness is the capacity to arouse interest or engage one’s thought, and consideration.”



Organizations position themselves to be considered attractive in order to retain, and motivate, employees over the long term. Organizational attractiveness can be explained as “the degree to which a respondent would personally seek a company as an employer and would recommend the company as an employer” (Villamil, 2007).



The reinserted inmates’ interest could be a criterion for success (Trimbur, 2009). Passion and interest in their work often lead to higher productivity, commitment, and overall job satisfaction. The company may prioritize hiring inmates who demonstrate a genuine interest in the industry or the company’s specific projects. Their enthusiasm can contribute to a positive work environment and enhance the company’s chances of success. Companies should use attractiveness and interest to succeed reinserting inmates, ensuring the selected inmates perform well. This leads to higher engagement levels, increased job satisfaction, and a more successful and fulfilling reintegration for inmates within society.



A hypothetical scenario where a company focuses on providing employment opportunities and support for inmates reentering society. In this context, attractiveness and interest could be considered relevant factors for certain positions or initiatives. For example, the company may have a marketing team responsible for promoting products or services created by the reinserted inmates. In such cases, the attractiveness of the marketing team members could play a role in engaging potential customers or investors. Attractive individuals with an appealing appearance and demeanour can help create positive first impressions, generate interest, and increase the chances of sales or business partnerships.



Assessing the attractiveness of a social project involves evaluating its potential to address social needs effectively and achieve its intended social impact. Here are some questions to help determine if a case is attractive:

- Is there a clear and pressing social need that the project aims to address?
- Does it solve a specific problem or address a significant need?
- Does it differentiate itself from existing projects?
- Does the project aim to empower the community or beneficiaries to solve their social challenges actively?
- Are the necessary resources available or easily accessible to support the project?

Real and scalable applicability

“Real applicability refers to the practical, tangible, and genuine usability or relevance of something in a specific context. Scalable applicability means that the same concept, idea, technology, or solution can be expanded or adapted to address a broader range of situations, accommodate growth, or handle increased demands without significant loss of effectiveness or efficiency.”



Real applicability emphasizes the current, practical use of something, while scalable applicability emphasizes its potential to adapt and perform well as demands circumstances change and evolve. A general example of real and scalable applicability as a criterion of success in the insertion of inmates in a company could be a vocational training program that equips inmates with skills required in sectors with high demand for workers (Wilson et al., 2000).



To succeed, a company’s engagement does not end with providing vocational training. It should also forge partnerships with local businesses, actively working to secure employment opportunities for the trained inmates upon their release. This collaboration could involve advocating for second-chance hiring policies, organizing job fairs, or facilitating internships or apprenticeships within the company or its network. The success of the inclusion program would be determined by the real-world applicability of the skills acquired by inmates and their ability to secure sustainable employment, along with the potential to scale the program to reach more inmates in different correctional facilities.



A hypothetical scenario can be a company implementing a vocational training program focused on computer programming. The program aims to provide inmates with the necessary skills to fill the increasing demand for software developers in the local job market. Real applicability in this case would involve designing the training program to align with current industry standards and practices. It would entail teaching relevant programming languages, software development methodologies, and problem-solving techniques widely used and sought-after by employers. To ensure scalability, the training program should have the potential to be replicated or expanded to accommodate a larger number of inmates or even be adopted by other correctional facilities. The program should not be limited to a single facility or region but be adaptable to various contexts, enabling its implementation in different locations, prisons, and with diverse populations of inmates.



Here are some questions to help determine if a case fits the criterion of real and scalable applicability:

- Is this case possible to scale or grow over time, potentially reaching a broader audience or market?
- Does it plan to evolve and stay relevant in response to changing needs?
- Are the target beneficiaries identified and well-understood?
- Can the project's model or approach be easily replicated in other geographic locations or communities?

Structure of case study information

To ensure case studies are developed in line with a comparable high-quality format, a standardized template (Annex 5.1) guided the information that should be included in each case selected for the 'Catalogue: Integration of Case Studies'. For every case selected, it will be found the information structure following the next sections:

1. Case n° and title
2. Country of case study
3. The current age of the individual
4. Nationality of the individual
5. General description
6. Criteria fit with the case
7. Impact and results
8. Achievement and outcomes
9. Difficulties or challenges
10. Sustainability and future plans
11. A standout quote from the individual



03

**Selection
of case
studies from
countries**





PORTUGAL — CASE STUDY 1

The goal is an honest job

Country of case study: Portugal

Nationality of the individual: Portuguese

The current age of the individual: 36 at the time of the interview

General description and overview: Maria was 36 years old when she was interviewed (in 2015, see further [here](#)) about her path in receiving training in prison. She was sentenced to 17 years for two counts of larceny and attempted murder. When she was 13 years old, she started using cocaine and heroin. She had the 4th grade when she was incarcerated. Maria wanted to be an obstetrician, but she ended up working in a factory.

Criteria fit with the case: The educational and professional training initiative at the Santa Cruz do Bispo prison adheres to legal provisions outlined in Decree-Law No. 265/1979, with a team implementing programs covering the 1st to 3rd cycles of Adult Education and Training (EFA) for all inmates, particularly those under 25. Collaboration is implied with stakeholders from different departments or organisations. While specific metrics are not outlined, the successful delivery of 22 courses between 2005 and 2014 indicates effectiveness. Resource allocation is addressed within legal provisions, showing adaptability. The training exhibits scalability potential, reaching a significant number of participants. Adaptation to legal frameworks and societal needs underscores its relevance and evolution, emphasizing short-duration courses that align with changing skill requirements.

Targeting inmates, especially those under 25, demonstrates an understanding of their challenges. The model's potential replication in other contexts is feasible, given its adaptability and legal framework support.

Impact and result: Maria stated that her motivation to pursue training in prison was compensation and that her goal after getting out of prison is to find an honest job.

Achievement and outcomes: Inside the prison establishment, she showed interest in integrating training on 'Bar and Dining', although she finished the training 'Entrepreneurship for Life' during her time incarcerated. She had no prior experience in training in prison.

Difficulties and challenges: She shared her worries regarding finding a job outside of prison.

Sustainability and future plans: These training opportunities in prison, specifically Santa Cruz do Bispo, where she was incarcerated, will continue to be offered. Between 2005 and 2014, 22 vocational training courses were given to 325 trainees, 302 of whom were certified. The courses on offer were short courses and were Special Vocational Training, the purpose of which is to qualify and integrate into the labour market those people who face difficulties or belong to disadvantaged, vulnerable or marginalised social groups, in accordance with article 1 of Normative Order 140/93.

“When I was a kid I had a dream... I had a dream of being an obstetrician... but I realised it wasn’t for me, ...I’d been using (heroin and cocaine) since I was thirteen. If I didn’t get arrested I’d be dead, I’d be.... I weighed 42kg. That’s what I say, I’m not ambitious because I’ve been through so much in my life.” “[...] for me, all I need when I leave is an honest job...”



PORTUGAL — CASE STUDY 2

A functional training

Country of case study: Portugal

Nationality of individual: Portuguese

The current age of the individual: 32 at the time of the interview
General description and overview: Carolina was 32 years old when she was interviewed (in 2015, see further [here](#)) about her path in receiving training in prison. She was sentenced to 6 years for theft and housebreaking. Before her imprisonment, she had a dream of becoming a car mechanic and expressed her desire to take a mechanic's course while in prison. She had the 8th grade when she was incarcerated.

Criteria fit with the case: In terms of the project team structure and roles, the educational and professional training initiative adheres to legal provisions outlined in Decree-Law No. 265/1979, specifically articles 79 and 80. There is a team responsible for implementing education and training programs within the penitentiary (EP), covering the 1st, 2nd, and 3rd cycles of Adult Education and Training (EFA). The focus is on all inmates, with special attention given to those under 25. Collaboration is evident in the project's implementation. While the specific team structure is not detailed in the open documents of the prison of Santa Cruz do Bispo, the engagement with various stakeholders, likely including individuals or teams from different departments or organisations, is implied. The multidisciplinary nature of education and professional training often involves collaboration with experts in pedagogy, vocational training, and potentially other relevant fields.

The training objectives are implicitly defined in the context of providing education and professional training to incarcerated individuals, adhering to legal frameworks. While specific measurable metrics are not outlined, the successful delivery of 22 In terms of the project team structure and roles, the educational and professional training initiative adheres to legal provisions outlined in Decree-Law No. 265/1979, specifically articles 79 and 80. There is a team responsible for implementing education and training programs within the penitentiary (EP), covering the 1st, 2nd, and 3rd cycles of Adult Education and Training (EFA). The focus is on all inmates, with special attention given to those under 25 years old.

Collaboration is evident in the project's implementation. While the specific team structure is not detailed in the open documents of the prison of Santa Cruz do Bispo, the engagement with various stakeholders, likely including individuals or teams from different departments or organisations, is implied. The multidisciplinary nature of education and professional training often involves collaboration with experts in pedagogy, vocational training, and potentially other relevant fields. The training objectives are implicitly defined in the context of providing education and professional training to incarcerated individuals, adhering to legal frameworks. While specific measurable metrics are not outlined, the successful delivery of 22.

Impact and result: Carolina stated that her motivation to pursue training in prison was for the training to be functional for her future. She hopes to be able to do some amendments to clothes at home and already has a machine for that.

Achievement and outcomes: Inside the prison establishment, she showed interest in integrating training on 'Mechanic', although she ended up completing two different courses: 'Aesthetician' and 'Seamstress Fashion Designer', during her time incarcerated. She had no prior experience in training in prison.

Difficulties and challenges: She shared that in Aesthetics, there isn't much to look forward to in terms of finding a job, but in sewing, there is.

Sustainability and future plans: These training opportunities in prison, specifically Santa Cruz do Bispo, where Carolina was incarcerated, will continue to be offered.

Between 2005 and 2014, 22 vocational training courses were given to 325 trainees, 302 certified. The courses on offer were short courses and were Special Vocational Training, the purpose of which is to qualify and integrate into the labour market those people who face difficulties or belong to disadvantaged, vulnerable or marginalised social groups, in accordance with article 1 of Normative Order 140/93.

“My dream was to be a car mechanic.”



PORTUGAL — CASE STUDY 3

Gain confidence in the future by opening new areas

Country of case study: Portugal

Nationality of the individual: Cape Verdean

The current age of the individual: 20 years old

General description and overview: He is from Cape Verde; he came to Portugal at the age of 10 and lived with his mother and grandparents, in Lisbon, before the situation that placed him in the Prison Establishment. He has completed level 2 and has had a good integration into the Prison Establishment, with no records of infractions on his record.

Criteria fit with the case: This case aligns with social responsibility; The inmate managed to be assiduous, fulfill his duties and obligations; whenever he was asked, he helped with the preparation of the sessions (transporting materials, for example) and always demonstrated humility and tried to be useful.

Impact and result: The STEP2LAB training had an impact on the prisoner, as it allowed him to be busy and in something in which he was motivated. As he likes to surf, his idea for creating the piece was a miniature surfboard. Like most inmates, he also doesn't have any big plans for the future; Those who do have emigrated but they have become more interested in the area.

Achievement and outcomes: He managed to fulfill the 3 STEP2LAB module course with success.

Difficulties and challenges: Like the other trainees, despite their interest in the area and being motivated, the main difficulties were at the beginning of the modules; Being more theoretical, it was not easy to capture and maintain their motivation. However, this issue was overcome as the sessions progressed and when they went from module to module.



“The trainer was excellent, knew how to adapt the topics to our reality, and was completely available to ask questions and doubts. I’m looking forward to the next modules”



PORTUGAL — CASE STUDY 4

Consolidate opportunities

Country of case study: Portugal

Nationality of the individual: Portuguese

The current age of the individual: 23 years old

General description and overview: He lived with his sister, brother-in-law and nephews. He has an 11th-grade education (secondary school incomplete level 3), but he was unemployed and didn't study or attend any course. In the Prison, he has had an evolutionary path, with records of infractions, which have not been repeated, He has been involved in some projects in the E.P.

Criteria fit with the case: This case aligns with social responsibility, sharing and collaboration. The inmate fulfilled his rights and duties, no longer being assiduous as he was also involved in other projects. When he was present, he was a member who shared what he was learning, collaborating whenever necessary with other trainees and trainers.

Impact and result: The STEP2LAB training, like other trainees, also had an impact on this inmate. It was clear that he was committed and motivated for the sessions, demonstrating this enthusiasm in participating. In the future it is one of the options for your life.

Achievement and outcomes: During his incarceration, he achieved a number of successes: He was enrolled in the 3 modules course, and he decided to continue to study in the field of TIC.

Difficulties and challenges: The challenge that he encountered was having to choose between sessions. As I was included in several projects, there were STEP2LAB sessions that coincided with these projects that were ending, and the challenge was to manage the presence in one and the other.

Sustainability and future plans: The challenge that he encountered was having to choose between sessions. As I was included in several projects, there were SET2LAB sessions that coincided with these projects that were ending, and the challenge was to manage the presence in one and the other.

“I found this course very interesting and exceeded my expectations”.



SPAIN — CASE STUDY 1

From the present to the future

Country of case study: Spain

Nationality of individual: 24 years old

The current age of the individual: Spanish

General description and overview: Family of Senegalese origin. They are 6 brothers Difficulties in learning throughout the school stage. During secondary school, he is taken out of public high school and referred to an semipublic centre to finish his secondary studies, where he obtains his Diploma. 2015. Start an Initial Professional course in Electricity. Drops the course due to lack of motivation. They had signed him up to do something and keep him busy. 2016 After a few months, he begins a theorypractical course for Assistant Waiter, which ends satisfactorily. 2017 For two years he did not do anything training or work and in 2019 he went to prison. Before arriving at the adult prison, he was in different Juvenile Justice centres for approximately 2 years. The month of February 2021 arrives in CO GIRONA. Here we jointly design a work plan in which there is training and job search. We present his candidacy in a selection process for an insertion company looking for waiters for a restaurant. He was selected and started work in June 2021. While working as a waiter, he enrolls in driving school to get his license, and ends up getting it in 2022. He realizes that he is becoming stagnant and that he likes to work in the hospitality industry but does not motivate him, and agrees to temporarily give up a salary in order to train. We start looking for technical training until we find one that suits what he were looking for. So in February 2023, he quits his job and enrolls in an air conditioning installation training course

alternating between (theory at the installers' guild and work at a company in the field.

Criteria fit with the case: Social Responsibility because it promotes diversity and social inclusion; Innovation, collaboration and communication because the work was done jointly and in a network between different entities and institutions, creating new links and collaborations, establishing channels of communication and coordination. Another criteria is the attractiveness, since it is an interesting project as it covers the lack of professionals in the sector due to the boom that has taken place with the issue of climate change.

Impact and result: He realizes that he is becoming stagnant and that he likes the work in the hospitality industry but does not motivate him, and agrees to temporarily give up a salary in order to train. We start looking for technical training until we find one that suits what he was looking for. So in February 2023, he quits his job and enrolls in an air conditioning installation training course alternating between (theory at the installers' guild and work at a company in the field.

Achievement and outcomes: He will finish his training in November 2023 and will stay working at the company where he has been doing his internship.

Difficulties and challenges: One of the difficulties was giving up a salary to go back to study.

Sustainability and future plans: Finish the internship and start with an employment contract, and save some money to buy a car.

“I took one step back to take two steps forward”



SPAIN — CASE STUDY 2

Don't be discouraged! Fall and get up again!

Country of case study: Spain

Nationality of the individual: Moroccan with work and residence permit

The current age of the individual: 28 years old

General description and overview: Family of Moroccan origin. They are 4 brothers. From 2010 to 2013, he has criminal cases and is involved in different Juvenile Justice measures. He doesn't finish high school. He does odd jobs (in street markets, painter's assistant...) until 2019 he enters an adult penitentiary for another crime. Once he reaches the 3rd grade, he is helped in the reinsertion process. Initially he refuses to do any training and just wants to work. Weeks pass, and they don't take him anywhere. He starts a job as a cleaner, but due to judicial issues, he returns to a closed regime.

Criteria fit with the case: Social Responsibility because it is important to be aware of the need to have a minimum of education; sharing and collaboration because there was contact and coordination between different entities: the penitentiary, social services and the adult school; effectiveness because finishing secondary school is essential since it is a training itinerary that ends with obtaining an accreditation that opens some doors since more and more jobs or occupational training require at least a completed secondary school.

Impact and result: Returning again to 3rd grade, he comes with a more positive and participatory attitude. He accepts training as an important part of his reintegration process. We presented him in a job offer as a bicycle assembly operator. They take him and he works there for 1 year. In parallel, a training process begins. Two afternoons a week he goes to adult school to get his secondary school diploma.

Achievement and outcomes: He doesn't drop out of high school, and he takes a work-at-height course and his forklift license.

Difficulties and challenges: His job ends because they don't renew him, and he needs the money for help his family, but he doesn't drop out of high school.

Sustainability and future plans: Finish secondary school and look for a job, work, and if you can combine it, do distance learning.

“It is never too late to realize that being trained is very important and necessary”



SPAIN — CASE STUDY 3

Overcome bureaucratic hurdles

Country of case study: Spain

Nationality of the individual: Italian

The current age of the individual: 54 years old

General description and overview: The user was 52 years old when he came to our service. It was his first contact with the penitentiary field. Despite being a community member, he lacked the documentation to work. He had completed his professional training studies. During the period that elapsed between his arrival at the Penitentiary Centre and obtaining the documentation, we got him a job in the centre's kitchen. The fact that he did not have a work permit prevented him from working from training. He had previously been working like a driver, doing domestic tasks, and punctual support in personal care and wanted to train a little bit more in that area. He found a "Geriatric Assistant" course subsidized by the Public Employment Service, but he was unable to complete it.

Criteria fit with the case: Social Responsibility because of perseverance in wanting to study and obtain the documentation to reside and work in Spain; Innovation & Attractiveness because the user wanted to train and work in a feminized occupation and effectiveness because at the end he got the documentation, took the course and worked.

Impact and result: Finally, with a lot of patience and many obstacles, he was able to get the documentation. Later he comes to do the training course. After completing the practical part, he got a job.

Difficulties and challenges: Spanish legislation regarding EU citizens is very restrictive when it comes to being able to access documentation.

Sustainability and future plans: Keep the job and don't stop training to be better in this area of care for people.

“It’s never too late to change your professional profile”



SPAIN — CASE STUDY 4

Climbing the mountain

Country of case study: Spain

Nationality of the individual: Senegal

The current age of the individual: 18 years old

General description and overview: He lived in Senegal until the age of 13 when, due to family reunification, he came to Catalonia where his parents lived. In Senegal, I didn't go to school, I helped my grandparents in the fields. When he arrived in Catalonia, he felt uprooted and began to associate with disruptive young people and to consume toxic substances. He has had 3 internships, in the second he obtained his ESO, but it is in this 3rd internship that he has started a significant change. He has participated in the detoxification program, and has worked with the psychologist on all those aspects that prevented him from developing and carrying out a prosocial life project.

Criteria fit with the case: Social Responsibility because it promotes diversity and social inclusion. A young person joins society both to regularize his situation and for the possibilities of normalized work; effectiveness because the invested resources that revert to reducing the risk of recidivism; there is a social reintegration of the inmate and it is a motivating model for the young people in the penitentiary juvenile centre. Also Attractiveness because the model where you work with young people is based on enhancing: the responsibility and decision-making, the construction of a prosocial life project, the value of the effort and the assumption of mistakes

not as failures but as opportunities for improvement.

Impact and result: With a lot of effort, he has successfully participated in everything that has been proposed to him. He has taken a 26-hour course on Risk Prevention in Construction and Painting. He has worked under a CIRE contract for 2 months, painting the centre as an Assistant Painter together with a professional painter 7 hours a day. He has worked in the Productive Workshop doing welding tasks with a very high level of commitment and quality. He obtained his driver's license, taking a course at an official centre, on a Saturday morning, paying for it with the money obtained at the Productive Workshop. All these actions have reversed the positive expectations about himself. He is currently waiting to receive a response to two job offers, one as a warehouse worker in an important company, and the second to be hired as a Painter by CIRE in different works. At the same time, another consequence has been to be an example for other young people, who have seen how with effort and perseverance, it is possible to reverse some complicated situations and obtain results.

Difficulties and challenges: Some of the difficulties and challenges presented are: - Prison regulations sometimes limit some of the actions. - The difficulty caused by the bureaucracy (renewal of residence and work permit) has at some point put the young man's development at risk.

Sustainability and future plans: A change of model is proposed in the interventions with young people in order to prioritize work on the responsibility of young people in making their own decisions. And more in-depth work aimed at solving the basic personal difficulties of young people to promote success.

“I never imagined that I would be able to do all this. I feel like it’s the first time I’ve done “good” things for myself”



SPAIN — CASE STUDY 5

A path step by step

Country of case study: Spain

Nationality of the individual: Spain, Morocco, others

The current age of the individual: Between 18-21 approx
 General description and overview: At CE Alzina (youth justice centre) we have VET and a Productive Workshop, where selected young boys are hired to work, in this case doing welding tasks (garden gates, fences, etc.) sold in large specialized warehouses. The aim is that after training in the Welding VET classroom, they will start in the world of work while they are still in the centre. The welding classroom aims to train young people in welding, occupational risk prevention, etc. On the other hand, the Productive Workshop aims at production, and therefore a standardized work environment is reproduced; the young people have a work contract, receive a salary, have a working schedule, etc.

Criteria fit with the case: Social Responsibility because the guys with the salary they receive dedicate a % to pay the fine to the victim, so it gives back to society. Also, diversity and inclusion because everyone can access it regardless of their documentation. Innovation & Sharing and collaboration because the penitentiary centre, the CIRE, and a private company work together and because they developed new products; effectiveness because there is the motivating effect for the rest of the young people in the penitentiary to work.

Impact and result: The young people who work at the Productive Workshop value it very much, and objectively the number of incidents is significantly reduced, as they are aware that with a disciplinary file, they will lose their job. To begin to work at the Productive Workshop, it is assessed:

- Their behaviour in the centre,
- Their performance in the welding classroom
- Pass a selection interview (simulation for them to practice their skills)
- Accessing the Productive Workshop becomes a motivational engine in the other areas of the centre.
- If the young person has to pay a Civil Liability fine, he signs a commitment whereby a part of his salary will be deducted to pay this fine. So the young person takes responsibility and prevents his family from having to take care of it.

Achievement and outcomes: With the evolution and experience of the Production Workshop, we have managed to carry out jobs with a higher degree of difficulty and specialization and, at the same time, product diversification. We have more demand for young people who meet the requirements than places to offer, so there is a waiting list.

Difficulties and challenges: Sometimes, prison dynamics make it difficult to carry out the activity normally. A challenge can be to find companies that want to bet on hiring young welding assistants.

Sustainability and future plans: Get companies willing to hire young people as welding workers and expand the capacity of the Production Workshop both in the Welding speciality and in others.



ITALY — CASE STUDY 1

From street to kitchen

Country of case study: Italy

Nationality of the individual: Guinea

The current age of the individual: 26 approximately

General description and overview: M.'s story is a little different from the others because he has never been in prison but very close to entering it. As soon as he arrived in Italy, unfortunately, due to his lack of knowledge of the language and acquaintances of the wrong people, he found himself mixed up in a drug dealing and drug use ring. He did not have many if any, points of reference, so it was easy for him to enter the maelstrom of crime. His financial difficulties were the decisive cause that led M. to have problems with the law. It is only when he accidentally meets some people working in IRFIP that his life takes a turn. He enrolled in a baking, pastry and pizza-making course and attended it for two years. During the course, he has the opportunity to learn a lot, not only on a technical and professional level in the preparation of bread and pastries but also and above all on a personal level. He learns the importance of training and learning a trade, he learns discipline, commitment and motivation. He also learns how to relate to others. The course was truly a lifeline for him. After the two years of training he was able to attend an internship in Rimini in important hotels, strengthening his knowledge. Today he is a new person. He lives and works in Milan in the catering industry and recognises that without that training course his life would not have taken a positive turn.

Criteria fit with the case: The story fits with the criterion of Attractiveness because there is a clear and pressing social need (juvenile crime and deviance) that the project aims to address and tries to resolve through training and an educational path. It also fits with social Responsibility because it has clearly defined mission statement that includes a commitment to social responsibility to the extent that everyone is involved in combating the risk of crime among young people through prevention, information and involvement of them. Finally fits with the criterion of Real and scalable applicability because this type of narrated approach can be easily replicated in other geographic locations or communities.

Impact and result: The positive impact lies in the relationship with tutors and educators who have been able to be points of reference and build experiences oriented towards change; training, orientation towards the future, and the project dimension are constitutive factors of identity: having a goal to achieve, a dream to realise or a project to participate in are the drive for a new way of life.

Achievement and outcomes: The most important achievement is undoubtedly that of being employed in Milan in a restaurant and this happened thanks to the skills and knowledge acquired in the training he took part in.

Difficulties and challenges: The real challenge is to make stories like this the norm. It is often really difficult to get young people out of crime, to get them away from this kind of life, because you don't have the tools or the right opportunities to intercept them, and above all to motivate them to such a path.

“Never be afraid of change and to trust others”



ITALY — CASE STUDY 2

A lucky meeting

Country of case study: Italy

Nationality of the individual: Italian

The current age of the individual: 51 years old

General description and overview: Having entered prison 8 years ago, he experienced a double journey as a prisoner. Initially he experienced detention as if he had nothing to lose, risking extending his sentence on his own due to irritating attitudes and violence in the first few years of detention. Then, a completely casual meeting with a teacher gave him the right motivation to make a change in his life, despite being in prison. He began studying and attending a training course: However, he maintains that the courses must be aimed at the needs of the market and not done just to make prisoners pass the time. And in fact, the course he attended allowed him to successfully reintegrate into society while remaining well aware that even if for people he will always remain an ex-convict, he will be able to work on his future without hiding what he was. Today he works in an industry thanks to the training course he attended during his detention and is able to support his family.

Criteria fit with the case: Effectiveness because the lessons learned from previous project phases being applied to improve project effectiveness; attractiveness because the case addresses a significant need in terms of social recognition and destruction of the prisoner stigma and because it allows solving the problem of reintegration of prisoners into society; real and scalable applicability because the story can be a model easily replicated in other geographic locations or communities.

Impact and result: The positive impact lies in motivation: forcing a person to attend courses is useless if that person does not understand their meaning and value. And in fact it follows that the greatest result was to find one's own path alone, to build one's own future with commitment and will.

Achievement and outcomes: Finding a job with which he can support his family is the most important achievement.

Difficulties and challenges: The biggest challenge was studying because he wasn't used to it, and it was a real obstacle. The difficulty, however, is to break away from the stigma of the prisoner.

Sustainability and future plans: The plan for the future is to be able to start his own business thanks to the work experience accumulated and the skills acquired through study and training.

“The past cannot be erased, but the future can be built!”



ROMANIA — CASE STUDY 1

Change starts from within us!

Country of case study: Romania

Nationality of the individual: Romanian

The current age of the individual: 35 years old

General description and overview: This inmate is a member of a legitimate family and has two sisters. He is childless and married. He holds professional qualifications as a network, PC, and electronics operator, having completed ten classes. He showed interest in working, so he worked with legal forms as a carpenter in Romania. In 2010, he was given a suspended sentence for driving without a license, marking his first interaction with the legal system. He later got his driver's license, which opened him to new job prospects. He moved to Germany and continued his legal professional driving career there. When he returned to Romania six years later, the authorities discovered that he had been driving under the influence of drugs. He is currently in a penitentiary in Romania, serving a sentence for committing this crime.

Criteria fit with the case: Social responsibility since the perseverance in wanting to study and obtain certification of professional skills; Innovation and attractiveness because the inmate wanted to train professionally and work in a considered profitable occupation in Romania; effectiveness because the inmate completed the professional training course, thus obtaining the certification of skills, at the same time, expressing his intention to practice in the industry.

Impact and result: During the execution of the sentence, the inmate was professionally qualified as a mason, painter, and wallpaperer. This training course was carried out through a project with European funds, accessed by a private company. As the project's target for the inmates' professional training, the Mioveni Penitentiary was co-opted as an internal partner of the project. The training program was eight hours a day for 720 hours. According to the inmate, the qualifying course was beneficial since it allowed him to expand his knowledge in the sector and validate the abilities he had learned. He says he has a strong interest in ornamental painting, and this qualification course gave him a chance to learn new things and hone practical skills in this area. During the execution of the custodial sentence, the inmate showed interest in both social reintegration efforts and gainful activities, realizing their importance in the process of social reintegration and reinsertion into the labour market after release. The inmate claims that he intends to pursue decorative painting as a career after being released from prison and perfecting this art.

Difficulties and challenges: The inmate forfeited the benefits he received from the regular educational activities in order to learn new knowledge in the field of construction and to obtain certification of these abilities, as time no longer permitted him to participate in them consistently. Also, due to the lack of time, he could not carry out any productive activities. Given this fact, the inmate was not awarded for a longer time. He apologized for not being able to use the reward to augment his right to the visit and package.

Sustainability and future plans: The inmate claims to pursue decorative painting as a career after being released from prison and perfecting this art.

“Don’t put off until tomorrow what you can do today.”



ROMANIA — CASE STUDY 2

Overcome stereotypes

Country of case study: Romania

Nationality of the individual: Romanian

The current age of the individual: 45 years old

General description and overview: The inmate is a member of a legitimate family and has a brother. He has a child and lives with another person. He graduated 11 classes and is professionally qualified as a water and gas installer. He worked with legal paperwork, practising the profession for which he is qualified. Over the years, he has shown an interest in working, being employed legally and without legal forms. He was employed in Romania as well as other nations like Spain, Holland, and England. He had his first contact with the judicial system in 1997 when he committed the theft crime. He is currently in a penitentiary in Romania, serving a sentence for committing the crime of qualified theft.

Criteria fit with the case: Social responsibility because there's perseverance in wanting to study and obtain certification of professional skills; Innovation and attractiveness since The inmate wanted to train professionally and work in a considered profitable occupation in Romania; effectiveness because the inmate completed the professional training course, thus obtaining the certification of skills, at the same time, expressing his intention to practice in the industry.

Impact and result: During the execution of the sentence, the inmate was professionally qualified as a mason, painter, and wallpaperer. This training course was carried out through a project with European funds, accessed by a private company. As the project's target for the inmates' professional training, the Mioveni Penitentiary was co-opted as an internal partner of the project. The training program was eight hours a day for 720 hours. According to the inmate, the qualifying course was beneficial since it allowed him to certify the abilities he had learned. In the event of a job interview, the diploma gained is helpful. He insists that he is interested in the field for which he has professional training and believes that he will work there once he is released because he finds it lucrative. During the execution of the custodial sentence, the inmate showed interest in both social reintegration efforts and gainful activities, realizing their importance in the process of social reintegration and reinsertion into the labour market after release. The inmate says that after his release, he wants to go to France to work in construction.

Difficulties and challenges: The inmate forfeited the benefits he received from the regular educational activities in order to learn new knowledge in the field of construction and to obtain certification of these abilities, as time no longer permitted him to participate in them consistently. Also, due to the lack of time, he could not carry out any productive activities. This circumstance dictated that the inmate would not receive rewards for a lengthier duration of time. He is voicing his worry that, given the close term of reanalysis within the commission for modifying the execution regime, the absence of various rewards may prevent the regime from being changed to one that is more liberal.

Sustainability and future plans: The inmate says that after his release, he wants to go to France to work in construction.

“Never give up, tomorrow the sun may rise on your street too”



ROMANIA — CASE STUDY 3

The man learns from mistakes!

Country of case study: Romania

Nationality of the individual: Romanian

The current age of the individual: 35 years old

General description and overview: The inmate is a member of a legitimate family and has a sister. He is childless and married. He completed 11 classes - Vocational school (textiles), a field he did not practice because of insufficient experience. Afterwards, he enrolled in professional training programs and earned his mechanic certification. He continued to demonstrate a desire to work, and beginning in 2006, he worked undocumented as an upholsterer and as an unskilled labourer in the construction industry. Afterwards, he moved to Spain and worked in the construction field with legal documents. 2010 marked his initial interaction with the legal system as he was hit with a criminal fine for operating a vehicle without a license. Due to this circumstance, he was unable to obtain a driver's license while he was in Spain, which would have opened up additional job prospects. He is serving his sentence in a Romanian prison for creating a criminal organization.

Criteria fit with the case: Social responsibility: the perseverance in wanting to study and obtain certification of professional skills; innovation and attractiveness: the inmate wanted to train professionally and work in a considered profitable occupation in Romania; effectiveness: the inmate completed the professional training course, thus obtaining the certification of skills, at the same

time, expressing his intention to practice in the industry.

Impact and result: During the execution of the sentence, the inmate was professionally qualified as a mason, painter, and wallpaperer. This training course was carried out through a project with European funds, accessed by a private company. As the project's target for the inmates' professional training, the Mioveni Penitentiary was co-opted as an internal partner of the project. The training program was eight hours a day for 720 hours. The inmate claims that the qualifying course was beneficial since it allowed him to certify some of the skills he had previously obtained. It is evident that he is interested in the area for which he was professionally qualified because, at the same time, he claims to have expanded his knowledge in the field, something that motivates him to start and run a construction company. During the execution of the custodial sentence, the inmate showed interest in both social reintegration efforts and gainful activities, realizing their importance in the process of social reintegration and reinsertion into the labour market after release. The inmate says that he intends to travel to Spain after he is released because he maintained contact with the manager of a construction company, from whom he was given the assurance that he would be employed again.

Difficulties and challenges: The inmate forfeited the benefits he received from ongoing educational activities in order to learn new knowledge in the field of construction and to obtain certification of these skills since time no longer permitted him to participate in them consistently. Also, due to the lack of time, he could not carry out any productive activities in the penitentiary. This fact dictated that the inmate would not receive rewards for a longer period of time.

Sustainability and future plans: The inmate says that he intends to travel to Spain after he is released because he maintained contact with the manager of a construction company, from whom he was given the assurance that he will be employed again.

**“When I do something, I don’t want to do well,
I want to do it perfectly”**



GERMANY — CASE STUDY 1

There has been a change

Country of case study: Germany

Nationality of the individual: NA

The current age of the individual: NA

General description and overview: Andreas (The name has been changed for data protection reasons), who discovered his penchant for painting in prison and completed an apprenticeship there to become a painter and varnisher, hopes for a future free of punishment. After graduation, he is now employed as a training assistant in the prison's painting workshop and helps other juvenile offenders to obtain a vocational qualification. For his time after prison, he already has a traineeship in a paint shop for motorbikes in prospect. These close business-prison cooperations are the exceptions, however, and in the current case were more due to personal contacts.

"I don't want to say that imprisonment has been worthwhile," says Andreas, "but there has been a change" In the past, he says, he didn't care about many things, but today, through goal setting, effort and success, ambition has developed and the will "to make something of yourself".

Criteria fit with the case: Social responsibility since in a way it helps to low recidivism, because of the training he is working and helping other inmates, and has plans to work outside the prison. Also if he has more chances to work it means he has less possibilities to come back to prison; collaboration because it is essential to work close between penitentiary services, training team and private companies; innovation

or effectiveness because he is working inside the prison and also helping other inmates, so the money/effort investment multiplies the "good" effects.

Achievement and outcomes: Such a smooth process with a motivated inmate is not the rule, however, as the prison's foreman makes clear. Many inmates went to school a long time ago and often had problems with absenteeism and little motivation to learn. Therefore, the trainees have to be supervised permanently, especially when handling knives, scissors or other dangerous objects. The positive effect is that there is more time in prison to deal with each individual trainee. At the end of the training, there is a final examination before a chamber of trade or industry, which certifies an official vocational qualification without indicating the training institution. So far, every inmate has passed his exam, which is also confirmed by the manager of the electrical workshop located behind security doors and locks. There, six trainees have just completed the written exam and are confident of having passed it with good results.

Difficulties and challenges: The fact that one of the trainees drops out due to a lack of motivation is the exception and represents a contrast to many other “normal” craft training companies, where the dropout rate is higher.

Since many inmates have experienced nothing but failure in the past - up to the point of being sentenced to prison - the training not only opens up perspectives for life after prison, but also means a strengthening of self-confidence, which many of the inmates experience here for the first time. Despite the obviously right and successful path, one would like to see much closer cooperation with the business community, because there is still a lot of prejudice against former prisoners. In this respect, there should be a training programme tailored to the business community, in which the companies already choose their future employees in prison and accompany them through the training, supported by a good programme.

“I don’t want to say that imprisonment has been worthwhile, but there has been a change”

FRANCE — CASE STUDY 1¹

From school failure to a university teacher

Country of case study: France

Nationality of individual: French

General description and overview: He felt unloved by his family and was seen as “the good-for-nothing” of his three brothers and three sisters. So he sought to be accepted by hanging out downstairs in his block of flats with delinquents who were going through the same thing in their respective families. With them, he felt valued when he got into mischief. His goal was to become a gangster so that the people in his neighbourhood would love him. At school, he was the one who made trouble. He repeated 2 years of Primary school. Then he was sent to Secondary school in a transition class because he didn't have the level. This class also included delinquents.

When he was a minor, he had already been caught stealing from the supermarket. All he got out of it was a few minor scoldings. He went into police custody a few times but was later released. The first time he was incarcerated was when he was 18 years and 2 days old. He stole a car to go on holiday with his friends. He was detained for 2 months. Then 6 months for burglary. Then a little longer for robbing a safe. Finally, 4 years for armed robbery. He describes prison as the “job centre for delinquents”. There are all kinds of professions: drug dealers, hold-up men, fences... You just have to go and see the right person to perfect your techniques. For him, detention was a way of understanding why he had been caught. He describes it as a time for “analysis of practice”.

Delinquency was a passion for him: the adrenalin, the risk, getting rich in a day.

What led him into delinquency was a multitude of contextual factors: a lack of a place in his family, failure at school, the feeling of being good for nothing, and delinquency close at hand in his neighbourhood.

Criteria fit with the case: This prisoner's experience meets the criterion of social responsibility. Indeed, following his imprisonment, he wanted to move into the social professions, wanting to help young people in difficulty as he had been.

While he was in prison, he wanted to train as an accountant. This corresponds to the attractiveness criterion because he was attracted to this training in order to develop his delinquent activity, which was not very positive in terms of combating re-offending. However, this training did help him when he was released from prison, because people believed in him and gave him the opportunity to work thanks to the training he had done in prison. This training enabled him to avoid re-offending and to reintegrate.

Impact and result: He had passed a level 3 diploma in accounting while in prison. He had chosen this training to develop his criminal activity. But something happened to him when he was last sentenced. He was due to be deported to Algeria, his country of origin, where he had never set foot because he was born in France. But when his case was examined by the deportation commission, the mayor of his commune and his brothers and sisters took the stand to testify to his intelligence and potential. It was the first time in his life that anyone had spoken well of him. It was a wake-up call for him, because it was “honest” people who had defended him, people who in principle don't like delinquents. These were the people he was robbing. So he decided to thank them by becoming a “good person”, even if his criminal activities were his passion.

¹ <https://oip.org/temoignage/repris-de-justesse/>

Difficulties or challenges: He didn't encounter any particular difficulties because he had a twofold advantage in doing this training: to train so that he could better manage his delinquent business when he got out and to have his sentence reduced.

Sustainability and future plans: The first year he was out of prison, he couldn't work because he had eviction proceedings pending. Thanks to the support of the mayor, the Mission Locale offered him a job as their accountant, given that he had done a level 3 diploma in accountancy in prison. After a year, he was able to get his papers and he was very keen to help young people in difficulty because he had been there. So he became a youth worker in a youth centre. He went on to become the director of the centre after passing a technical diploma in youth work. He went back to school and, thanks to a VAE, was able to take a degree in Sciences of Education. His degree was a real passion for him, and enabled him to look back on his career, particularly through courses on the psychology of adolescence and the theme of violence. Today, he teaches a Master's course in safety prevention policies at university. He is a self-employed "urban prevention consultant". He lectures at schools of social work, police commissioners and prison wardens, and is a graduate of the Institut des Hautes Études de la Sécurité et de la Justice (INESHJ). It is where French professional managers in the public and private sectors are trained, in the fields of justice and security. He also takes part in discussion groups in prison. He talks to inmates about his own experience, and he also gets them to talk about what happened to them and how they can avoid repeating it to have a better life.

“Today I’m the one with the most diplomas in my family. I was a failure at school and now I’m a university teacher. I was a prisoner, now I work in prison. The police used to run after me, now I run after them to give them training”

FRANCE — CASE STUDY 2²

Getting back on your feet thanks to associations

Country of case study: France

Nationality of the individual: French

General description and overview: From an early age, he experienced major family, social and financial difficulties. He comes from a “toxic” family who taught him delinquency and with whom he survived through delinquency. Their only means of communication was violence. He was tried for a criminal offence for which he received a 10-year sentence.

Criteria fit with the case: The experience of this former prisoner meets the criterion of social responsibility because, during his imprisonment, he turned to associations to help him reintegrate after his release. This was beneficial, as he could work in the social sector after his imprisonment. In 5 years, he has helped more than 500 young people in their civic commitment. This experience has given him a lot, both professionally and personally. It enabled him to understand that helping others was possible by spending time with people in need and not just with money.

His experience also meets the criterion of innovation. The association that supported him during and after his imprisonment believed in him. As a result, he was able to develop within the organisation where he worked. This enabled him to regain his self-confidence and create a platform containing information on the reality of the prison environment.

He has also set up an association called “100 murs”, which aims to work in prisons to help prisoners reintegrate into society.

His personal and professional record meets the criterion of effectiveness, as his training during and after his imprisonment, as well as his professional record after his imprisonment, enabled him to avoid re-offending, even though the temptation was great.

Impact and result: He spent 36 months awaiting trial and was sentenced to 10 years in prison. He, therefore, had 7 years left to serve before being released when he was sentenced. Before he was sentenced, it was very difficult for him to plan ahead because he didn't know the length of his sentence and he thought that the reintegration process would take place once he was released, but he quickly realised that this was not the case. When he was sentenced, he decided to change his behaviour and use the time spent in prison for the right reasons and to think about projects. He, therefore, enrolled in several training courses which he didn't necessarily enjoy but which enabled him to get out of his cell, to learn, to qualify and, therefore, to prove his efforts at reintegration. He used personal and institutional strategies to encourage his reintegration as much as possible through the experience of other inmates, i.e. he analysed the obstacles encountered by other inmates so as not to reproduce them. The aim of these strategies was not to find elements of cheating by finding false evidence to get out, the aim was really to be sincere and to get out so as never to return. Adopting these strategies enabled him to learn to manage his frustrations: just because the warden is going to give him his mail 2 days later doesn't mean he has to get angry because he doesn't deserve to spend another minute in prison because of him. That took him a lot of energy.

² [Podcasts Folo](#) by Coline Salzmann

At that point, the challenge was to ask himself who he was, what he was accused of, how he could have done otherwise, and how to stop this spiral. All he wanted was to get out of it.

So he turned to associations that help with rehabilitation. He waited 5 years before applying for leave. It was accepted, and he was granted parole. A week before the end of his sentence, he had a huge fear of leaving. When he was in prison, he saw people leaving and coming back, and that scared him. He wondered if he was going to be able to do it. He got out of prison with a consolidated employment contract for 30 hours a week at €720 a month. When he got out of prison, someone was waiting for him to offer him a hold-up, so the temptation was great. Saying no to something he knew how to do for something he didn't know if he could do for €700 a month. Fortunately, his wife believed in him and in this change, and that helped him a lot, thanks to her confidence and the fact that he felt loved.

Difficulties or challenges: Initially, he did not receive much support from the SPIP (the French prison integration and probation service) because he was a DPS (Particularly Supervised Prisoner) due to his ability to unite a group and steer it towards a common goal. When they have a profile like this, detainees are regularly transferred so as to avoid any excesses in the prisons. This made it difficult for him to prepare for his reintegration and start a training course or a job.

Sustainability and Future Plans: He started out working in a social and professional integration association as an employee. He worked his way up through the association, becoming an international solidarity site manager and a specialist technical supervisor, before moving on to another association offering civic services for young people. In 5 years, he has supported more than 500 young people in their civic commitment.

For him, this was an important step in his life because he had never been taught what it meant to be a citizen, and he thought that the only way to help people was to win the lottery, but he realised that helping people meant listening to them, being with them, giving them a hand, taking an interest in them. He then moved on within the association and became a network coordinator in Paris. He trained all the network and project coordinators. At the same time, he created a platform called “Carcéopolis”, which is dedicated to providing information about prisons so that civil society becomes aware of what prison is like. In 2014, he set up the “100 Murs” association, which enables him to work in open and closed prisons with both adult and juvenile inmates. He focuses his work on 3 modules: personal development to help people control their emotions and begin to change citizenship and vocational integration. This gives meaning to his life.

“One day’s action does not determine a man forever”



FRANCE — CASE STUDY 3

Cooking training as a starting point for reintegration

Country of case study: France

Nationality of the individual: French

The current age of the individual: 30 years old

General description and overview: He has been imprisoned three times, is divorced and has a son. He was receiving the Active Solidarity Income (RSA) before his last incarceration. However, he has had several jobs as a bricklayer, painter, plasterer and façade builder. He has worked for a total of around 7 years. His last work experience was as a façade builder and he does not wish to look for work in this field. As far as his education is concerned, he took a level 3 course in metallurgy but did not take the exam. He therefore has no qualifications.

Criteria fit with the case: This prisoner's experience meets the criterion of social responsibility. During his detention, he wanted to take part in a number of civic activities: clearing brush for an association, organising a via ferrata and taking part in a race held in a village near the prison. These activities made him feel useful. It is also important to note that his commitment was real, as he signed up to take part in this race while still in prison. The race took place once he had been released. However, despite his release, he insisted on taking part. He also wanted to complete a level 3 course in cookery while he was in prison.

This corresponds to the attractiveness criterion, as he was determined to complete this training to ensure his reintegration. It paid off, as he found a job in the catering industry on his release. This person's career is a testament to the effectiveness of the prison's rehabilitation and training services. The teacher at the prison, together with the various prison services, had scheduled motivational interviews with restaurant owners. This prisoner took part in these interviews, which led to a promise of employment. As a result, he not only benefited from a reduced sentence but was also reintegrated into society.

Impact and result: He completed a level 3 cookery diploma in prison. He realised that cooking was a real vocation for him. So he put all his energy into it and passed the diploma. While he was in prison, he was interviewed for jobs in restaurants. As a result, a boss wanted to take him on. This enabled him to get a reduction in his sentence and helped his reintegration because when he was released, he worked in this restaurant. He also wanted to brush up his maths and French while in prison. He passed the CFG (general training certificate) exam, obtaining an average of 17/20.

Achievement and outcomes: During his incarceration, he achieved a number of successes:

- He enrolled on a level 3 cookery course and graduated. He also found work in this field on his release.
- He wanted to brush up his maths and French. This enabled him to pass the CFG (general training certificate) with an average mark of 17/20.
- He took part in a project combining citizenship and sport. The aim was to help an association organise a sporting event. So he took part in a brush-cutting and via ferrata day.
- He wanted to take part in a running race in a village near the prison and trained rigorously. He was released from prison before the race took place. However, he still took part in the race while he was free. He ran 14 km under the admiring eyes of his son.

Difficulties or challenges: Initially, he wasn't interested in the cookery course, but it was the only course on offer at the prison. In the end, he has no regrets whatsoever, as it has not only enabled him to reintegrate but also to improve his daily life as a father, as he is now proud to be able to cook good meals for his son.

Sustainability and Future Plans: The level 3 cookery course is still offered at this prison. The inmates are quite willing to take this course, which requires a great deal of vigilance on the part of the trainer. The prison wanted to offer more training opportunities to its inmates, and an eco-construction course began in September 2023.

“Motivation and determination are the keys to reintegration”



INTERNATIONAL CASE STUDIES — CASE STUDY 1

Igniting Interest in Industry Careers

Country of case study: West Michigan, United States

Nationality of the individual: American

The current age of the individual: Specified age not available, approximation 18-24 years old

General description and overview: Julian's background was not divulged in this success story, however, he had not been on a "good path" and had not been able to hold on to a job before entering prison. Upon exiting, he had no plan to move forward with his life in a positive pro-social way, until he was referred to 'Goodwill Industries.' Goodwill Industries runs a community job resource center that provides employment services and related support/training to people looking for work, or those seeking help in advancing their careers. Upon release from prisons, Julian's parole officer told him about the IGNITE programme and encouraged him to meet with a prospective career coach, Joe.

Criteria fit with the case: Goodwill Industries is "a social enterprise, operating viable business lines that serve its mission through entrepreneurial, sustainable, earned-income strategies. Goodwill's business model provides valuable work and training opportunities for people with disadvantaging conditions, protects our environment through recycling and reuse, and contributes to the economic health of our community." In 2022 the served 2838 people in the Michigan area, placed 450 people in competitive employment, with a further 113 program participants who worked and earned pay checks at Goodwill

itself. A Goodwill, they believe that "Work is a powerful force... that work plays a critical role for people to achieve security, independence, self-worth, pride, and respect." Their mission statement is: Goodwill Industries' vision further promotes diversity and inclusivity, particularly for justice-involved individuals:



"Every person has a pathway to meaningful and sustaining work. All are included when both individual and systemic challenges have been overcome. Personal challenges include having a disability, illness, criminal background, or other disadvantaging condition. Systemic challenges include generational poverty, racism, discrimination, educational and economic inequities, and other long-term social injustices.

"The LifeLaunch: IGNITE programme is one of the specific Justice-Involved Programmes, funded through the Department of Labor, which helps 18-to-24-years-old who have been involved in the justice system and want a fresh start. Working with the local Probation Office, the ten-week program offers vocational career tracks in Commercial Driver's License (CDL), computer networking, CNA, manufacturing, materials handling, machine operation, mechatronics, or welding with job placement assistance in the Muskegon area of Michigan, USA. The skills training takes place within Goodwill Industries of West Michigan's Industrial Services Center, and is complemented by a robust classroom curriculum instruction through a collaborative partnership with Muskegon Community College. Each program participant is coached throughout the duration of the program by a Goodwill career coach who meets with each participant multiple times per week to provide feedback on their work performance and to ensure plan adherence based on goals set by the participant. Additionally, once the participant completes programming, the career coach continues the relationship to secure and retain employment. This ongoing relationship is unique to the Goodwill approach, and offers a stable pro-social support system, which many of its users have never experienced. Satisfied employer partners

further include:

- Century Foundry
- Ginman Tire Company
- Goober's Baker
- Jost International
- Richey Nursery
- Michigan Spring & Stamping
- Monarch Powder Coating

Impact and result: After learning about different types of jobs through the IGNITE program, and nearing completion of his ten-week manufacturing/material handling work experience training, Julian demonstrated a particular interest in materials handling and became curious about Commercial Driver's License (CDL) certification. Based on this, his career coach, Joe, arranged a job shadow experience for Julian with Goodwill Transportation Manager. This first-hand "induction" shadowing experience was key to sustaining Julian's motivation to continue his training.

In March, Julian began a six-week CDL certification through a partnership with Michigan Works, after Goodwill Transportation happily offered him the position of Truck Driver II. His managers' reviews have been extremely positive: **"He has been a great addition to the transportation team. We are just so happy to have him here."**

To which, Julian praises the programme that helped get him there: "IGNITE helped me learn how to prepare for a job. They exposed me to different work experiences like forklift driving and welding, and they helped me see there was more out there."

Achievement and outcomes: The key successful aspect of the Goodwill Industries is their individualised support throughout the training and employment stages, provided by one-to-one career coach.

While training is delivered by respective professionals, mentorship aid's individuals find inner motivation to begin, and continue, the training process into successful work. This is aided by linking the individual with a range of services as required, that can all be easily accessed in the one place, including: Job search assistance, Resume development, Interview coaching, Career exploration, Training opportunities, Basic computer training, Financial coaching, Resource referrals, Workplace readiness. This multi-level approach makes Goodwill Industries a 'one-stop-shop' for successful socio-labour reinsertion.

Difficulties or challenges: On an individual level, a lack of motivation and confidence is a key roadblock for many ex-offenders in committing to employment-based training programmes. This was the case with Julian, initially, he wasn't interested, but after meeting Joe he shared that "he made me feel like I would be part of a family. I started the next week and never looked back.

Sustainability and future plans: Goodwill Industries continue to develop justice focused programmes, building on IGNITES success. These include:

Empowering Ex-offenders in Transition (EXIT), which provides comprehensive support services to criminal offenders in partnership with other community organizations as an alternative sentencing option. Participants are referred by the Muskegon County Probation Office, to be mentored and gain occupational training, helping participants become more involved in their community, reducing the likelihood of future criminal activity. Offender Success, The Offender Success program (formerly called Prisoner Reentry) is a state-wide strategic approach to creating safer neighborhoods and better citizens through the delivery of a seamless plan of services, programming, support, and supervision for prisoners re-entering the community.



“IGNITE helped me learn how to prepare for a job. They exposed me to different work experiences like forklift driving and welding, and they helped me see there was more out there.”



Image source: [Goodwill Success Stories](#) [Pictured] Julian after completing his CDL certification to be able to become a truck.

Image source: [Goodwill Industries of West Michigan Facebook page](#) [Pictured] Julian receiving his Manufacturing Skills Training Certificate of Achievement (17th March, 2022). Julian is flanked by Goodwill Career Coach Joe Gordon and Justice Involved Program Manager Dina Butler.



INTERNATIONAL CASE STUDIES — CASE STUDY 2

The Power of Pen Pal Canine Training

Country of case study: Virginia, United States

Nationality of the individual: American

The current age of the individual: Specified age not available

General description and overview: Rob’s background was not divulged in this success story, however, he self-describes his background before going into prison:

“Many years ago I was rather immature and selfish, and lacked any sense of direction. With a mind filled with negativity and alcohol, I did something unkind and thoughtless.” Rob describes what drew him to the programme was “the sense of accomplishment and self-worth you get from helping another living creature find a life of happiness, security, and comfort.”

Acceptance into this programme allowed him to move into a cell with another inmate handler, which afforded them to opportunity to “live and breathe dog training 24 hours a day”, a welcomed focus. Rob was in the Pen Pals programme from July 2007 until October 2014 while serving his (7+ year) sentence. In that time he worked successfully with close to 40 dogs.

Criteria fit with the case: In collaborative partnership with the Virginia Department of Corrections, FETCH A Cure’s ‘Pen Pals’ programme places homeless dogs from local animal shelters in the care of men and women incarcerated at Virginia correctional centers. With the guidance of professional canine behaviorists, inmates in the Pen Pals program learn to serve as “Handlers” to

train, socialize, and provide around-the-clock care for rescue dogs in preparation for adoption — all from within the prison.

The dogs are trained and housed in the prison with inmates for a minimum of 8 weeks before “graduating” and moving into their loving adoptive homes.

The men do have ongoing course work during these 8 weeks and have the opportunity to advance to higher skill levels upon completion of each level (i.e., beginner, secondary, and primary handler status). Each level is assigned seven to 10 books and videos which they must read/view. The inmates must write reports, take tests, and pass a skills assessment. Pen Pals benefits the local community by helping reduce overcrowding and euthanasia rates in Virginia’s dog shelters, while at the same time improving the rehabilitation of people serving sentences in prison. Inmates learn and exercise skills and techniques that are useful both professionally and in life, as working with dogs enables them to practice effective communication, patience, and confidence.

Most importantly, the opportunity to bond with a canine companion imparts countless benefits to mental health and overall well-being for both the Handler and dog. There have also been similar programmes implemented in other states, based on the success of Pen Pals, including but not limited to:

- Companion Dog Program: Nevada State Prison
- Puppies Behind Bars: Correctional Facilities in New York, New Jersey and Connecticut
- Tender Loving Care: Ohio Department of Corrections
- Friends for Folks: Oklahoma Department of Corrections



Impact and result: Each time a dog graduates the program to go to their forever home, the Handler “feels a sense of accomplishment and pride for all the work they’ve done to prepare the dog for a good life, leaving a smile on both ends of the leash.”

Rob illuminates that having been “entrusted with a leadership role within the program, I was able to develop skills so valuable to all of life, such as real listening, conflict resolution, and public speaking, as well as being a liaison between staff and inmates.”

Ultimately, the skills learned, and responsibilities assigned to the Handlers help prepare them for life outside prison. After their release, some Pen Pals Handlers go on to work with animals, becoming professional dog trainers themselves. This was the case in Rob’s experience, as he is now working as a mentor handler. Longer term, however, Rob shares that “training animals is what I would love to do as a lifetime career. I am working hard to follow that dream”.

Achievement and outcomes: Pen Pals successfully transferred an average of 80 dogs/year from shelters around Virginia through their Pen Pals programme.

Difficulties and challenges: The application process to gain acceptance into the programme is not an easy one. The men selected have to be charge-free for two years within the prison, cannot have had any animal cruelty-related or sex offences, and have to be “model” inmates and be eligible for honor housing. Once they are part of the program, they must follow the education outline and show respect for the dogs and other handlers. There are generally between 4-12 men and 2-6 dogs in the programmes at a single prison at any given time. Currently, this is what’s manageable resources-wise. However, it also means that accessing this positive and appealing training programme is limited in terms of it reaching a broader group for rehabilitation.

Another challenge is post-release employment in the area – while some inmates do go on to work as dog trainers and mentors, as in Rob’s case, many unfortunately choose not to take this career path due to the perceived time it takes to build a business, or the difficulty in finding employment with facilities willing to hire them. These aspects could be considered in further advancing the programme and providing entrepreneurial guidance and connections with local animal-based businesses.

Sustainability and future plans: After being inspired by the work he undertook within the Pen Pals programme, Rob is now a professional member of the Association of Professional Dog Trainers (APDT), as well as an AKC Canine Good Citizen evaluator (the framework Pen Pals bases their training on).

He is currently working as a mentor trainer in the Pen Pals programme and is considering pursuing further certifications and credentials in the future. For right now is attempting to gain as much direct experience and understanding as possible in relation to all aspects of training, behavior, and business.



“I learned so much through the program. One of the most important is letting go of the old, selfish mindset and opening up my heart and thoughts for others.”

Image source: Whole Dog Journal – Former Inmate Success Story
[Pictured] The dog that stood out the most from the nearly 40 Rob trained as a Foxhound/Collie mix named Woody “He was the first one I worked with who had severe fear issues and he taught me more than any other about fear and behaviour and about myself as well”.

Image source: Adopt Pen Pals
[Pictured] Example images of inmates enrolled on the Pen Pals program in Virginia state.

04

Recommendations and conclusion



In all the cases presented, we find common aspects, at least

- the effects of training beyond the acquisition of competencies or certifications;
- the importance of the link with the actual labour market both inside and outside the prison;
- the importance of the process of guidance, training and accompaniment of the inmates, both during their stay in prison and on their release.

Criteria

By collecting the various case studies from the partner countries, it was possible to make an overview of the main criteria that fit with the case study.

Social Responsibility

One of the main functions of the prison is to ensure that people with judicial measures leave prison with a personal project that takes them away from their previous life and that they contribute new positive values to society, in some cases even directing their professional life towards helping people who are in the same situation in the past as examples of resilience, we could say.

Real and scalable applicability

The fact that most of the cases can be linked to the criterion of real and scalable applicability tells us that projects where training (longer, shorter, with or without certification) can be applied to different contexts and environments, but almost always with encouraging results, especially in terms of incarcerated people initiating an important change in their lives.

Effectiveness

Is another of the values to be highlighted when the investment of resources gives the expected results; as always in education, perhaps the results are not immediate or cannot be measured objectively, mainly if we focus on the “collateral” effects, that is, the effect it has on people.

Sharing and collaboration

It appears as recurrent values to guarantee the success of reinsertion projects, etc. Collaboration and sharing multiply the guarantees of success between the different departments and with external entities and private companies, which ultimately favour good results on this long road to reintegration.

Impact, results and challenges

IMPACT

Indirect impact: when an experience such as the training in Technical Drawing included in STEP2LAB generates interest in other inmates, who may not have been interested at first, but later, seeing their colleagues who are doing the training, their interest is awakened.

Direct impact: the impact of the training on the person is not only in the acquisition of skills but also in, for example, the motivation to build a better future, avoid recidivism, generate positive expectations, show their relatives that they are “useful and capable”, among others.

RESULTS

Training is not only a measure to increase the skills of inmates but also a form of empowerment to boost the positive side and self-esteem; it is the possibility of reorientation towards a new sector.

In the case of the STEP2LAB modules, training boosts creativity, especially in young people; that is usually not worked on. So, the connection to the real world boosts learning and gives them skills.

For Young people, as they usually have a previous path full of failures, negative expectations, etc., doing training gives them a positive view of themselves, puts them in front of the fact that they are capable of doing positive things, that they can use their intelligence to build positive things.

Training often represents a booster to set out to build a positive life away from the world of crime, which is sometimes successful and sometimes not.

CHALLENGES

Beyond the acquisition of skills, at the same time, it has made it emerge that there are clearly challenges to be met. It is clear that one of the most critical challenges in all countries is the real connection with the labour market to enable people, once they have improved their skills and have made a real change in their lives, to build a new life by getting a job.

If we take into account that the person has been out of the real society for a while, that often during this time they have not been able to make too many decisions about their life, the incorporation into the “real world” is a great challenge, which requires an accompaniment in which the person can share the insecurities, doubts, or difficulties that they may encounter.

In conclusion, it can be said that we are on the right path as regards the training offer in prisons, even if there are still many challenges to overcome to obtain better results in the social reintegration of prisoners. In general, however, the benefits and positive sides of training and consequently of a job are evident: it allows incarcerated individuals to take responsibility, to put aside savings for when they get out, it allows them to earn something to be able to financially support their family on the outside.

Professional training, in fact, allows you to learn a trade and lay the foundations for building a new future with the hope of achieving professional development and the reintegration of prisoners into society also with the aim of combating recidivism rates.

The stories collected in this catalogue show us how dignity and hope for those who have made mistakes and want to start again are indispensable and underline how necessary professionalisation, awareness-raising of companies, strengthening of collaboration networks and organisation of activities are.

05

Annexes



Case Study Structure template

Case n° (min. 5 – max. 12 cases per country) Case Title

<insert content here>

Country of case study

The current age of the individual

Nationality of individual

It is suggested that each case study then have a paragraph dedicated to each of the following sections: Nationality of individual

General description and overview

<insert content here>

The general description should provide a background snapshot of the individual's life journey prior to entering prison at the most recent time.

Without recording any identifying details (to ensure anonymity), aim to include broadly relevant information regarding their upbringing, education, and a brief history of interaction with the criminal justice system.

Criteria fit with the case

Based upon the criteria agreed by the partnership in the Structure document, this section should summarise how the case aligns with at least 3 aspects of the selection criteria. These criteria include:

a) Social Responsibility

- Does the project have a clearly defined mission statement that includes a commitment to social responsibility and ethical practices?
- Does the case directly benefit the local community or society at large?
- Does the case contribute to the betterment of society or address social issues?
- Does the case incorporate sustainable practices?
- Does the case promote diversity and inclusion?

b) Innovation

- Does the project's approach or solution differ from existing alternatives?
- Does it introduce novel concepts, technologies, or methodologies?
- Is there a clear need or demand for the project's innovation?
- Has the project involved collaboration between experts or teams from different fields or disciplines?
- Is the project designed with the end-users' needs and preferences in mind?

c) Sharing and collaboration

- Is the project team structured, and the roles do team members play?
- Does the project collaborate with external partners, such as suppliers, customers, or research institutions?
- Does the project use communication channels and tools to facilitate collaboration among team members?
- Does the project collaborate with individuals or teams from different departments or organizations?

d) Communication

- Are the communication channels being used (e.g., email, meetings, reports, collaboration tools) well defined/identified?
- Is there a clear flow of information from team members to project leadership and vice versa?
- Is project information transparent and easily accessible to all relevant parties?
- Is there a centralized repository for project-related documents and information?
- Have all relevant stakeholders, including beneficiaries, community members, and partners, been identified and documented?

<insert content here>

e) Effectiveness

- Are the project objectives clearly defined, measurable, and aligned with the organization's goals?
- Is the project appropriately resourced in terms of budget, personnel, and equipment?
- Is quality control being maintained throughout the project?
- Are lessons learned from previous projects or project phases being applied to improve project effectiveness?
- After project completion, is there a review process to evaluate the project's effectiveness and identify areas for improvement?
- Are strategies described to ensure the project's continuity?

f) Attractiveness

- Is there a clear and pressing social need that the project aims to address?
- Does it solve a specific problem or address a significant need?
- Does it differentiate itself from existing projects?
- Does the project aim to empower the community or beneficiaries to take an active role in solving their own social challenges?
- Are the necessary resources (funding, volunteers, materials) available or easy accessible to support the project?

g) Real and scalable applicability

- Is this case possible to scale or grow over time, potentially reaching a broader audience or market?
- Does it plan to evolve and stay relevant in response to changing needs?
- Are the target beneficiaries clearly identified and well-understood?
- Can the project's model or approach be easily replicated in other geographic locations or communities?

Note: if there are additional criteria deemed relevant to the context of the case, please include them also.

<insert content here>

Impact and result

Describe how the STEP2LAB training has impacted this individual's life. Mention if they have created something with the knowledge they've received. What are their future plans? Have they gained an interest in entering this industry?

For the case studies about individuals not involved in STEP2LAB: describe the above points focusing on other types of training they have been involved in while in prison, and if they are thinking of working (and on what) once they are liberated, and what their future plans are.

Achievement and outcomes

Describe significant achievements and success aspects in the process of STEP2LAB training.

Difficulties or challenges

Describe if the individual has found anything difficult in the process of STEP2LAB training (what specifically).

For the case studies about individuals not involved in STEP2LAB: Describe if the individual has found anything difficult while participating in trainings in prison.

Sustainability and Future Plans

Brief description of future plans, if the experience will be repeated, if an improvement process will be applied, etc.

A standout quote from the individual

It's important to have a quote from the individual, so it's not just an expository catalogue. This way, we can read their exact thoughts. The quote shouldn't be as big as a paragraph.

INFORMATION SHEET FOR DATA PROCESSING

Informed Consent Template

STEP2LAB Systematic Transition into the labour market

Dear participant,

In the context of the **STEP2LAB** project, we are interested in the impact of the Computer-Aided Design (CAD) course that you have completed.

In this sense, Istituto Religioso di Formazione e Istruzione Professionale (IRFIP) and IPS_Innovative Prison Systems are collecting information for best practice case studies. This document will inform you of how your personal data will be processed should you agree that your experience be documented.

Data Controller Protection Contacts:

Name Surname, email address

<Add information about the partner organisation staff that is carrying out the case study research>

Types of personal data to be processed:

As much or as little, fully anonymized information regarding your upbringing, education, history of interaction with the criminal system, and the impact of the STEP2LAB CAD course on your life may be processed by the data controller/processor for the purposes mentioned below.

Informed Consent Form For Data Processing

I consent that:

1. I have carefully read and understood the Information Sheet for Data Processing.
2. I am fully aware of all my rights and, especially, of my right to withdraw this consent at any time (before the case study report publication, <insert date>) without consequences by contacting the Data Protection Officer.

Hereby I, (name, surname)

consent

do not consent

to the processing of my personal data as part of the Case Studies activity carried out for the STEP2LAB project.

<Location>

<Date>

Signature of the participant

The personal information on this Informed Consent Form will be retained in hard copy by the data controller during the lifecycle of the project and evaluation by the National Agency has been finalised. For any information and for the exercise of your rights with respect to the personal data on the consent form, you may contact the Data Protection Officer (see contact details in the Information Sheet).

06

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Author/s

AGUELI, Annamaria **(IRFIP)**
BELLAVISTA, Monica **(CIRE)**

Contributor/s

ALMEIDA, Sofia **(IPS)**
MACHAN, Claire **(IPS)**
GHEORGHE, Adriana **(Mioveni Prison)**
STEINER, Johane **(Greta du Velay)**
CARROLAGGI, Pierre **(Greta du Velay)**
SOARES, Rui **(CENTIMFE)**
RAMOS, Liliana **(CENTIMFE)**
URBAN, Torsten **(KIMW)**

Name

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**Systematic
Transition**
from prison into
the labour market

