SKILLS 4 FREEDOM
Artistic paths to develop the professional skills of prisoners

C3. HOW TO LEARN TO GIVE SKILLS VALUE

REPORT

26th of September - 2nd of October

Berlin

PARTECIPANTS

Pawel Popek, Artur Stachura, Łukasz Storch (from the 29th of September), for Collegium Balticum – Poland
Michele Masotti, Felicita Saccani, Manuela Marchese for ARCI Liguria – Italy
Giancarlo Mariottini, Romina Soldati, Alessia Magrì for Teatro dell'Ortica – Italy
Emiliya Draganova Staykova, Atanaska Ivanova Bakleva, Emilia Crushcov for UPSDA – Bulgaria
İnci Derya Yucel for Izmir – Turkey
Tasos Trattonikolas, Ioanna Georgiou for EUROSuccess – Cyprus
Gert Hurkmans (from the 30th of September), Stijn Moreel, Karen Geerts (unitl the 29th of September), for Asturia – Belgium
Mario Bozzo Costa, Maria Elena Buslacchi (until the 30th of September), Francesco Ferrari (from the 1st of October) for EFA – Italy (trainers)
Holger Syrbe, Claudia Rothenbühler daily (Henrietta Clasen, Sibylle Arndt in visits & meetings) for Aufbruch – Germany (Host)

PROGRAMME

See the attached document: Working Paper, in Report folder (training activity Germany)
Monday, 26th September

Agenda

15.30   welcoming
16.00   educational agreement
- ice breakers
- course planning
- partecipants expectations
- course rules and logistic

17.30   Glossary
         The Operating Project
20.00   meeting with AufBruch & Social Dinner
22. Good Night!

Educational Agreement

Presentation of S4F C3

At the beginning Holger for AufBruch, host of the training, explain the program of the week, timeline, contents and logistic. After that Mario for EFA make an introduction of the training: "during C3 in Berlin we are following three paths which cross the one with the other:

1.the GLOSSARY: we are going to work on sharing and focusing some different concepts and tools partners will be supposed to use in order to build their experimental modules. In these modules every partner will be asked to present an artistic project and to prepare an educational project for inmates, to imagine a system of skills certification, to project a system for collecting data about acquired skills and to provide inmates' mobility for work reasons.
     a. What do we mean with formal/non formal education
     b. What is an educational planning
     c. A definition of skills that can be acquired for work reasons
     d. What is an experimental operational project
     e. Which are the structure & rules of a database for collecting acquired skills
2. a confrontation about acquires knowledge during C2: from objective 1 to objective 4, each C2 object will be discussed in depth by participants
3. a workshop on the subjects of C3 objectives which is going to develop the models & definitions of the glossary."
Mario draws an easy diagram of the experimental modules:
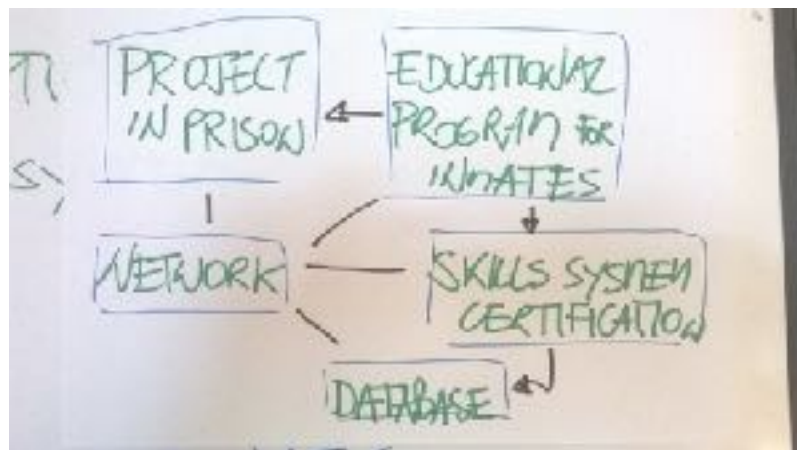
After Mario's introduction every participant is asked to put his/her course's expectations , fears and contributions on a post-it on flipchart, contributions upon the draw of a bulb, fears and expectations at first on the left or right side of a balance, to move them either into a bin or into a suitcase if during the training they change.

Results

Fears:
my english is bad (2)/ language barrier (2) comunication problems
multicultural problems

having no contributions to give/ not able to give a strong contribution to the discussion
defintion prison roles (2)
motivations of inmates
valuable ideas will not be recorded and lost/ some of ideas and models can't be understand totaly
(it can be solved by a healty and frequent comunication after training)
not to point the goals of the project, according to our different country situations
not to understand the real object of the project
lot of new faces
boredom
that we are going to get too tired, not enough rest in 7 days

Expectations:
undestand the project/ to have a better understanding of the project
get knowledge about other projects and other sights on this work
to build something concrete
learning new knowledges and experiences
activities for inmates
suitable models include arts and theatre with adult and juvenile offenders for Turkey's justice
system
a guidance for S4F
clearness
group cooperation
establish a common language
alternative thinking
to be an active part of the project
too much expectations
to form a good team with productive ideas
to have fun and a good time and results
share the different experiences
try to find a solution/answer to my question
to make interesting and useful the glossary objective

good ideas
better comprend the process toward our objective
how to breal mental obtacles?

Contributions:
Good practices examples/ Show my experiences and ask some questions/ experience/ my experience in prison/ share personal experinces/ experience
Share problems about laws and burocracy to understand to extend programs strongly
Share ideas
Good interactions/ fun/ humor/ positive energy/ partecipation/ team work
Enthusiasm
Helping in logistical and specific problems in Berlin

A little discussion follows on expectations and fears:

Expectations	Fears
Giancarlo: to find a common language, to share concepts	Tasos: prisons rules - every prison is different, we could find something we would like to use in our context, but we may not be able to do that in our country / in the specific case of the prison we are working with
Tasos: what does a *glossary* mean? Emilia: I asked for a glossary because we have different understandings of what is a *teacher*, what is a *technician*, a kind of *formal education*… Mario: do we discuss everything and overtime or should we have a break point? Which are the basis we can share in order to make our choices? Felicita: we should be able to speak and understand each other	Giancarlo: there are new faces, so every time we have to re-start, to re-explain Holger: we may be tired Mario: we may be bored of repeating things we already spoke about
Emilia: I need a clarification about what we are going to do in Genoa - we said we will have to test, but what exactly?	Emilia: How can we simulate our workshop if we want for example to use Japanese art with inmates and we can not work with our expert in Japanese art in Genoa?
	Alessia, Ingi, Nancy, Stan: It is the first time we are here,

Glossary / 1: the operational project

Participants are shared into three groups and asked to make a puzzle with key words about logics and dynamics of the project: all actions and items of the project must be placed in a timeline of the project process. After the working group, all the results are comparated and partners reached a synthesis:
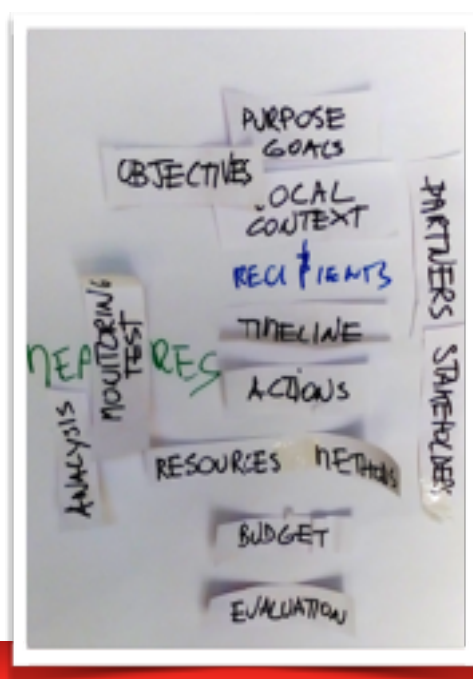
As a result of the work Arthur partnerspedia! (related to the   said: let's make a purpose of the glossary)

Tuesday, 27th September

Agenda

9.00   Workshop on the operational project
11.00   Comparison on C2 learnings
13.00   Lunch
14.00   GLOSSARY
            Skills and Competences
16.00   Conclusions

How to make a project

After having seen which is the structure and development of a project, participants are working within their organisations in order to develop a first, realistic draft of the proposal they are going to develop during C4 in Genoa and to test once back. At the end of the workshops each partner presents to the group the results.

ARCI
General purpose: Work about parenthood
Objectives: to improve relationships between parents & children
Local context: Marassi
Partners: Teatro dell'Ortica - some ARCI clubs
Resources: human resources & space from ARCI

COLLEGIUM BALTICUM
Local context: Centres for social rehabilitation
Recipients: young offenders
Purpose: Integration of the offenders with local communities, in order not to
Objective: Festival / Local show of artistic exhibitions

TEATRO DELL'ORTICA
Purpose: social reintegration of detainees, fighting stigmatization
Objectives: developing theatrical activities by implementing things they already do (ex. Creazioni al fresco > scenography)
Local context: a new project will work with sex offenders
Partners: psychologist for a psychological supervision

AUFBRUCH
Purpose: External evaluation
Local context: youth prison
Partners: in the prison - social workers, teachers, security…

ASTURIA
Purpose: to help inmates to find job
Objectives: not just soft skills but also artistic-professional skills (ex. creative bakery)
Local context: adults governmental prison
Partners: social workers, teacher, prison & school director
Action: we have to follow government guidelines

IZMIR VALILIGI
Purpose: rehabilitation of drug users (inmates, probation service, ex inmates)
Objectives: psychodrama
Local context: probation service
Partners: psychologists (they could train some people, maybe ex inmates?), some NGO working with alcoholic people, Municipality and University
Actions: Individual & group activities in psychodrama
Evaluation & Monitoring: with Health public service

UPSDA
Purpose: "Find Your Art" - acquiring practical skills inmates can use outside the prison
Objectives: to create a chain of events developed through 5-6 workshops
Actions: Forum Theatre, Japanese art (origami)…
Partners: Centre for Social Reintegration > external agencies (for finding home, job…)
Resources: inner human resources
Budget: from Plovdiv ECC 2019, from Japanese Embassy
Evaluation & Monitoring: certification of acquired skills

EUROSUCCESS
Purpose: Reintegration of Inmates, preparing the families
Objectives: acquiring professional artistic skills
Partners: Director of Prison Department, Director of the school
Actions: Workshops, courses (art, handcrafts…) and event at the end of the year
Ressources: internal & external professionals
Evaluation: by Eurosuccess
Methods: formal & non formal education
Partners: associations of psychologists, social workers, another prison in Cyprus

> ➢ see also the photos in google drive Skills4Freedom, Training Activities, Training activity C3 Germany, Glossary, Operational Project

Comparison on C2 learnings

The partners have a comparison of what they learned from C2 e-learning. In synthesis the idea is that in C2 there a lot of good informations but:

1. maybe too many informations and not a real synthesis or thinking or conclusion about any item
2. in the text you find different styles, without it is a mess. The text would need an editing also for a well visual presentation. Why do we have so much information about Mongolia, Africa…? In every module it is structured in a very different way.
3. The complex it doesn't seem very scientific
4. Very difficult to understand a synthesis or a meaning of all the data

Glossary / 2: Skills and Competences

Giancarlo (Teatro dell'Ortica) proposes a contribution about:

Evaluation of skills: a pocket guide
based on materials of Paola Vidotto.

Italian school system was quite old and not based on evaluation of skills and competences, so Italian teachers had to be trained in order to change their pedagogic technniques.
A certification logic / a training logic would seem to be antithetical:

Transmission model (the teacher esplains, the student studies and repeats, the teacher evaluates) in a stable and predictable society, where market of labour is quite stable and authority is recognized as a value. The "cultural baggage" well suits when you do not have to move nor things are changing around you
vs
Constructivist model
transversal skills, light "baggage"

Knowledge (theoretical, can be taught) and *competence* (practical, can be developed) are often seen as opposite concepts; where are skills? They are "the ability to apply knowledge to solve problems" – between knowledge and competence in terms of responsibility and authonomy.
According to European Qualification Framework (EQF) competence is "the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development"
John Dewey in *How we think* (1910) says that there are two different logic levels:
- the acquisition of knowledge on particular subjects
- the production of *mental habits* (= cognitive styles, formae mentis, ways of thinking, forms of intelligence = competences)
Philippe Perrenoud: *Ten new competences for teaching* (2008) **Evaluation** is not a separate moment as a final judgment: it is more an orientation since the beginning, where contents are a mean and not the main goal.
Closeness to real situation – constructivist perspective
Evaluation: subjective (self-evaluation of the product, of the process, of the attitude, of ourselves) + inter-subjective (work-related level: certificates) + objective pole

➢ See also pdf untitled "Evaluation of skills" in google drive Skills4Freedom, Training Activities, Training activity C3 Germany, Glossary, Skills & Competences

Wednesday, 28th September

Agenda

9.00   GLOSSARY
          Formal Not Formal
11.00   Meeting with ex inmates
13.00   Lunch
14.00   Workshop on educational project
          GLOSSARY
          Educational Project
16.00   Conclusions

Ice breaker: DRIIIN - Hello - Who is speaking? - (tell the name of some participant)

Glossary / 3: Formal Not Formal Education

To introduce the subject Mario shows a clip about Gardner's different kinds of intelligence: different intelligences, different educational objectives to achieve, different educational plans. The starting point is the work that all partners made about formal & non formal education in C1 in Szcecin. Mario shows a synthesis of that asking for a final definition about formal and non formal education

After critics by Giancarlo & Holger, we agree to use non formal methods in a formal educational programme.

GLOSSARY – FORMAL, NOT FORMAL EDUCATION

The partners shares the Szczecin work on formal and not formal education establishing that the analysis and classifications developed by the working groups are understandable but abstract in a real situation.

In the real situation of the educational proposal that each partner will have to plan for Skills 4 Freedom they shares the fact that they have to prepare for <u>formal vocational trainings</u> with a duration of path and appropriate professional resources to achieve the certification of skills and competences, but <u>employing also non-formal educational strategies and methodologies</u> taking into account, in the training process, the expectations, and the contributions, constantly required, to the recipients, not just the contents established by educators.

The student, with the educator and the customer, is an active subject, not a passive, of the training process which in Skills 4 Freedom develops in particular in the artistic field, thus promoting the development of not only technical skills but particulary addressed to the dimension of communication, creativity, expression capabilities and relationship management.

➢ See also in google drive Skills4Freedom, Training Activities, Training activity C3 Germany, Glossary, Formal & not Formal Education

Mario shows the educational triangle (customer / users / trainer) related to formal and non formal

➢ See also pdf titled "Educational planning" and in google drive Skills4Freedom, Training Activities, Training activity C3 Germany, Glossary, Educational planning

MEETING WITH EX INMATES

Meeting with C and J

What does this project mean for you?

C - It is a way to stay in the world: I come from an Eastern part of the Eastern part of Berlin, a very right-oriented district. To enter into the space of theatre means to work up to 6 hours per day with people coming from every part of the world, speaking different languages…

Emilia - Was it easy to work with classical texts?

J - It was the best opportunity I found out to learn German. I learnt more German at theatre than at school

Stan - Do you think that staying in prison is an useful experience?

C - In jail you can attend a lot of courses - of languages, theatre, several things… But once you get a certificate and you try to use it in the labour market, they always know you have been in jail and obviously they do not appreciate it.

J - It is useful since you have fun, and you need also to have fun

Mario - Do you think a certificate would be useful?

J - If there were other projects in which we could be involved, it could be useful, but since in Berlin there is just one project working with inmates and ex inmates, it is not that useful.

Virtual meeting with R

Giancarlo shows us an interview to an ex detainee

WORKSHOP ON EDUCATIONAL PLAN

Every group of partners, after working on it, shows its educational planning on the base of a common diagram Mario has proposed:

<div style="border:2px solid red; text-align:center;">

<u>Educational Working Plan</u>

IDENTIFYCATION OF THE PROBLEM
GOALS
OBJECTIVES
RECIPIENTS
INVOLVED SUBJECT
STEPS
TIMELINE
ACTIONS
METHODOLOGIES
RESOURCES
BUDGET
OUTPUTS: SKILLS AND COMPETENCES
EVALUATION & TEST

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> ➢ See also photos of the resuls in google drive Skills4Freedom, Training Activities, Training activity C3 Germany, Glossary, Educational Planning

Thursday, 29th September

Agenda

9.00   Visit of the youth Prison in Berlin
11.00   Visit of Workshop Aresa of the Youth Prison
13.00   Lunch
15.00   Workshop on alternative measures to detention (Collegium Balticum)
        GLOSSARY
        Educational Project
17.00   Conclusions

VISIT OF PRISON FOR YOUNG DETAINEES

<u>Meeting with the director of the Prison and with the responsible for educational activities, leader of the Social Pedagogic Department and the Public Relation Department Mrs. Janina Deininger</u>

Plan of an inmates's day: wake up at 6, vocational workshops and school, lunch, from 15 to 21 free time for doing workshop. Individual cellars (we offer you a series of activities: if you do not want to participate, you will stay alone. Officers said detainees usually participate also because it is a way to meet other inmates, to socialise).

Visit to several workshops (wood/metal workshops, bike & car repairing, brick-walls building…)
Training for some months - inmates would need 3 years in order to obtain a certificate, but they often leave before. They can come back if they miss less than 1 year, they have to achieve it outside prison if they miss more. Facilities to get into the labour market & agreements with local companies.
Space for visits (min. 4hrs per month, 2hrs twice a month)
Sport fields (basket, football), garden (once a year they sell their plants)

Open-access house for up to 20 detainees working or going at school outside.

ALTERNATIVE MEASURES TO DETENTION
Art and voluntary way to reduce prison isolation and stimulate the process of social and professional reintegration of prisoners

-   Presentation of criminal - legal regulation in preparation for liberty and post - penitentiary aid (court, prison, probation officers, social, non-governmental organizations).
-   Workshop: the use of ecogram technique in purpose to recognize networks of social - environment connections around convicted.
-   Examples of artistic and professional activities in prisons through art and volunteering for disabled persons.
-   Workshop: ideas for reducing the risk factors (such as passivity, low self-esteem, negative patterns of thinking and acting, lack of assertiveness) through artistic activity.

Lukas speaks us about a Polish programme for detainees which is alternative to detention:

prisoners voluntary working in social care with sick and disabled people. They receive a training and they are supervised in their action. This programme started from an academic input since it had theoretical basis, the promoter was a priest. Now every project in that sense should involve 1) the prisons 2) some kind of school 3) public social care institutions.

Video about art therapy - dance, photography, yoga: every participant stresses the fact that they gained more self-esteem

Artur speaks about their activities with *clients* (he prefers this term in order to avoid a negative meaning that the term *prisoner* has)

Workshop
* **Draw yourself in the middle of your relationships**

Workshop
* **Risk factors we should diagnostic in offenders during training - how to deal with?**
Passivity, lack of discipline, emotional instability, lack of will, low resistance to stress, low self-esteem, unsystematic, negative patterns of thinking

Friday, 30th September

Agenda

9.00   Meeting with Mr. Tilman Adolph (executive director of the foundation Helmut Ziegner) and Mrs. Sabine Petzold Knieschon (leader of the Institution for Assisted Living)
13.00   Lunch
14.00   Workshop on how to develop a network for providing activities in jail (Collegium Balticum)
15.30   GLOSSARY
        Network and Networking
16.00   Conclusions

Visit of the Foundation Helmut Ziegner (external companies for vocational training in prisons)

Visit of the Institution for Assisted Living of the Founfation

Workshop on how to develop a network for providing activities in jail

GOOD PRACTICE:

Gerth from Asturia speaks about **mentoring teachers in prison education** (see on google drive Dissemination – Belgium – University of Bucharest)

Emilia from UPSDA presents: **Center for social rehabilitation and integration of offenders and refugees** – **Municipality of Plovdiv**
See power point in google drive Skills4Freedom, Training Activities, Training activity C3 Germany, Glossary, Network and Networking

GLOSSARY
At the end every partner speaks about their methodologies on networking, Mario gives a diagram on this subject and focalizes the importance for the preparation of the experimental phase in the building on the net of partners with accurate deals on types of relationship (…) and goals…

See diagram for network and some example of networking (Aufbruch, UPSDA) in google drive Skills4Freedom, Training Activities, Training activity C3 Germany, Glossary, Network and Networking.

Saturday, 1st October

Agenda

9.00   Workshop on mobility system (ARCI)
11.00   GLOSSARY
        The database
13.00   Lunch
15.00   Cultural Competency Record – Erich Schiver
17.00   Conclusions

WORKSHOP ON MOBILITY SYSTEMS (ARCI)

➢ Introduction about international mobility and matching.
➢ Explanation of what a data base is and how it works.
➢ Workshop: starting from the O3 description, ideas and stimulating questions about how the worlds "mobility" and "inmates/ex-inmates" can work together.

See power point on google drive Skills4Freedom, Training Activities, Training activity C3 Germany, Glossary, Database

GLOSSARY
Working group about DATABASE

Groups discussion in on database of acquired skills by former inmates: it cannot be stigmatizing dimension, partners wonder how can be managed, made it public, through such filters, to get to employers that could be sensitive at providing employment for former prisoners

Cultural Competency Record – Erich Schriever
German certification system of competencies acquired trough cultural education **and its pratical application**

Before closing the session Francesco Ferrari (EFA) gives participants the task for the next day reflect on the 5 w (Who, When, Where, What, Why) which should guide the development plan of the experimental projects for their organizations.

Sunday, 2nd October

Agenda

8.00   DEVELOPMENT PLAN OF THE EXPERIMENTAL PROJECTS - HOMEWORK
10.00   Presentation of th Development Plan of each partner
11.00   Conclusions
12.00   **Training evaluation**
14.00   END OF THE WORK

Compare with the initial position of the post it in expectations and fears poster.

A FEW IDEAS, SUGGESTIONS AND QUESTIONS OUT OF THE SUMMARY OF THE FEED BACK QUESTIONNAIRES

- Since the trainees indicate a general difficulty about the language (expression in English and understanding) the use of written documents is very much appreciated. This could be improved in the future training session.
- Most of the trainees ask for a further deepening of the experimentation phase, focusing on each experimental project. The discussion and design of the projects should be scheduled.
- In the training the certification systems and the inmates' competencies do be developed were faced, but a further understanding is needed; it has to be well linked to the concrete context of each partner and each experimentation.
- The database is still not clear, although some of the participants are aware that it deals with the final phase.
- The group is improving its way of working together and feels it enhances a better common work, which is already concrete in the exchange of ideas and suggestions for the experimentations.