



# Triangle

Secured digital education system for vocational skills for youngsters in closed institutions

## Situation Report to structure the Blended-Learning Platform

PR1. Research Different angles: the use of skill-related methods in Triangle

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## Foreword

IPS\_Innovative Prison Systems developed this situation report as a partner in the project Triangle and as the Project Result 1 leader.

ERASMUS + is an EU Programme for Education, Training, Youth and Sport (2014-2020).

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The Triangle project No. KA220-VET-1C349708 is co-financed by the European Commission under the "ERASMUS + KA220-VET - Cooperation partnerships in vocational education and training.

Triangle aims to capture the competencies of youngsters living in closed settings in their vocational skills pragmatically and to build up a digital portfolio embedded in a formal and non-formal educational setting.

## Table of Contents

|   |     |
|---|-----|
| Triangle Project.....   | 7   |
| Consortium.....   | 7   |
| Objectives of the project .....   | 24  |
| Aim of this Report .....  | 25  |
| <b>Section I - People</b> .....   | 26  |
| The Netherlands.....  | 27  |
| Belgium .....   | 30  |
| Portugal.....   | 34  |
| <b>Section II – Programme</b> .....   | 43  |
| The Netherlands.....  | 44  |
| Belgium .....   | 50  |
| Portugal.....   | 64  |
| <b>Section III - Platform</b> .....   | 70  |
| The Netherlands.....  | 71  |
| Belgium .....   | 74  |
| Portugal.....   | 77  |
| <b>What are the expectations for the platform?</b> .....                            | 79  |
| <b>How can we make content accessible to different institutions?</b> .....          | 79  |
| <b>Conclusion</b> .....   | 79  |
| Annexe 1. Education brochure of the prison Wortel of the school year 2020-2021..... | 81  |
| Annexe 2. Cases .....   | 100 |
| <b>Cases Opgroeien:</b> .....   | 100 |
| <b>Cases Eduvier</b> .....  | 101 |
| <b>Cases VOCVO</b> .....  | 103 |
| <b>Cases Portugal</b> .....   | 105 |

## Figures Index

|  |    |
|--|----|
| Figure 1. Total influx of juvenile justice institutions in the Netherlands, 2020 .....   | 29 |
| Figure 2. Prisoners per day in prison, Belgium, 2020 .....   | 30 |
| Figure 3. Population of the centres, source presentation Flanders and Brussels. ....   | 31 |
| Figure 4. Graph nationalities .....  | 31 |
| Figure 5. Education in juvenile detention in the Netherlands .....   | 44 |
| Figure 6. The connection between the RNR and the GLM Models.....   | 54 |
| Figure 7. Prison education in Flanders.....  | 55 |
| Figure 8. LUC per training area of the adult basic education centres for the school<br>years 2017-2018; the school year 2016-2017, the calendar years 2019 and 2020..... | 57 |
| Figure 9. LUC by training area of the adult education centres for the school years<br>2017-2018; the 2016-2017 school year and the calendar years 2019 and 2020 .....    | 59 |
| Figure 10. Example image of MediaWise Website .....  | 72 |



## Tables Index

|  |    |
|--|----|
| Table 1. Tutelary Educational Measures in accordance with the provisions of the Portuguese law, Portugal .....       | 34 |
| Table 2. Educative centres in Portugal, their capacity and types of regimes, Portugal, 2022 .....                    | 36 |
| Table 3. Age calculated with reference to 31 July 2022, Portugal .....   | 37 |
| Table 4. Young people institutionalised in an educational centre by category and type of crime, Portugal, 2022. .... | 39 |
| Table 5. Leiria Youth – institutionalised youngsters’ data, Portugal, 2020.....                                      | 41 |
| Table 6. Overview of the number of devices per campus on 1st May 2022, Belgium ..                                    | 74 |



Triangle

## Abbreviations Index

CJS - Criminal Justice System

GLM - Good Lives Model

ITG- Individual Trajectory Group

JJI - Juvenile Justice Institution

LSU - Low-Security Unit

PIJ measure - Placement in an institution for juveniles

RNR - Risk-Needs-Responsivity

VIC - Very Intensive Care

SSFJY - Small-scale Facilities for Judicial Youth

PEP - Personal Educational Project

AEC - Adult Education Centres

LIO - Learning Inside Out

EPEA - European Prison Education Association

## Triangle Project

### Consortium

- Click F1, Netherlands (**Project Promoter**)
- IPS\_Innovative Prison Systems, Portugal
- Stichting Defence for Children International, the Netherlands
- Eduvier, the Netherlands
- De Federale Overheidsdienst Justitie - Le Service Public Federal Justic, Belgium
- Vocvo, Belgium
- Aproximar- Cooperativa De Solidariedade Social, Crl, Portugal
- Stichting 180, the Netherlands
- Opgroeien Regie, Belgium

## Click F1



Click F1 develops and implements educational programs and concepts for social organisations, governments and educational institutions that are fully committed to the well-being, development and education of children and youngsters. With Interventions around communication and participation through media and culture, we invest directly and indirectly in the future of children and youngsters. These are important carriers with which children, youngsters and young adults express themselves in a natural way on a daily basis.

1. Education: Clickf1 has been developing education for schools and civil society organisations since 2004. Since 2006, we have increasingly specialised in media education. Clickf1 employs a group of young enthusiastic coaches, the MediaTeam. Together we are always looking for the new digital media tools that are suitable and affordable for schools and we provide workshops within primary education and for lower secondary education. In addition, we familiarise teachers with the use of these materials and we think along with them in the implementation of this within the classroom and various lesson themes.

2. Youth institutions: Youngsters in (closed) institutions often do not have free access to the internet or must be protected against, for this target group, unsafe internet. They miss the opportunity to master the "21st Century Skills" so that they cannot use the internet or other digital applications in a responsible way. Clickf1 has developed MediaWise and offers an online secure environment, website and training in all youth prisons. Triangle is based on, among other things, the experiences of MediaWise. For more information see the Mediawise folder;

3. Europe; With BLEEP we want to integrate the reintegration (learning) process for (adult) prisoners and ex-prisoners via a blended learning environment, online and offline. BLEEP is a European project funded by Erasmus+, with Click F1 being the coordinator and running from September 2019 - September 2022. The cooperating countries are Portugal, Turkey, Italy and Romania. See here the explanation video of BLEEP: <https://www.youtube.com/watch?v=MGGiXW25fW4&t=4s>



## IPS\_Innovative Prison Systems



IPS Innovative Prison Systems (IPS) (having the legal form of QUALIFY JUST - IT Solutions and Consulting, LTD) is a boutique research and consulting firm specialised in the field of justice, correctional services, community sanctions and measures, juvenile justice and law enforcement. Our team has been growing its know-how and intervention since the early 2000's. Company management team relies in more than one and a half decade of expertise in policy advisory, strategic consulting, training, e-learning consultancy and development of information technologies for probation and correctional systems. IPS senior experts have been working since 2002 on Prison Innovation Systems in different countries in Europe and Latin America; visited 44 prison systems in 38 countries worldwide, comprising more than 400 visits to prison and juvenile education and detention centres. IPS develops integrated projects, supporting change management in complex organisations, while developing and implementing programs targeting prison staff, top management and offenders. We develop our approach considering three main, complementary and non-exclusive pillars:

- **Strategic management.** Supporting the design and implementation of strategic performance management systems; implementing quality systems and developing a vision for rehabilitation of offenders through education, training and work; learning from other prison systems and projects implemented throughout the world; providing access to a wide network of international experts and supporting prison privatisation.
- **People.** Supporting offender rehabilitation, restorative justice, and reduction of recidivism - making it possible for ex-offenders to pursue a life without crime, bridging with community organisations through the development of rehabilitation programs; supporting the implementation of health programs in prisons.
- **Processes & systems.** Developing and implementing integrated management systems that support knowledge management and staff competence development in prisons; secure systems for inmate training and learning; healthcare solutions and telemedicine; inmate activity management systems; infrastructure management solutions, and technologies that improve the efficiency and effectiveness of prison systems.



## Triangle

IPS has in its portfolio the development, testing & embedding throughout different prison systems (PT, RO, ES & DE among others) & in EU networks ([www.exocop.eu](http://www.exocop.eu), IPS supported the conceptual design of strategic management (balance score card, Common Assessment Framework in 18 prisons), educational/ training, communities of practices & quality processes adapted to prisons services with solutions that integrate people, processes & covering more than 8000 prison professionals. In training, we include the implementation of learning management systems for the delivery of more than 10 trainings programs in e- and blended learning formats.

## Defence for Children



Defence for Children International Netherlands - ECPAT Netherlands (Defence for Children) promotes children's rights in the Netherlands and abroad on the basis of the UN Convention on the Rights of the Child. Defence for Children was founded in 1989, and is part of two international networks: Defence for Children International (DCI) and ECPAT International (ECPAT). DCI consists of 38 national sections and affiliated members. ECPAT is a network of 122 organisations in 104 countries that campaigns against the sexual exploitation of children worldwide. In the Netherlands, Defence for Children and ECPAT form one organisation.

It is our mission to monitor and promote compliance with children's rights in the Netherlands and abroad. We do this in collaboration with our partners and where possible with children. Defence for Children focuses on the best interests of the child and puts the rights of children as laid down in the UN Convention on the Rights of the Child first. We do this to strive for a world in which the rights of children are respected and every child can develop optimally in a safe and promising environment.

In the Netherlands and abroad, we focus on the most vulnerable children. These are often children who are victims of violence or are most at risk of it. By violence we mean not only war violence and child abuse, but also sexual exploitation. We are committed to children who come into contact with the justice system, children in detention, children who have to deal with youth care or children who grow up in poverty. Defence for Children also defends the rights of children of asylum seekers, unaccompanied minor aliens and children without a residence permit. There is also special attention for children with a disability.

We focus on 5 thematic areas: juvenile criminal law, sexual exploitation, inclusive education, family and migration. In addition, child and youth participation, gender equality & inclusion, as well as access to justice, protection against violence and the consequences of trauma are a common thread through our work. Within the themes of juvenile criminal law and family, we focus, for example, on strengthening the legal position of children in institutions and increasing the quality of care and services in these institutions in accordance with children's rights standards.



Triangle

## Eduvier – de Stedenschool



The Stedenschool is part of the Eduvier Education Group foundation. Eduvier provides special education in a cluster of schools in the province of Flevoland (from practical education to VWO) The Stedenschool provides education in the youth prison in Lelystad, part of Pluryn. In this prison, youngsters between the ages of 15 and 26 are treated during their period of detention. The duration of this detention period can vary from a few days to 7 years. The average length of stay is currently plus minus 3 years. The detainees are divided among the different living groups. This distribution is partly determined by their age, disorder, IQ and crime committed.

The sex offenders are treated in a separate department and follow an educational program within the regular schedules. Youngsters who are placed in the JJI Lelystad automatically get a place at the Stedenschool and naturally go to school, regardless of whether they are obliged to attend school or not, education is part of the day program. At school we strive to further develop the talents of the students or to connect them to the education they followed outside the JJI, with the aim of increasing their chances of finding a suitable job or further education and an acceptable place in society. The employees of the Stedenschool conduct a lot of consultation with the care providers of the JJI Lelystad. Pluryn and the staff of the Stedenschool work closely together in guiding the student, for this perspective plan discussions, student discussions and mentoring conversations are used.

## Vocvo



Vocvo is responsible for the coordination of the education of prisoners in the 17 prisons in Flanders and Brussels.

According to the subsidy decision of the Flemish government dd. 2/05/2021 the following assignments have been awarded to Vocvo:

- Coordination and support of the providers in:
  - the development of an education and training policy for prisoners;
  - the coordination of detecting the educational and training needs of prisoners;
  - the supervision of the educational trajectory of prisoners.
- Act as an intermediary point of contact between the education providers, the prison managements and the policy coordinators of the Justice and Enforcement Agency
- The support of the education coordinators in the prison in, on the one hand, the development of a needs-covering and adapted offer for education to detainees and, on the other hand, the coordination of the educational offer in the implementation of the Strategic Plan for Assistance and Services to Prisoners.

Every year Vocvo reports to the government on the execution of the assignment. Vocvo works together with various organisations for this. They work together with the following priority education partners:

- Adult Education Centres (CVO)
- Centres for adult basic education - Ligo (CBE)

But also other educational partners such as:

- Board of Examiners for Secondary Education
- Flemish Universities and Colleges
- Other education and training providers

In addition to educational partners, Vocvo also works together with other organisations such as:

- Agency for Integration and Integration, Atlas, In-Gent and Huis van het Nederlands Brussel
- The Justice and Enforcement Agency
- The Flemish partners within the assistance and services to prisoners, such as De Rode Antraciet, VDAB (Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding), CAW (Centrum Algemeen Welzijnswerk), ...
- The Directorate-General penitentiary institutions and the prison directorates

### **Assignment development of educational policy and detection of needs and requirements**

The core mission of the operation "education in detention" is to organise group education in the 17 prisons in Flanders and Brussels. For this we have (approximately) 11.3 FTE in the team of education coordinators to realise this. Below are a number of figures to give an idea of the order of magnitude of this group offer.

In the 2020-2021 school year, a total of 264 modules were set up from 50 programs. Of the 50 programs, 18 are in adult basic education and 32 in secondary adult education. In 2019-2020, a total of 429 modules were set up. In the 2020-2021 school year, we see a sharp decrease due to the corona crisis. Due to the crisis, group offerings were partially or completely suspended in the prisons. We expect another increase in the number of modules in the future. During the 2020-2021 school year, a total of 1350 (unique) students were enrolled in the offer. Due to the corona crisis, this is logically a very sharp decrease of 2019-2020 (2209) and 2018-2019 (2472 students). Here too, we expect another increase in the coming years.

### **Assignment guidance educational trajectory detainees**

As part of the execution of this assignment, an ESF project was started in 2017: Learning Inside Out (LIO). More information can be found in the short video: Project 'Learning Inside Out' with english subtitles<sup>1</sup>. This is an ESF project in which learning career counsellors check

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<sup>1</sup> <https://www.youtube.com/watch?v=zOCfruPlwOs>

during detention what competences there are in the detainee and map out a personal learning trajectory. They ask for the interests and skills to give the person the right information so that he or she can develop further. After the first step of registration, the training that can ensure the necessary recognition with a diploma may follow. If necessary, the guidance by LIO can continue even after release.

November 2017 LIO started in a number of prisons and since 2021 (LIO 2.0) the service has been rolled out to all Flemish and Brussels prisons and the project can continue until the end of 2023. A distinction is made between information mediation and trajectory guidance.

An information mediation is an extensive conversation about training questions in which the learning career counsellor takes one or more actions during or after the interview (e.g. calling a training institution, feedback to the referrer, etc.). The learning career counsellor listens to the question and provides broad, neutral, level and just-transcending information about all possibilities to follow a course.

In a trajectory guidance, the learning career counsellor focuses together with the inmate on his / her learning career and / or the study choice process. The learning career counsellor works demand-driven, based on the talents of the student.

Since January 2020 to December 2021, the apprenticeship counsellors have supervised 1557 inmates, 1096 of them in 2021. This number is much higher than the intended goal of 925 routes. In 2022 and 2023, the apprenticeship counsellors and learning coaches want to reach an additional 1127 inmates.

## Federal Public Service Justice, Directorate-General EPI (Penitentiary Institutions)



The Directorate-General for Penitentiary Institutions (EPI), as part of the FPS Justice, is responsible for the execution of sentences and measures involving deprivation of liberty. In doing so, the DG strictly respects legality, guarantees the protection of society, staff and detainees with an eye for human dignity and works in a restorative manner. The Directorate-General provides advice at the penitentiary level on the basis of its expertise.

The Directorate-General EPI consists of a central administration and field services comprising all 34 prisons. The prisons are responsible for implementing custodial sentences and measures. In particular, the central board is responsible for the control and supervision of the individual files of the detainees and personnel management. The IT service is also centrally controlled but always with local IT people in the prisons.

In addition to the IT service, there is the Digitization Detention service, in which the digitization of the life of the detainee is central.

A digital link between society and the institution can ensure that the detainee can better adapt to or continue to connect with the digitization that we all notice in daily life during the detention period. Just think of different apps on the tablet, e-banking, webshops.







Prison Beveren



Prison Gent

## Aproximar



Aproximar is a non-profit NGO aiming to enhance people, communities and organisations' human and social capital as a strategy to strengthen their capacity to take advantage of existing and emerging challenges and opportunities. The mission is accomplished daily by co-designing and developing tailor-made social innovation, good practices exchange and transference driven projects, besides delivering its own pack of empowering and capacity building services: training, consultancy and social intervention.

Aproximar develops, implements and provides services in 4 main sectors: 1) Education, Training and Social Capital (2007); 2) Social Economy, Entrepreneurship and Employability (2009); 3) Criminal Justice System (2012); and 4) Active Ageing and Dependent Care (2016). Our offer (programs) always combines social science (knowledge), active methods (people) and suitable tools (technology).

It counts with 8 trustees (non-paid members), 21 staff and more than 50 volunteers, on a daily basis, covering different expertise in human sciences, design, communication, accountancy, social innovation, mentoring and IT. Aproximar team provides services that benefit/impact persons (practitioners, trainees, volunteers, persons with disadvantaged backgrounds) & (trans)national partner organisations on a daily basis.

Last year (2021) Aproximar provided support and services to more than 2 559 persons and 466 organisations and social enterprises in their fields of expertise; e.g. developing their organisation's capacity building (e.g. organizational change, total quality management, introducing technology), on social economy; social innovation processes (new product development, tailored made programs and transferring of good practices); social business plans; processes and information-orientation-integration schemes in the labour market (guidance and counselling, mentoring and coaching), tailored and bLearning courses, competences development, inclusive school, volunteering, active aging, fundraising, service design, social support, design, amongst others.

Aproximar is certified by the General Direction of Employment and Labour Relations (DGERT) to provide training programs on management, social inclusion services and self-

development and an entity accredited by Authority of Administration of COMPETE 2020 in innovation, quality, entrepreneurship and internationalisation.

In the field of Criminal Justice, Aproximar started in 2009 with MOMIE and MEGAN focused on mentoring for disadvantaged persons. In 2014, APX was a partner in JIVE (Justice Involving Volunteers in Europe), developing a European volunteer profile and a self assessment tool to inform and support volunteers improving their daily performance. In 2017, APX started the EntreSistemas programme to support the DGRSP in the training of the prison staff. In 2018, it established a protocol of collaboration with the DGRSP to design and implement actions for rehabilitation, social reintegration, and recidivism prevention.

Currently, it offers 3 services to (ex)offenders: 1) Passport for employability - focused on training inmates for employability and personal development; 2) CheckIn Employment - targeting young offenders serving measures in the community; and 3) MOBi - dedicated to the reintegration of (ex)offenders.

Nowadays, APX is implementing the EUforAll initiative to develop awareness raising activities and tools to increase vulnerable people's knowledge (including detainees) on the EU values. It is also coordinating the VOICE Action, a cross sectional

cooperation project targeting young people deprived of their liberty and from disadvantaged backgrounds, and is a partner in the following projects: VOLPRIS - Prisons Managing Volunteers in Europe; Self-Design - Encouraging prisoners to self-assess their personal strengths and weaknesses for re-entry by introducing principles of design thinking; EESPIP -

European educational support for prison officers interacting in prisons learning context with women and minorities;

ActiveGames4Change - Sport and physical activity learning environment for citizenship, emotional, social and competencies training;

EDUPRIS – Education, training and lifelong learning to promote inclusion and common values in Correctional Justice for minors and young adults with education challenges;

BriSaR - Bringing Safety on the Roads.

## Stichting 180



Everyone has the right to new opportunities and a positive spin, including vulnerable youngsters, forensic youth and (young) adults with a great distance to the labour market and society.

At foundation 180 we believe in customization and strengthening people's ability to do and manage their own affairs. We develop practice and evidence-based programs that contribute to the integral support of people in self-reliance and social participation, from their own strength and with the use of their environment.

We think it is important to stay strongly connected to the target group. They are the link that ensures keeping our programs up to date. Our goal is to spread the programs as widely as possible so that the largest possible target group can benefit from the interventions that 180 has developed.

We connect the domains of education, (youth) care, labour and justice and share our knowledge in national and international partnerships. We do what we are strong at together with specialists from our chain partners.

Tops! and Work-Wise are programs of foundation 180.

Tops! The goal of TOPs! is to motivate youngsters and to learn to help each other and to learn positive behaviour from each other. The ultimate goal is that they take responsibility for their own thinking and acting. This strengthens their own strength, prevents or reduces behavioural problems, develops a positive value system and prepares them for their role as citizens.

Tops! starts with kick-off meetings in which the creation of a positive group culture is central. After these meetings, systematic work can be done on dealing with anger, social skills, moral reasoning and mutual help. The components 'dealing with anger' and 'social skills' are based on insights and methods of cognitive behavioural therapy, which in many situations appear to be effective in preventing and reducing antisocial behaviour. The meetings of "moral

reasoning" are based on Kohlberg's theory of moral development. The mutual aid receives attention in the 'TIP meetings' and is based on the theory of the Positive Peer Culture.

Tops! is included in the Database Effective Youth Interventions and is part of the basic methodology that is applied in juvenile justice institutions. In addition, TOPs! used in various (closed) youth care institutions and at more than 40 schools in the Netherlands.

Work-Wise Work-Wise is a program for youngsters and (young) adults with a large distance to the labour market. They are guided in finding and keeping work. The participants learn skills and strengthen their network. Together with the guidance counsellor, they make a concrete and future-oriented plan and work step by step to achieve achievable and tangible goals.

The uniqueness of Work-Wise is the application of a mix of active elements: long-term intensive guidance, support in all areas of life, deployment of behavioural, cognitive and family interventions, building a bond with the trajectory counsellor, stimulating self-direction and working towards independence. Because of these elements, Work-Wise's approach has proven to be effective.

Work-Wise was originally developed in judicial youth care, was also used for adult prisoners in the Social Impact Bond (SIB) 'Work after Detention' and is now also used more widely for youngsters and (young) adults with a support need in finding and maintaining work. In the application of Work-Wise, foundation 180 works closely with YoungCapital, a large temporary employment agency with a focus on talent development among youngsters

Management OF YOUTURN and behavioural interventions On behalf of the Juvenile Correctional Institutions (JJI's), foundation 180 manages the basic youturn methodology and the use of behavioural interventions. In order to achieve optimal quality assurance, 180 offers support to the JJI's that focus on material management, supporting user groups, registering use, issuing licences and manuals, promoting expertise of professionals, carrying out (process) evaluations, identifying bottlenecks and issuing advice. If necessary, it will make 180 adjustments to programs manuals or develop new ones based on the results of process evaluations or impact research and new scientific insights.

The aforementioned activities 180 also carries out for the behavioural interventions Learning from Crime (intervention aimed at preventing youngsters who are in a JJI and have committed a (violent) crime from committing violent crimes again), Brains4Use (intervention for youngsters in (judicial) youth care aimed at reducing substance use) and Stapstenen



## Triangle

(intervention aimed at increasing resilience, capacity and motivation for trauma treatment of youngsters with complaints as a result of severe and chronic traumatization) and for the risk assessment instrument the SAVRY.

## Opgroeien



Opgroeien is a government agency that includes Child and Family and Youth Care. The services range from preventive family support, childcare, to the Growth Package, foster care, adoption, youth assistance and tackling youngsters who commit crimes. Agentschap Opgroeien explicitly opts for an integrated, multidisciplinary approach and cooperation with many partners. In this way, families are supported to the maximum.

The mission of the Growing Up Foundation is to realise the right to promising growing up for every child and youngsters in Flanders and Brussels. They want to achieve this through three core tasks:

1. Supporting individual integrated development projects. This is for children and expectant parents, for vulnerable children, youngsters and families, for children and youngsters who need help, for youngsters who have committed a crime and out of social necessity. The Community institutions contribute to these core tasks.
2. Stimulating a positive, broad and rich living environment. It is important that social participation is stimulated, bridges are built with education, housing, leisure, etc., the recognition, subsidisation and licensing of partners and the commitment to networking across different life domains.
3. Facilitating the right to material and financial support. This concerns the growth package for all families in Flanders and the care allowance.

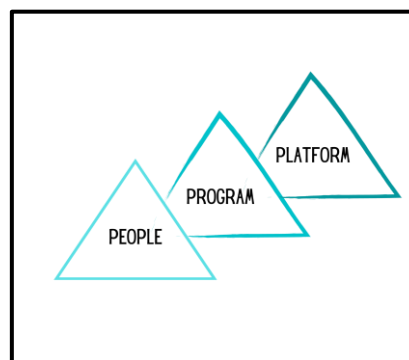
## Context of the Triangle project

During the stay in a Youth Institution, there are a few uses for the opportunities offered by technology and blended forms of learning for the successful reintegration process of young people. These new opportunities can also significantly improve the relationship between the inside and outside as well as give the young people involved the necessary direction and ownership.

The moment has come to invest in the essential **blended learning platform that will enable young people to transition from institutions into society using a combination of analogue and digital methods**. The learning platform can promote the process for youth and their supporters, including teachers and knowledgeable individuals inside and outside the institutes. It improves the accessibility and translation of already-existing sources of knowledge, giving the youth as much power as possible.

## Objectives of the project

The objective of the Triangle Project is to create a digital portfolio that is integrated into a formal and non-formal educational environment and to highly capture the capabilities of young people living in closed environments in their practical skills. To achieve this, Triangle is based on three different elements **People, Platform, and Programme**. The partnership intends to bring these elements together and understand its synergy by analysing the online (secured) learning environment and how it can be expanded in institutions.



Moreover, the platform created on this project's scope must comprehend appropriate and feasible training and information. It should also show how online courses, seminars, and workshops may be employed to enhance the educational programme.

Hence, Triangle aims to:

1. Ensure that people develop a broad set of skills early on in life and make the most of Europe's human capital, ultimately boosting employability, competitiveness, and growth.
2. Create and implement an innovative, creative, blended VET education environment in closed institutions for different ages and young people.
3. Strengthen all the existing digital learning environments in all partner countries and, simultaneously, match them with the level of digital working in the various countries.



## Aim of this Report

Personal skills development is crucial for personal growth, civic engagement, and citizenship development. So, youngsters must be able to use appropriate means of communication and effectively use ICT technology to its full potential. However, they frequently lack an adequate understanding of the importance of their own attitude and abilities.

In this context, 21st Century Skills promotion is vital – but what are these skills? They are the collective name for a set of skills frequently addressed in the context of the current network society. They can help students prepare for a future where technology and digitalisation are bringing about rapid change, including problem-solving, reasoning, analysis, interpretation, synthesising information; research skills and practices, interrogative questioning, creativity, artistry, curiosity, imagination, innovation, personal expression; Perseverance, self-direction, planning, self-discipline, adaptability, initiative.

### **But, which 21st Century Skills exercises and VET projects can inspire our blended learning environment? And how can we translate this into the educational setting of our partnership?**

The present report illustrates the Triangle Consortium's work to create a digital environment for 21st-century skills based on the reasoning and trajectory of young people. This required a broad viewpoint with a keen awareness of the requirements and experiences of the anticipated end users. To assist the creation of a robust framework, research was conducted on three crucial components: people, platforms, and programme. The Triangle will connect these three elements in different digital educational situations like detention and care institutions. A robust and solid framework is needed for this, as well as for the digital interaction both inside and outside of closed institutions, such as with distance learning providers.

Therefore, the partnership will do research, share knowledge, design, and conduct a pilot in three countries: the Netherlands, Belgium, and Portugal, where blended learning environments differ from each other but also share similarities. With the final goal of a method, a platform, and a guide on how to work interactively with Triangle in these countries, this Situation Report will identify the current situation in each of the three countries and set up a rich framework to develop the platform.

## Section I - People

The Triangle project's end users, particularly young people in institutions, are the focus of the “**People**” element. As such, the Triangle project will support them in portraying their competencies in a personal visual digital document, which is significantly related to their motivation and skills.

Specifically, Triangle will work on the training needs of 60 staff members like teachers, mentors and 15 external coaches and contribute to their professional development on 21st Century Skills through training on how to use digital platforms, digital portfolios, and all kinds of 21st Century Programme and exercises. Subsequently, Triangle will also work with 500 young people and explore how to address their intrinsic motivation to learn and improve personal skills and foster self-confidence.

This section is focused on this target group, particularly in the partner's countries (the Netherlands, Belgium, and Portugal). It contains demographic information and statistics collected and provided by the partners.

## The Netherlands

The project partner Eduvier provides special education in a cluster of schools in the province of Flevoland. The City School provides education in the youth prison in Lelystad. In this prison, young people between 15 and 26 years old are treated during their detention period. **The detention period can range from several days up to 7 years. The average length of stay is currently 3 years.** The detainees are separated into various housing groups. **their age, disorder, IQ, and the crime they committed affect their distribution.** The sex offenders are dealt with in a separate department and put on an extracurricular educational programme. As such, three different target group profiles were identified:

Within JJI Lelystad, there are a total of 98 places paid for by place of residence. Of these, there are 20 short-stay places and 78 long-stay places, including 3 VIC groups (Very Intensive Care), 1 ITG group (Individual Trajectory Group) and 1 LSU group (Low-Security Unit).

**Most of them have a low to a below-average level of education.** The majority of behavioural disorders—more than 30%—remain transgressive or other types. In spite of comorbidity, this condition is frequently diagnosed in young people (around 16%). The basic offer already takes these students' supervision needs into account. Many detainees also struggle with attachment or have experienced traumatic occurrences. There has been little consistency in the learning processes of the majority of young people within this diversity, it is also abundantly obvious. **A large part of the population has an interrupted history of schooling and has little to no certificate or certification.** Few young people have any prior work experience, and as a result, **the majority of them lack a variety of job-related abilities.**

The State Judicial Youth Institution, in Netherlands, consists of four locations (RJJ De Hartelborgt (Spijkenisse), RJJ De Hunnerberg (Nijmegen), RJJ Den Hey-Acker (Breda), RJJ Horsterveen (Evertsoord)), two private youth institutions (Forensic Centre Teylingereind (Sassenheim) and JJI (Lelystad) and five Small-scale Facilities for Judicial Youth.

In juvenile justice institutions, there are youngsters with different sentences. Some youngsters have been remanded in custody and other youngsters have been given juvenile detention or a PIJ measure (placement in an institution for juveniles). In theory, **juvenile criminal law is used to trial criminal offences committed by children between the ages of 12 and 18. A JJI is not permitted to house anyone under the age of 12. Suspects over the age of 18 are subject to adult criminal law.** Crime is more prevalent among youths between the ages of 16 and 23. Not every youngster who has gone wrong benefits

from the same approach. The judge can offer more customisation for youngsters between the ages of 16 and 23 by using adolescent criminal law. **The judge then decides whether the suspect is convicted under juvenile or adult criminal law. The age, the level of development and the seriousness and circumstances of the crime plays a role in this.** Between the age of 12 to 15 years, you can have a maximum of one year of juvenile detention imposed and between the age of 16 and 17 years a maximum of 2 years. If a youngster is imposed a PIJ measure, it is initially three years, of which one year is conditional. This sentence can be extended to a maximum of 7 years. If the youngster is still unable to function in the society, then he can fall under adult criminal law. However, the latter is exceptional.

In the JJI's, various types of places for residence are distinguished. The main distinction is **short-term stays versus long-term stays, and places with a regional destination versus places with a rural destination.** The distinction between short-stay and long-term stays is related to the length of stay in the establishment. All youngsters enter a short-term residence. There they stay with a maximum of ten youngsters in a group. After an average of three months, transfer to a long-stay group follows, unless it is established or expected that the youngster will (permanently) leave in the short term. A maximum of eight youngsters stay at the same time in a long-stay group.

The starting point for placement in a JJI is that youngsters are admitted as close as possible to their place of residence. This is crucial for the involvement of parents, caregivers, and other pertinent parties in the upbringing and care of the children at the JJI as well as for the realisation of an appropriate aftercare procedure after the children's time in the institution. Youngsters who are struggling with specific problems usually ask for an adapted or specialist treatment. They are then placed in a rural destination: a special department within a JJI. This also holds true for youngsters who must be housed apart from other children due to rules and restrictions, (e.g., girls). The national destinations are: 1. Forensic observation (department for serious crisis), 2. Girls, 3. Forensic observation and counselling (FOBA, there is an acute crisis and a psychiatric disorder), 4. Very Intensive Care (VIC, there are serious psychiatric problems), 5. Serious Sexual Problems (ESP, intended for obsessive sex offenders), 6. Individual Trajectory Department (ITG, for group unsuitable youngsters), 7. Slightly Mentally Impaired (LVB, for youngsters with an IQ below 70) and 8. Mildly Mentally Impaired with Very Intensive Care (VB-VIC).

### Small-scale Facilities for Judicial Youth (SSFJY)

Small-scale Facilities for Judicial Youth (SSFJY), which are available alongside juvenile justice facilities, provide for the placement of youth who are preventively attached, in juvenile detention, or who have a PIJ measure but are nearing the end of their sentence. This is a low-security facility where youngsters are given more freedom than in juvenile justice institutions. These small-scale facilities are intended to give youngsters the opportunity to have more contact with their network and to let the positive elements in their lives play a greater role again. The youngsters are only placed in a SSFJY if they pass a screening, and the diagnostics show that they are suitable for a lower level of security. There are five KVJJ's in the Netherlands and they are in Amsterdam, in Cadier en Keer, in Groningen, in Krimpen aan den IJssel and in The Hague.

### Inflow by age in the JJI's

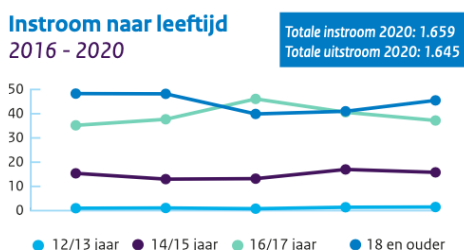


Figure 1. Total influx of juvenile justice institutions in the Netherlands, 2020

As seen in the image, the total influx of juvenile justice institutions in the Netherlands in 2020 was: 1659. The total outflow in 2020 was 1645. In addition, of the influx, most youngsters in the JJI were the age of 18 years and older. The majority of youngsters in the JJI in 2020 were of the male sex: 96.7% boys, 3.3% girls.

**Target group profiles that are fairly typical but reflect as large a part of the effectiveness possible.**

The youngsters who are placed in a JJI have problems that are complex and coexistent. These are youngsters who often grow up in a non-positive environment and have a history of long-term involvement in delinquency. They experience a lot of psychological and developmental issues during adolescence. The youths at a higher risk of recidivating have histories of violent and more serious property offences. The problems that are linked to a higher likelihood of recidivism in PIJ youth are mainly related to an antisocial identity, psychopathology, conscience and empathy, and addiction problems.

Within JJI Lelystad there are a total of 98 funded places. Of these, there are a total of 20 short-stay places, 78 long-stay places, of which 3 VIC groups (Very Intensive Care), 1 ITG group (Individual Trajectory Group) and 1 outflow group.

## Belgium

In Belgium, there are the penitentiary institutions, where adults stay. Young people stay at the Community Institutions.

- **Penitentiary institutions**

There is a **distinction between penal houses and arrest houses**. Convicts stay in a prison, as in arrest houses are the defendants who have not been convicted and therefore have no knowledge of a possible prison sentence and the duration thereof.

It should be noted that there is also overpopulation. See figure 2 below. The government is in the process of renovating the old detention centres and building new centres to bring down the overcrowding rate.

| Vlaamse gevangenissen |                         |
|-----------------------|-------------------------|
| Gevangenis            | Gemiddelde dagpopulatie |
| Antwerpen             | 699                     |
| Beveren               | 294                     |
| Brugge                | 729                     |
| Dendermonde           | 240                     |
| Gent                  | 426                     |
| Hasselt Nieuw         | 572                     |
| Hoogstraten           | 164                     |
| leper                 | 117                     |
| Leuven Centraal       | 330                     |
| Leuven Hulp           | 177                     |
| Mechelen              | 133                     |
| Merksplas             | 405                     |
| Oudenaarde            | 167                     |
| Ruiselede             | 50                      |
| Tongeren Nieuw        | 20                      |
| Turnhout              | 286                     |
| Wortel                | 289                     |
| Total                 | 5 111                   |

| Brusselse gevangenissen |                         |
|-------------------------|-------------------------|
| Gevangenis              | Gemiddelde dagpopulatie |
| Berkendael              | 80                      |
| Forest / Vorst          | 158                     |
| St. Gillis / St. Gilles | 808                     |
| Total                   | 1 046                   |

Figure 2. Prisoners per day in prison, Belgium, 2020

Source presentation Flanders and Brussels (DG EPI, 2020).

In Flemish and Brussels detention, 6% of the population is female and 94% male. The diversity in the prisons is very high. For example, there is a big difference in age and there are many different nationalities. In 1980, 75% of the detainees in Belgium had Belgian nationality, in 2019 55% still had Belgian nationality. 147 other nationalities are represented in Belgian prisons, so there **is a lot of diversity in languages and ethnic cultural backgrounds**. Figure 3 below shows which nationalities are often in Flemish and Brussels detention in addition to Belgian nationality.

|                   | Gevangenis       | Gemiddelde<br>dagelijkse<br>bevolking | Gemiddelde<br>dagelijkse<br>capaciteit | Overbevolkings-<br>graad |
|-------------------|------------------|---------------------------------------|--|--------------------------|
| <b>Vlaanderen</b> | Antwerpen        | 642,7                                 | 439                                    | 32%                      |
|                   | Beveren          | 291,3                                 | 312                                    | -7%                      |
|                   | Brugge           | 725,9                                 | 602                                    | 17%                      |
|                   | Dendermonde      | 241,3                                 | 168                                    | 30%                      |
|                   | Gent             | 400,7                                 | 299                                    | 25%                      |
|                   | Hasselt          | 543,2                                 | 450                                    | 17%                      |
|                   | Hoogstraten      | 168                                   | 185                                    | -10%                     |
|                   | Ieper            | 116,6                                 | 67                                     | 43%                      |
|                   | Leuven-Centraal  | 308,9                                 | 300                                    | 3%                       |
|                   | Leuven-Hulp      | 180,1                                 | 149                                    | 17%                      |
|                   | Mechelen         | 119,4                                 | 84                                     | 30%                      |
|                   | Merkplas         | 395                                   | 406                                    | -3%                      |
|                   | Oudenaarde       | 160,9                                 | 132                                    | 18%                      |
|                   | Ruiselede        | 54,2                                  | 60                                     | -11%                     |
|                   | Turnhout         | 280,2                                 | 269                                    | 4%                       |
|                   | Wortel           | 288,6                                 | 301                                    | -4%                      |
|                   | <b>TOTAAL</b>    | <b>4917</b>                           | <b>4223</b>                            | <b>Gemiddeld 14%</b>     |
| <b>Brussel</b>    | Sint-Gillis      | 835,6                                 | 587                                    | 30%                      |
|                   | Vorst-Berkendael | 260,6                                 | 244                                    |                          |
|                   | - Vorst          | 173,5                                 | 180                                    | -4%                      |
|                   | - Berkendael     | 87,1                                  | 64                                     | 27%                      |
|                   | <b>TOTAAL</b>    | <b>1096,2</b>                         | <b>831</b>                             | <b>Gemiddeld 24%</b>     |
| <b>TOTAAL</b>     |                  | <b>6013,2</b>                         | <b>5054</b>                            | <b>Gemiddeld 16%</b>     |

Figure 3. Population of the centres, source presentation Flanders and Brussels.

Almost half of the Belgian detainees (44%) are defendants, about 52% are convicts and 4% are internees.

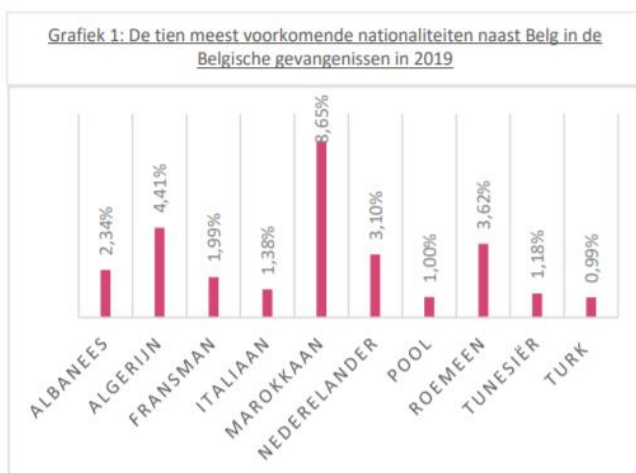


Figure 4. Graph nationalities

### Participants group offer education

Regarding the demographics of the students taking advantage of the group offer, we can see that the bulk of them (77%) are between the ages of 18 and 39. Most students are male detainees. Only 6% of students in 2020-2021 were female inmates. In 2020, on average, just over half of the detainees within a penitentiary (53%) had Belgian nationality

### Participants LIO project

Within the LIO project, it was collected even more concrete data about the participants. 74% of LIO participants do not have a secondary diploma. 37% of prisoners without a secondary diploma have stopped after the first stage of secondary education. Another 37% quit after the second degree. 27% of all prisoners reached are 25 years of age or younger. In some prisons, this percentage is much higher.

- **Community institutions**

The partners from Opgroeien gave an overview of the situation in the Community Institutions. Meaning that:

- Minors in problematic parental circumstances (14 - 18 years) = VOS.
- Minors who committed a crime (12 - 18 years– within the closed regime, starting in 12 years).

At the start of 2022, data was:

- Primarily and mainly (suspected) offender.
- VOS is only accessible for time-out of fourteen days.
- Starting at 14 years.
- Very exceptional for 12 and 13 years who committed specific crimes.

### **In Flanders and Brussels there are two types of Youth Institutions for youngsters who have committed a crime, the Community Institutions, and the Flemish Detention Centre.**

The Community Institutions are closed youth institutions for ages between 12 and 18 where youngsters who (presumably) have committed a crime reside. The recovery-oriented time-out is an exception to this rule; here, youth remain in situations where a trajectory of uncontinued assistance increases their risks of committing severer offenses. In the Community Institutions, youngsters receive tailor-made guidance to work towards their reintegration into society.

Minors end up in the Flemish detention centre where the juvenile court has handed them over and will be tried as adults (they are no longer covered by juvenile delinquency law). There are strict conditions attached to this procedure (such as age, nature of the offence, and report of the law psychiatrist).

- The capacity (on 1 May 2022) that exists in the various institutions:
- De Grubbe: 45 (boys)
- De Markt: 76 (52 boys and 24 girls)
- De Hutten: 42 (boys)





## Triangle

- Beernem: 50 (45 girls and 5 boys)
- Ruiselede: 53 (boys)
- Wingene: 35 (boys)
- Flemish Detention Centre Beveren: 8 (boys).

## Portugal

The current situation in Portugal is envisaged for different circumstances and groups. From the need to protect a child/youngster to the need to correct a young person that engaged in illicit acts, there is a wide range of measures that can be adopted either by courts, child and youth protection commissions, or by institutions with competency in childhood and youth matters (for example, schools and health services). In this matter, four structures are worth to pinpoint:

- **The Educational Tutelaty System**
- **The Promotion and Protection System.**
- **Penal System applicable to Juvenile offenders**
- **Adult law**

**The Educational Tutelaty System** comes into force when minors aged between 12 and 16 years old commit an act qualified as a crime. In these cases, the intervention of the State is legitimated and justified by the need to educate or re-educate the offending youngster and their insertion, in a dignified and responsible way, in community life, which might result in the application of a tutelary educational measure in accordance with the provisions of the Portuguese law (Law n.º 166/99, of 14 of September, Portuguese Tutelary Educative Law).

| <b>Tutelary Educational Measures in accordance with the provisions of the Portuguese law.</b> |   |
|---|---|
| <b>Non-institutional Measures</b>   | <b>Institutional Measures</b>   |
| a) A reprimand  | i) Internment in an educational centre.<br><br>This measure is applied according to one of the following regimes of execution:<br>i) open regime;<br>ii) Semi-open regime;<br>iii) closed regime. |
| b) Deprivation of the right to drive mopeds or to obtain permission to drive mopeds           |   |
| c) Reparation for the victim  |   |
| d) Provide economic reparations or tasks in favour of the community                           |   |
| e) The imposition of rules of conduct   |   |
| f) The imposition of obligations  |   |
| g) Attendance at training programmes  |   |
| h) Educational supervision  |   |

Table 1. Tutelary Educational Measures in accordance with the provisions of the Portuguese law, Portugal

As highlighted in table 1, the institutionalisation in an Educational Centre, comprehends three different types of regimes:

- **Open regime:** It is applicable in cases when the youngster has committed facts qualified as less serious crimes and the minimum duration of the measure is 6 months and maximum 2 years. In this regime, young people live in the Educational Centre, but attend the formative and socio-educational activities preferably outside. According to the assessment of their behaviour, youngsters may be authorised to go out unaccompanied and spend weekends and holidays with their parents, legal representative or person who holds their legal custody<sup>2</sup>.
- **Semi-open regime:** It is applicable when the juvenile has committed an act qualified as a crime against people OR two or more acts qualified as crime that might determine an abstractly applicable maximum sentence that exceeds three years. The semi-open regime also has a minimum duration of 6 months and a maximum duration of 2 years. In this regime, youngsters live in the Educational Centre and attend inside training and socio-educational activities. If the evolution of their behaviour allows it, they may be authorised to spend holidays with their parents, legal representative or person who holds their legal custody<sup>3</sup>.
- **Closed regime:** This regime is applicable when the following cumulative conditions are met:
  - The juvenile has committed an act qualified as a crime corresponding to a maximum sentence, abstractly applicable, of imprisonment over five years or has committed two or more acts against people qualified as crimes corresponding to a maximum sentence, abstractly applicable, of imprisonment over three years;
  - The juvenile is 14 years of age or older at the date of application of the measure.
  - The measure of internment in closed regime has a minimum duration of 6 months and a maximum duration of 3 years.

In this regime the youngsters live and attend the training and socio-educational activities inside. The leavings are always under monitoring, are strictly limited to the fulfilment of judicial obligations, to the satisfaction of health needs or to other exceptional reasons.

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<sup>2</sup> <https://dgrsp.justica.gov.pt/Justi%C3%A7a-juvenil/Medidas-institucionais/Medida-de-internamento-em-Centro-Educativo/Regime-aberto>

<sup>3</sup> <https://dgrsp.justica.gov.pt/Justi%C3%A7a-juvenil/Medidas-institucionais/Medida-de-internamento-em-Centro-Educativo/Regime-semiaberto>

The table that follows shows the educative centres in Portugal, their capacity and types of regime.

| Educative Centre     | Capacity | Youngsters institutionalised in educative centers |           |        | Total of youngsters | Occupancy rate |
|----------------------|----------|---|-----------|--------|---------------------|----------------|
|                      |          | Open  | Semi-open | Closed |                     |                |
| Bela Vista           | 26       | 10  | 9         |        | 19                  | 73,08          |
| Navarro de Paiva     | 14       | 3   | 8         |        | 11                  | 78,57          |
| Navarro de Paiva     | 24       | 2   | 12        |        | 14                  | 58,33          |
| Olivais              | 34       | 5   | 14        | 5      | 24                  | 70,59          |
| Pde António Oliveira | 24       |   | 12        | 12     | 24                  | 100,00         |
| Santa Clara          | 6        |   | 2         | 1      | 3                   | 50,00          |
| Santa Clara          | 12       | 3   | 6         |        | 9                   | 75,00          |
| Santo António        | 24       |   | 13        | 5      | 18                  | 75,00          |
| Subtotal Male        | 144      | 20  | 66        | 22     | 108                 | 75,00          |
| Subtotal Female      | 20       | 3   | 10        | 1      | 14                  | 70,00          |
| Total                | 164      | 23  | 76        | 23     | 122                 | 74,39          |
| %                    |          | 18,85   | 62,30     | 18,85  | 100,00              | -              |

Table 2. Educative centres in Portugal, their capacity and types of regimes, Portugal, 2022

Source: Source: DGRSP - CCCRE – Mensal Statistics of Educational Centres

Concerning quantitative official data of institutionalized youngsters in Educative Centres, it has been reported that between January and July 2022, the General Directorate of Reintegration and Prison Services of the Portuguese Ministry of Justice (*Direção-Geral de Reinserção e Serviços Prisionais*) received from the judicial entities a total of 83 requests for the execution of measures in an educational centre. Compared with the same period of the previous year, there was an increase of 1.19%, with one more request.

Moreover, as of 31 July 2022, the number of young people interned in an educational centre was 122<sup>4</sup>. Of this total:

- 76 youngsters (62.30%) were in a semi-open regime.

<sup>4</sup> [https://dgrsp.justica.gov.pt/Portals/16/Estatisticas/Centros%20Educativos/ce\\_07-2022.pdf?ver=eqQw3jy0VGqWtcqa\\_wB4Ew%3D%3D](https://dgrsp.justica.gov.pt/Portals/16/Estatisticas/Centros%20Educativos/ce_07-2022.pdf?ver=eqQw3jy0VGqWtcqa_wB4Ew%3D%3D)

- 2 youngsters were in a situation of unauthorised absence, resulting in 120 young people effectively present in an educational centre.
- The total occupation rate of the educational centres on 31 July 2022 was 74.39%.

Of the 122 institutionalised youngsters, 108 (88.52%) were male. As regards age, 90 youngsters (73.77%), were between 16 and 20 years old.

| <b>Gender/<br/>Age</b> | <b>12<br/>years</b> | <b>13<br/>years</b> | <b>14<br/>years</b> | <b>15<br/>years</b> | <b>16<br/>years</b> | <b>17<br/>years</b> | <b>18<br/>years</b> | <b>19<br/>years</b> | <b>20<br/>years</b> | <b>Total</b> | <b>%</b> |
|------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|--------------|----------|
| Male                   | 0                   | 1                   | 5                   | 18                  | 35                  | 33                  | 12                  | 2                   | 2                   | 108          | 88,52    |
| Female                 | 0                   | 0                   | 3                   | 5                   | 2                   | 3                   | 1                   | 0                   | 0                   | 14           | 11,48    |
| Total                  | 0                   | 1                   | 8                   | 23                  | 37                  | 36                  | 13                  | 2                   | 2                   | 122          | 100,00   |

*Table 3. Age calculated with reference to 31 July 2022, Portugal*

Source: DGRSP - CCCRE – Mensal Statistics of Educational Centres

Regarding crime typologies, the total of 122 institutionalised youths correspond to a total of 354 types of crimes recorded in the judicial processes of origin. The category of crimes against people predominated, with 210 types of crime and a percentage of 59.32%, namely voluntary, simple and serious injuries to physical integrity. This was followed by the category of crimes against property, with 34,75% and 123 reports, particular highlighting various types of robbery and theft. Detailed data on this matter can be confirmed in table 4 (following page)

| Category and type of crime                                 | Number / Types of crime |       |        |       |       |       |
|--|-------------------------|-------|--------|-------|-------|-------|
|  | Male                    |       | Female |       | Total |       |
| Total of crimes reported                                   | 286                     | 100,0 | 68     | 100,0 | 354   | 100,0 |
| Crimes against People                                      | 156                     | 54,55 | 54     | 79,41 | 210   | 59,32 |
| Voluntary offense against physical integrity               | 38                      | 13,29 | 13     | 19,12 | 51    | 14,41 |
| Threat and coercion  | 35                      | 12,24 | 12     | 17,65 | 47    | 13,28 |
| Defamation, slander and libel                              | 26                      | 9,09  | 10     | 14,71 | 36    | 10,17 |
| Voluntary offense against physical integrity               | 25                      | 8,74  | 11     | 16,18 | 36    | 10,17 |
| Breaking and entering a place closed to the public         | 6                       | 2,10  | 8      | 11,76 | 14    | 3,95  |
| Other crimes against sexual freedom and self-determination | 6                       | 2,10  | 0      | 0,00  | 6     | 1,69  |
| Sexual abuse of children, adolescents and dependent minors | 5                       | 1,75  | 0      | 0,00  | 5     | 1,41  |
| Rape   | 5                       | 1,75  | 0      | 0,00  | 5     | 1,41  |
| Devastation by means of IT                                 | 2                       | 0,70  | 0      | 0,00  | 2     | 0,56  |
| Abduction, kidnapping and hostage-taking                   | 2                       | 0,70  | 0      | 0,00  | 2     | 0,56  |
| Others   | 6                       | 2,10  | 0      | 0,00  | 6     | 1,69  |
| Crimes against Heritage                                    | 110                     | 38,46 | 13     | 19,12 | 123   | 34,75 |
| Other robberies  | 36                      | 12,59 | 0      | 0,00  | 36    | 10,17 |
| Other damage   | 24                      | 8,39  | 9      | 13,24 | 33    | 9,32  |
| Other thefts   | 30                      | 10,49 | 0      | 0,00  | 30    | 8,47  |

|   |    |      |   |      |    |      |
|---|----|------|---|------|----|------|
| Theft in public thoroughfare (except by whiplash)               | 8  | 2,80 | 0 | 0,00 | 8  | 2,26 |
| Theft of motor vehicle  | 5  | 1,75 | 0 | 0,00 | 5  | 1,41 |
| Computer and communications fraud                               | 3  | 1,05 | 0 | 0,00 | 3  | 0,85 |
| Theft in residence with breaking and entering, false keys (...) | 2  | 0,70 | 0 | 0,00 | 2  | 0,56 |
| Others  | 2  | 0,70 | 4 | 5,88 | 6  | 1,69 |
| Crimes against Life in Society                                  | 11 | 3,85 | 1 | 1,47 | 12 | 3,39 |
| Possession of or trafficking in prohibited weapons              | 9  | 3,15 | 0 | 0,00 | 9  | 2,54 |
| Others  | 2  | 0,70 | 1 | 1,47 | 3  | 0,85 |
| Crimes against the State  | 0  | 0,00 | 0 | 0,00 | 0  | 0,00 |
| Crimes in Separate Legislation                                  | 9  | 3,15 | 0 | 0,00 | 9  | 2,54 |
| Drug trafficking (includes precursors)                          | 3  | 1,05 | 0 | 0,00 | 3  | 0,85 |
| Driving without a legal license                                 | 3  | 1,05 | 0 | 0,00 | 3  | 0,85 |
| Others  | 3  | 1,05 | 0 | 0,00 | 3  | 0,85 |
| Omitted data  | 0  |      | 0 |      | 0  |      |

Table 4. Young people institutionalised in an educational centre by category and type of crime, Portugal, 2022.

Source: DGRSP - CCCRE – Mensal Statistics of Educational Centres



On a different note, it is also important to consider the **Penal System applicable to Juvenile offenders**, which establishes the regime applicable in criminal matters to young people between the ages of 16 and 21 years old (Decree-Law 401/82 of 23 September).

The juvenile criminal regime, with the name of special regime, cannot be conceptually considered as a special law, but rather, materially, constitutes the rule applicable to all defendants who are included in the age categories that it provides, once the assumptions that condition its application are verified; it is strictly speaking a specific regime and not a special regime<sup>5</sup>.

The criminal law for young offenders should, as far as possible, approximate to the principles and rules of the law for the re-education of minors. The general principle immanent in the whole legal text is that of greater flexibility in the application which allows a young person who has been convicted of a crime up to the age of 21 to have only one corrective measure applied. In short, it is a matter of instituting a law that re-educates rather than punishes, without forgetting that social rehabilitation, if it is to be achieved, cannot neglect the fundamental interests of the community, and whenever the penalty envisaged is imprisonment, to require that it may be specially mitigated, under general terms, if there are serious reasons for doing so in the sense that, in this way, rehabilitation will be facilitated. reintegration.

The proposed measures do not rule out the application - as an ultima ratio - of prison sentences to over 16 years of age, when it becomes necessary for the adequate and firm defence of society and prevention of criminality and that will be the case where the penalty applied is imprisonment for more than 2 years. In addition to this penalty, however, the judge must have at his disposal an arsenal of corrective, treatment and preventive measures to enable an effective fight against juvenile criminality. When the circumstances of the case and taking into account the personality of the youngster over 18 years of age and under 21 years of age, indicate that a prison sentence of up to 2 years is neither necessary nor convenient for their social reinsertion the judge may impose corrective measures (Decree-Law 401/82 of 23 September). The corrective measures possible are the following:

- a) Admonition
- b) Imposition of certain obligations

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<http://www.dgsi.pt/jstj.nsf/954f0ce6ad9dd8b980256b5f003fa814/fbe21b08fb91df6e802573e005952bd?OpenDocument>



- c) Fine
- d) Internment in juvenile centres.

Moreover, concerning criminal law, in some cases, youngsters might be sentenced **as an adult** (determined by the judge according to age and/or severity of the crime), which can result in serving a sentence in prison.

In line with this, Portugal has one prison facility (Leiria Youth, *Jovens*), which specifically aims to address the needs of young offenders whose ages range from 16 to 21 years old, with the possibility of staying until 25 years old.

Up to December 31st, 2020 (last data available), these were the numbers for Leiria Youth prison facility:

| Prison       | Individuals waiting for trail | Individuals serving a sentence | Total | Capacity | Occupancy rate % |
|--------------|-------------------------------|--------------------------------|-------|----------|------------------|
| Leiria Youth | 109                           | 95                             | 204   | 347      | 58,8             |

Table 5. Leiria Youth – institutionalised youngsters’ data, Portugal, 2020

Source: Activity and Self-Assessment Report 2020, Directorate General for Reintegration and Prison Services

A different case is when a child or youngster until the age of 18 years old is at risk and a promotion and protection process is needed (**Promotion and Protection System**). Following the Law No.142/2015, of September- a child or youngster can be considered at risk when he/she faces situations like abandonment or living on his/her own; is physically or mentally abused, or is a victim of sexual abuse; does not receive care or affection appropriate to their age and personal situation; Is in the care of third parties, during a period of time in which the establishment of a strong bonding relationship with them was observed and in simultaneous with the non-exercise by the parents of their parental functions; is required to carry out activities or work that is excessive or inappropriate for the age, dignity and personal situation or harmful for their training or development; is subjected, directly or indirectly, to behaviours that seriously affect their safety or emotional balance; if the child or youngster assumes behaviors or engages in activities or consumption that seriously affect their health, safety, training, education or development without the parent, or the legal representative oppose to them in an appropriate manner to remove that situation.

Foster care in an institution is one of the measures set out in the Law for the Protection of Children and Young People in Danger, which safeguards the rights of children when, due to

in their natural environment they are exposed to situations of danger that prevent their proper development.

Foster houses receive children and young people, from zero to eighteen years old, or exceptionally a little older, who, at a given moment, cannot be cared for by their families.

These children and young people are provided with residential care in these homes, whose main objective is to provide the most familiar, healthy and safe environment possible.

In these homes, these children and young people have the opportunity to outline an individualised life project. Foster care is an opportunity for growth, in which the child has the time and support to overcome traumatic experiences (Relatório Casa - Social Security Institute, 2020).

This is a temporary measure because the main objective is that, through the individualised life project, the youngster returns to live in a family, be it biological, through civil sponsorship or through adoption.

In the year 2020 (last data available), the majority of children in the foster care system (5,787; 86%) integrated a generalist response, namely Home for Children and Youngsters - *Lar de Infância e Juventude* (LIJ), Temporary Shelter (CAT) or Emergency Shelter (EA). By observing the evolution of the number of children and young people in these Homes, over the course of a decade, it gets clear that the number has been decreasing, culminating with a variation of less than 6% in the year under review. In this sense, in 2020, there was a register of less 2.288 children and young people, in relation to the year of 2011, which corresponds to a deinstitutionalisation of 28% in this type of responses (Relatório Casa - Social Security Institute, 2020).

As in previous years, there continues to be a slight prevalence of male children and youngsters (3,488 - 52%) versus female children and young people (3,218 - 48%), except in the age groups 0-3 years old and over 21 years old. Moreover, more than half of the children and young people under foster care are in their adolescence or early adulthood (Relatório Casa - Social Security Institute, 2020).

## Section II – Programme

The element “**Programme**” comprehends the (online) training the institutions provide.

The Triangle connects systems and content designed to access formal and especially non-formal educational settings within the grades open, half-open, and closed on ICT security and whitelist level and content. This needs a differentiated design for different situations in detention and care institutions. Therefore, it will be created in portfolio environments that can be opened when returning to society.

To do this end, it is essential to comprehend how the online (secured) learning environment can be expanded as a foundation (as richly as possible with pertinent education and VET information) and how VET education can be enriched through (creative) online lessons, practice, and workshops on developing personal skills.

## The Netherlands

- Education in juvenile detention in the Netherlands

In JJI's, youngsters can follow regular education. This is provided by the regional educational organisation such as the Eduvier foundation or the <https://www.aloysiusstichting.nl> in the Hartelborgt and Teylingereind.

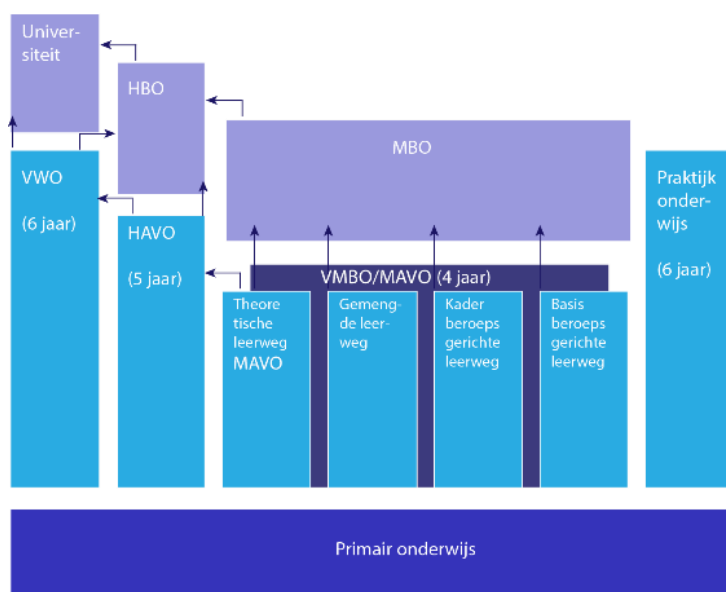


Figure 5. Education in juvenile detention in the Netherlands

Most youngsters follow practical education, VMBO, MBO courses. A few HAVO or VWO. The education within the JJI's has three different outflow profiles.

### A-Day care / B- (Sheltered) work / C-Further education

The program for the outflow profile daytime activities focuses mainly on **self-reliance skills**. In addition to self-reliance, the work outflow profile program focuses on **professional skills and certificate diplomas** such as welding diplomas.

The program for the outflow profile for further education focuses on diplomas and qualifications in regular education. Education, behavioral scientists, therapists and pedagogical staff, together with the detainees, shape the treatment process, so that they are well prepared for a return to society. **Every youngster has their own perspective plan that is regularly adjusted.** Every three months there is a prospective plan discussion with all

disciplines involved with a youngster to discuss the progress of the trajectory of the youngsters, to evaluate and to set new learning objectives. It is precisely the coordination between all sections that makes the treatment effective. Education is aimed at allowing detainees to rejoin society after their detention. By consistently looking for pedagogical customization linked to the interests of the detainees, the risk of recidivism is reduced.

Youngsters who, during a stay, sometimes up to seven years, have little or no interaction with a rapidly changing society, are more likely to reoffend because they are less well prepared for this "new" society. That is why, in our view, it is important that, in addition to the educational program, we can also pay attention to forms of informal and non-formal learning. Through the deployment of the program, inmates can develop skills and attitudes to function in society. The methodology explored in the project gives prisoners more tools to achieve their goals. This creates a win-win situation for both the detainees and society.

If desired, the school of the JJI has contact with the education (VO's and MBO's) that the youngster followed before they came into detention. Especially for the youngsters who are in short stays, it is important to continue the historical learning line. The youngsters are given the opportunity to obtain diplomas of secondary education (TL and HAVO-VWO) through state examinations in the JJI, in collaboration with the educational group that provides the education within the relevant JJI.

### **How are the school schedules structured? What courses are there?**

Lessons are given in various departments in which AVO is a basis together with the technical subjects of the relevant department and supplemented with the expression courses (music, CT, sports, library, UV, motor vehicle technology, bicycle technology, HV, mediawise, ICT).

Departments within the Urban School are: consumer (self-reliance and training kitchen assistant), theory, technology (metal and woodworking), green, sports, assessment (department for level determination and orientation for all short-stay youngsters). A schedule is also used in which the lessons are often offered individually (especially work-related where possible or focused on daytime activities). In addition, there is talk in rounds about the use of modular education, this at the choice of the student.

The schedule has a consistent structure of 2 hours of practical courses, 2 hours of AVO and 1 hour of a creative course. Custom can be deviated from the schedule, this by means of arrangements or another program.

### **Dynamics between internships, apprenticeships, companies. What happens inside to VET?**

Use of internal warehouse in preparation for external warehouse. If desired, deployment of internship companies but this is limited, as well as deployment of daytime activities during JJI's stay. If there is work, this is done via the ITB. This is used after the preparation process from the external warehouse. Depends on the legal trajectory and perspective of the youngster. The mentioned places are used as an internship for an MBO entrance course.

Work skills are tested by means of an AVL list, but there is still a lot to be gained. It is precisely these skills that can matter when youngsters find a job after their detention. In many cases, these skills are not or hardly sufficiently developed to ensure continuity in the work process.



### **Portfolio**

In the JJI's secondary special education (VSO) is offered, education in which an ortho pedagogical and ortho didactic approach is central. The VSO has three outflow profiles: further education, labour market-oriented and day care. Pupils who have successfully completed a VMBO, HAVO or VWO program within the outflow profile for further education will receive a regular secondary education diploma. Pupils in the profiles labour market-

oriented and day care do not take a central exam, but they are regularly tested, and they can, for example, obtain a (branch) certificate. Together with, among other things, practical statements, these can be included in a personal portfolio. Characteristic of the vso is the provision of customization, which is why the Minister of Education has laid down that each school can decide for itself what the portfolio looks like and which documents are included in it. Also, within the JJI's, the schools each work with their own portfolio.

The aim in Triangle is to investigate how and which components from the digital learning environment can be added to the portfolios that are used. This explicitly also looks at what the youngsters themselves find important to add to their portfolio. Eduvier offers the method **Passport to success**. Mentioned below are 3 important pillars that can be incorporated into a digital format in Triangle. *Who am I / What am I good at / What do I need.*

The self-reliance abilities are the major emphasis of the program for the daily expenditure outflow profile. The program for the outflow profile employment emphasises occupational skills and credentials like welding diplomas, among others, in addition to self-reliance. The Program for the outflow profile education focuses on diplomas and qualifications in mainstream education.

Education, behavioural scientists, therapists, and pedagogical staff, together with the detainees, shape the perspective plan so that it is well prepared for a return to society. In three months, the future plans are discussed with all sections to monitor the progress and adjust it where necessary. It is precisely the horizontal alignment between all sections that make the treatment effective.

Detainees are given education in order to reintegrate into society after their imprisonment. Because they are less equipped for this "new" society, young individuals who, sometimes up to the age of 17, have little to no involvement with it may reoffend more swiftly. Consistently searching together for tailor-made educational approaches coupled with the interest of the detainees will reduce the risk of reoffending.

In this context, the City School has regularly collaborated with Chain partners from the Erasmus+ platform or organisations that have developed tools through the Erasmus grant in the perspective of informal and non-formal learning. City School has been actively involved in the KA1 pathway "active citizenship" and has been involved in a pilot that focuses on Media Wisdom in closed environments since last year. The goal is that each detainee can become more owner of their education Program through a Chromebook and a partially

unlocked Internet environment and provide this with content through digitised educational Program. Also, most teachers working at the City School have followed a master's degree in Special Needs or several modules within this master's in addition to their training.

The lessons are held in subject groups in which AVO (NL, RW, BS) is a basis, together with the technical subjects of the relevant subject group and supplemented with the expressive subjects (music, CT, sports, library, UV, motor vehicle technique, bicycle technique, HV, media-wise, ICT).

Subject groups: consumption (self-reliance and KAS), green, intake group for short-stay youngsters, sports, technology (wood and metal), theory and individual (mainly work-promoting where possible or focus on daytime activities). In addition, modular education is used. The timetable has a consistent structure of 2 hours of practical subjects, 2 hours of AVO and 1 hour of a creative subject. Deviations from the timetable can always be made on a case-by-case basis.

Since 2010, every Juvenile Justice Institution (JJI) has been working with one basic methodology called YOUTURN. YOUTURN is all about learning your own responsibility. With this methodology, the professionals in all JJI's can care for and treat youngsters in an unambiguous way. The time 'within the institution' is used as well as possible to reduce the risk of recidivism and to prepare for a successful resocialisation. In YOUTURN, the Social Competence Model and TOPs! are integrated. Various elements have been added to this, such as system-oriented working, trajectory-oriented work in collaboration with chain partners, the use of validated screening and measuring instruments, intensive cooperation between mentor and youngster and parent participation.

- **Youturn**

YOUTURN stands for 'do it yourself'. With YOUTURN, life in the institution can be better predicted and overseen for youngsters. They always know exactly what their day Program looks like and what is required of them. Even in the event of a possible transfer, because all JJI's work according to the same methodology. The treatment is simply continued, and the treatment is the same.

During his/her stay, the youngster will work on improvement under the guidance of pedagogical staff, teachers and other professionals. In the groups, the employees within YOUTURN fulfil three roles: mentor of a youngster; group leader; and trainer.





## Triangle

YOUTURN is all about learning your own responsibility. Employees of the group and teachers at the school (the trainers) teach youngsters how to deal with anger, difficult moral choices and how to behave socially competently. Then, under the guidance of trainers, the youngsters will help each other to solve difficult situations. In the meantime, they receive constant feedback on their behaviour at the group and at school.

**YOUTURN aims to develop a positive group culture and a safe living environment. YOUTURN also aims to achieve a higher degree of professionalisation and national uniformity between the JJI's. The basic methodology has been developed to prevent recidivism and reduce criminogenic factors.**

YOUTURN consists of five phases. Depending on the judge's judgement, youngsters go through one or more phases of the methodology. The first three phases take place within the institution, in which the youngsters work on behaviour and skills that prepare them for a new start. The fourth and fifth phases take place outside the establishment and mainly concern education and training. The youngster then picks up the new life with the help of the (youth) probation service. In each phase, the parents/guardians play an important role.

- **Behavioural interventions**

In every JJI we work with (recognised) behavioural interventions. Based on the identified problems, it is determined which behavioural intervention can cause a behavioural change in the youngster. Behavioral interventions are therapies or treatments that focus on criminogenic factors, such as alcohol and drug use, offending behaviour, aggression regulation, or impaired sexual perceptions. The intervention must ensure that the youngster no longer relapses into his problematic behaviour. Behavioural interventions are generally used for youngsters who stay in a JJI for more than three months. Examples of behavioural interventions that are used are Learning from Crime, Brains4Use, Out of the Circle, EMDR and MDF. In addition to these cognitive behavioural therapies, creative therapies are also offered.

## Belgium

- The political situation in Belgium is defined by the following:
- Belgium is a federal state
- Justice is a federal authority
- Education is a regional authority

Specifically,



- Regarding secondary education, it comprehends three degrees and six years. It includes the types of education as General, Technical, Art, Vocational and Exceptional, with objective of getting in the Job market.
- Community Institutions are under 'Care and Family', a regional authority.
- Education providers for adults in prisons are under 'Education', a regional authority.

- **Community Institutions**

Community Institution is a service within the Agency of "Opgroeien" that addresses youth care and, according to Katrien Verhegge, Administrator General:

*"offers incredible opportunities to support children, young people and families in Flanders. Whether a child has specific childcare needs, a youngster can no longer grow up at home, or a family is looking for information, a single agency will offer support."*

Their vision is based on the choices of the minor and his/her context, to jointly build the bridge to a better future by limiting the risk of relapse and increasing the quality of life.

They provide education in 5 modules: Orientation, Accompaniment (3-6-9), Accompaniment (2-5-7), Handing out and Time Out.

- The module **Orientation** is a close orientation that supports the deployment of placement in a CI. It takes a maximum of 1 month, including multidisciplinary screening and risk assessment, which are central to determining whether (further) closeness is useful or

desirable. Screening is conducted through risk level, danger, and responsiveness. The modules targets: motivated advice; and advice for an 'acting plan', in which the education is provided by themes.

- The Module Treatment consists of a Closed treatment within 3, 6 or 9 months in phase on the merits. The CI offer aims to maximise a minor's chances of reintegration by reducing the risk of recidivism and increasing well-being.
- The Module restorative **Time out**, included in VOS, foresees the work towards the restart of the current route. The CI is intended as a multi-sided mediator, and the young person is expected to return to the facility in two weeks. It promotes 4 living groups: Ruiselede, Beernem, De Markt boys, and De Markt girls, and provides no education.
- The Module Long-Term Treatment comprehends a Closed treatment within 2 – 5 – 7 years. In principle, from the age of 16 years and at the latest until the age of 23 years. Exceptionally can be extended to ages between 12 and 14 years – max. 2 years; between 14 and 16 years – max. 5 year; and for 17-year old max. until 25 years. This is a Flemish alternative for Handing Out, within this module specifically deployed on Independence training (for the "older minors").
- The **Handing over** means that minors are convicted under adult criminal law, so conditions are now cumulative.

1. The minor has already been the subject of closed guidance in a CI
2. It concerns a fact as referred to in the law articles 373, 375, 393 to 397, 400, 401, 417, 471 to 475 of the Criminal Code or an attempt to commit a crime as meant in the articles 393 to 397 of the Criminal Code.

It comprehends a stay in the Flemish Detention Centre in Beveren until a max of 23 years, then a shift at a federal prison.

Specifically:

#### **Module Orientation**

- Orientation of up to one month
- Multidisciplinary risk assessment;
- Advice to determine whether further closedness is useful or desirable.
- Education
- Module Orientation is located in the community institution De Grubbe, in Everberg.

### **Module Treatment**

- Treatment in closed institution of 3, 6 or 9 months
- Multidisciplinary offer focused on maximizing the reintegration opportunities of a minor by reducing the risk of recidivism and increasing well-being.
- Education
- Module Treatment is located in De Zande (Beernem, Ruiselede, Wingene) and De Kempen (De Markt en De Hutten, both in Mol).

### **Module Time out**

- This module lasts up to 14 days
- Aimed at youngsters with a disturbing parenting situation (VOCs) who are in a blocked assistance Program.
- The focus is on the recovery-oriented work with the youngsters and the accompanying facility.
- The module is offered in Ruiselede, Beernem, De Markt
- Limited to no education

### **Module Long-term Treatment**

- Long-term treatment of 2, 5 or 7 years
- In principle from the age of 16 years and at the latest until the age of 25 years
- between 12 and 14 years – max. 2 years
- between 14 and 16 years – max. 5 years
- for 17-year-olds max. up to 25 years
- Flemish alternative to handover
- Multidisciplinary offering aimed at maximising a minor's reintegration opportunities by reducing the risk of recidivism and increasing well-being.
- Education
- The module is under construction and will be offered in De Kempen, campus De Hutten and in De Zande, campus Ruiselede.

### Module Handing over

- The youngsters are in pre-trial detention or have been punished under adult criminal law.
- They are allowed to stay in the Flemish Detention Centre until the age of 23, after which they are transferred to a federal penitentiary.
- The Flemish Detention Centre is located in Beveren.



- **Methodologies and behavioral interventions in the Community institutions**

### RNR-M

- The Risk-Needs-Responsivity model (RNR) and the Good Lives Model (GLM) are both carefully developed intervention frameworks that focus on an optimal and successful reintegration and return to the 'normal' life and the minor's own environment. The choice of these theoretical frameworks is related to three reasons:
- They respond to the objectives of the Community institutions, namely, to reduce recidivism and increase the welfare of minors;
- The What Works/RNR model is solidly evidence-based and has already demonstrated its effectiveness;
- GLM pays explicit attention to aspects such as well-being promotion and life goals, and therefore plays an important role in strengthening the (guidance) motivation of the minor (and his/her context). This provides anchor points with a view to the organisation of the assistance.

The Risk-Need-Responsivity Model is a model based on extensive empirical research into the characteristics, circumstances and processes in people and their environment that contribute to the commission of crimes. The RNR model thus places the emphasis on relapse prevention, which gives it a predictive value with regard to recidivism (Growing up, 2019).

The Good Lives Model takes the knowledge of the RNR model with it but clarifies how we can work with this knowledge from a 'strength-oriented perspective'. The youngster is primarily approached as a unique person with interests, talents and skills who strives for the accomplishment of quality life. The model, therefore, focuses mainly on promoting the offender's well-being and on the individual's strong characteristics and abilities

(Pomp, 2009). In other words, GLM helps us to look at the RNR principles from the perspective and experience of the youngster and his environment (Growing up, 2019). Both models help us to maintain the right focus in the design of the forensic trajectory of youngsters and provide a common language to align internal and external cooperation.

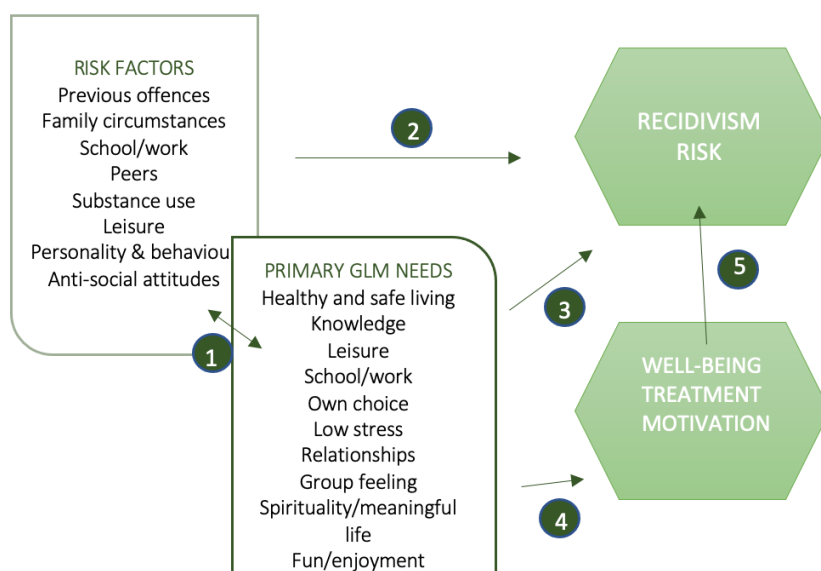


Figure 6. The connection between the RNR and the GLM Models

Since the relationship between the two models is often the subject of discussion, we will focus on both reducing delinquent behavior and the basic needs of the youngsters through an integrated application of both models. Paying attention to these basic needs facilitates considering existing strengths so that the recidivism-preventing guidance offer can build on this and absorb the necessary changes regarding the criminogenic processes within a broader reintegration process (Growing up, 2019). This ensures that the effectiveness of both models can reflect as much as possible on the youngsters entrusted to the Community Institutions. The diagram below outlines the interaction between the criminogenic factors and needs (from RNR) and the primary necessities of life (from GLM), as well as the impact of this on the risk of recidivism and the well-being of the youngsters.

Ronen Ziv's 'RNR-M' integration model is in line with this integrative scheme. Ziv starts from RNR because this model is the most scientifically based. RNR includes 18 working principles. Ziv has placed these next to the basic assumptions of the GLM and has looked at where they overlap and where they complement each other. In the end, he is left with 17 working principles. This integration model is called RNR-M. The M refers to the motivational

component introduced from the GLM, namely that people's actions have meaning and are in function of (individual) basic needs.

- **Education for adult detention in Flanders and Brussels**

In Flanders and Brussels, Vocvo is active in providing adult education in a detention context. They are closely involved with Klasbak vzw, which is part of the European Prison Education Association (EPEA).

## Prison education in Flanders

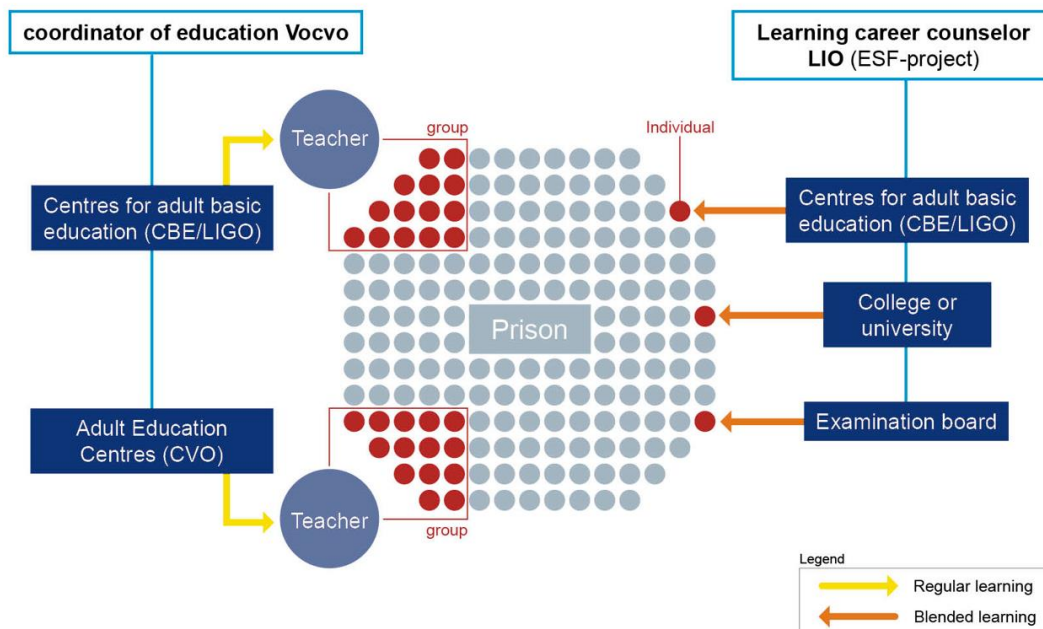


Figure 7. Prison education in Flanders

### 1. Educational offer in group

The Flemish guideline for the organisation of education in prisons offers concrete tools for planning the supply. This states which priority offer must be organised in each prison. The most important partners are:

- Adult Education Centres (CVO)
- Centres for adult basic education (CBE/LIGO)

This is the priority offer according to the Flemish guideline

- Dutch for non-native speakers
- Vocationally qualified training or training to support finding work (driving licence, VCA)
- Literacy offer
- Second-chance education

#### Concrete approach to group offerings

- The education coordinator evaluates the past school year and determines, in consultation with all the actors involved, which offer will be provided in the coming year.
- The education coordinator plans all teaching modules in terms of teacher availability, prison context and regime.
- The education coordinator announces the offer (per starting moment) to the detainees.
- Detainees sign up for the modules they are interested in.
- The education coordinator reviews all registrations and follows them up further.
- There is an intake procedure per prison to arrive at a group per module. Both the education coordinator and the teacher take on a role in this.
- After the intake, the education coordinator, in consultation with the teacher, puts together the group.
- The education coordinator takes on the support of and communication to teachers and prisoners during the module.

An outline of the educational offer in the school year 2020-2021 about all institutions. We use the figure of the number of teaching hours (LUC) for this. This figure shows the number of lessons arranged as well as the participation rate of the students. In 2020, there were a total of LUC 124,775, compared to LUC 214,193 in 2019. This decrease can be attributed to the corona crisis.

We divide this offer between the offer from centers for adult basic education and the centers for adult education.

#### **A. The offer from centers for adult basic education.**

The general downward trend in the supply of adult basic education centers is remarkable, given that the target audience in prisons includes many low-literate people. In the new



Flemish guideline for the educational offer in prisons, we focus as a priority on, among other things, literacy provision and NT2. We therefore expect that from the school year 2022-2023 this trend will reverse under the impulse of the Flemish guideline. We will monitor this closely.

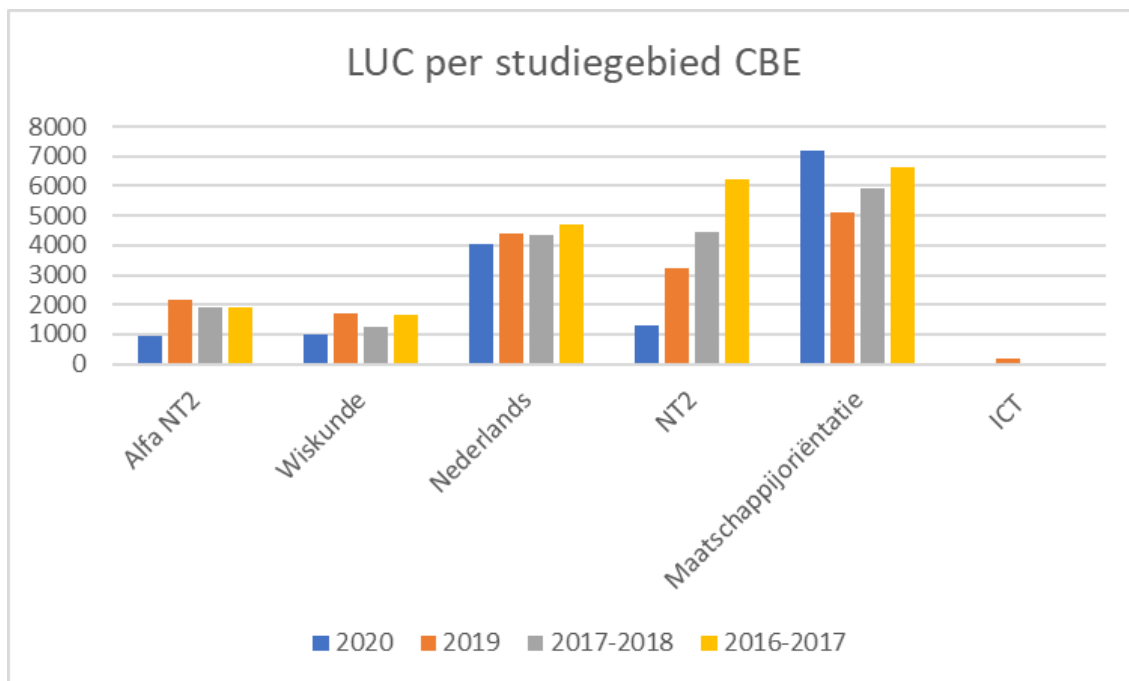


Figure 8. LUC per training area of the adult basic education centres for the school years 2017-2018; the school year 2016-2017, the calendar years 2019 and 2020.

## B. The offer from the adult education centers

The figure below gives an overview of the LUC per study area of the adult education centers. In the calendar year 2020, we see a huge decrease in the number of LUC: 109,740 LUC instead of 204,448 in 2019. This is almost a halving of the number of LUC. This can be fully attributed to the corona crisis. We see the strongest declines in the following areas of study:

- AAV (general education)
- Dutch Second language
- Construction
- European main languages
- ICT



## Triangle

- Mechanics Electricity
- Weld
- Furniture making
- Structural work

It can also be deduced from the graph below that vocational training in particular has been reduced to a strong minimum. This is also logical since no alternative via distance learning was possible. The figures represent a break in the strongly rising trend before the corona crisis. In 2019, there were a total of LUC 204,448. This was a remarkable increase compared to previous years (cf. 163,688 in 2017-2018; 142,036 in 2016-2017).

We also found that the study areas with the largest increase were in line with the renewed Flemish guideline:

- NT2 (Dutch for non-native speakers);
- Vocationally oriented study areas such as Mechanics-Electricity, Furniture Making, Welding and Structural Engineering;
- ICT (we assume that the ICT offer can be cataloged as far as the integration into the Flemish guideline is subject to literacy provision or vocational training);
- We see the first literacy modules of the adult education centers emerge.

From here we can also conclude that the further implementation of the Flemish guideline is in line with the current policy and that it will not cause a shock wave in the supply (in normal working conditions). We also expect the figures to evolve again from the 2021 school year onwards (subject to corona measures).

However, according to the figures in 2019, there was also a strong increase in the study area European main languages target grades 1 and 2. With this offer, we do deviate from the priorities of the Flemish guideline. After all, it is not a priority offer. The language offered in prisons will be thoroughly evaluated in the coming year in the light of the priorities of the guideline. We can expect that from the school year 2022-2023, when the application of the renewed Flemish guideline will become visible, we will see a trend break in the steady increase in the range of languages. This is in favor of other offers that can be considered as a priority.

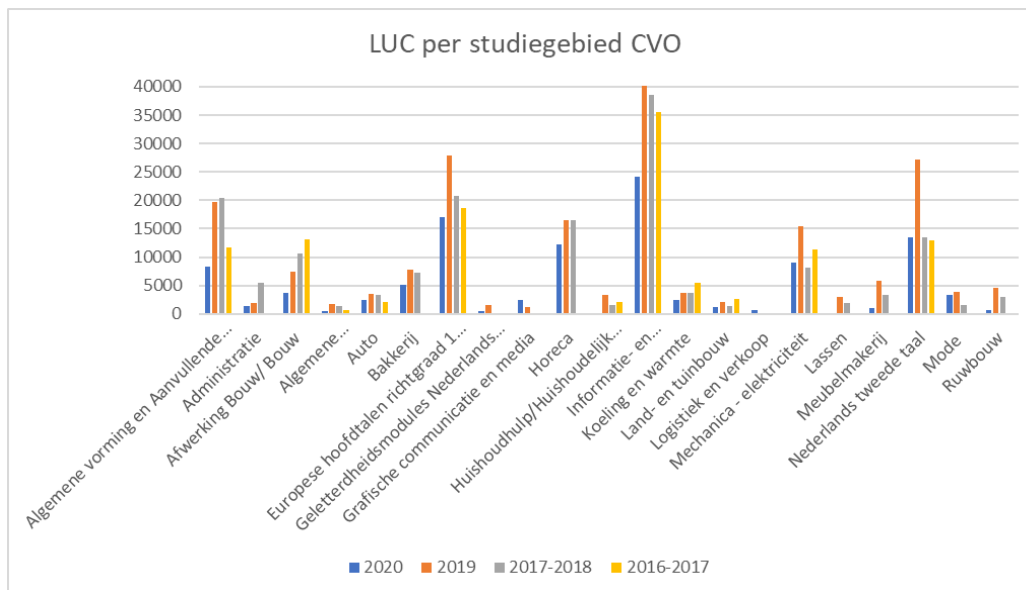


Figure 9. LUC by training area of the adult education centres for the school years 2017-2018; the 2016-2017 school year and the calendar years 2019 and 2020

## C. Prison Wortel

- **Group offer**

As an example, annex 1 illustrates the education brochure of the prison Wortel of the school year 2020-2021.

- Individual educational trajectory

In all Flemish and Brussels prisons, there is the ESF project LIO. This stands for Learning Inside Out. In every prison there is a learning career counsellor who is responsible for study orientation, dealing with questions about training during and after detention and supervising studies. Central to this is also the bridge to the outside. This involves a warm transfer of the trajectory within the prison walls with the learning career counsellor outside the walls. This ensures an increase in the chances of success and the completion of the training after release.

The providers on offer for this are adult education centres, colleges, universities, and the Examination Board. This is mainly made possible by distance learning.

## 2. Resources



# Triangle

In order to improve the quality of the group offer, there are the following expectations regarding Triangle:

- In the classroom
  - Computers/Chromebooks/tablets/laptop via Mediawise access to:

## Whitelist:

- Information websites/weblinks
- Existing adult education/higher education learning platforms/other providers
- Online learning materials
- Possibility to follow online classes
- Digital learning environment
- Digital course material
- Communication between teacher/detainee
- Uploading assignments
- Feedback from (external) teacher/detainee
- Limited communication between teacher/detainee in function of training
- Online video calling

## 3. Cell

- Offline use of laptop/chromebook/tablet with access to mediawise (see list at classroom)

For the improvement of the quality of the individual Learning Trajectory Guidance, there are the following expectations regarding Triangle:

- Use of digital orientation tools, testing
- Use of digital portfolio
- What about access to mediawise after detention?

## General

- Mediawise access with administrator rights
- For teachers: full internet access via mediawise in classroom
- For education coordinators, learning career counsellors: also access to mediawise
- For detainees: secured per usage profile
- Adapted to courses for which the detainee is registered
- Adapted to the safety level of the detainee

- Security - logging?
- For detainees in the classroom the same access to mediawise with and without teachers?

- **Education in Community institutions**

The aim of education in the community institutions is to create opportunities for youngsters and their context together from a closed mind. In collaboration with the home school and other partners, a motivating educational offer is installed, starting from the needs of the youngsters and aimed at the continuity of the school trajectory.

To that end, the Community institutions have at their disposal an equivalent of 79 full-time qualified teachers. They set up general education such as Dutch, mathematics, project general subjects, ect. In addition, there is also a focus on professionally oriented subjects, such as metal and woodworking, beauty care, hair care, catering, etc. In every course there is also attention for sports. A lesson day consists of 6 hours and there are a maximum of 5 to 6 youngsters in a class group.

The need with regard to Triangle is that supporting teaching material is provided on the learning platform. In addition, unlocking existing learning platforms, digital course material, existing websites and exams.



- **Certificates**

Youngsters have compulsory education in Belgium. During their stay in a community institution, the youngsters are legitimately absent from their home school and are taught according to the principle of home education. That system of home education in the

Community institutions does not provide the youngsters in question with a certificate(s). That is why we always focus on a school cooperation with the home school where the youngster follows a course.

The youngster processes his/her teaching material from the home school in the community institution, under the guidance of the teachers and the care providers. This teaching material is often digital and can consist of courses / syllabi, lesson bundles but also practical assignments. Youngsters can take one or more exams in the context of their school cooperation. Communication with the teachers of the home school takes place via an electronic learning environment or via e-mail. Towards the end of a journey within a community institution can partly or completely externally conduct a school collaboration (within module Guidance). A youngster then takes lessons in his /her home school. It is also possible that a youngster moves from the community institution to an internship workplace on a daily basis.

There is also cooperation with other partners, such as VDAB (Flemish Employment Service). In some cases, youngsters can be prepared to take an exam to obtain a certificate. For example, for welding there is a possibility to obtain a partial certificate.

A youngster can also register with the Central Examination Board during his/her stay in order to obtain a certificate or diploma.



The goal of Triangle is to have a link with all the aforementioned partners: education Flanders and Brussels (all schools), VDAB, Central Examination Board, Driving Schools Flanders and Brussels. Important in the digital education story of the youngsters in the GI is that the learning platforms of all partners are made accessible, and youngsters thus find a way to digital learning.

### **Digital skills:**

By default, no screening is done on the youngsters to what extent they can deal with digital skills. The youngsters do receive lessons on digital literacy within education. There, an



## Triangle

estimate is made of the digital level of the youngsters. An unambiguous and strong digital offer around 'digital skills'/'21st century skills' for the youngsters is a must.

Feedback to home school is essential to achieve certification. Triangle can offer an overview of which learning paths the youngster has followed via a portfolio. This information can be passed on to the home school.

## Portugal

The Ministry of Justice, Ministry of Work and Social Solidarity and Ministry of Education developed several strategies for vocational and professional areas with incarcerated youth. Therefore, these strategies are developed jointly with the National Qualifications System.

Hence, the Ministry of Justice is accountable for:

- School education needs assessment.
- Promote educational opportunities.
- Provide the appropriate spaces, equipment's and teaching materials.

In turn, the Ministry of Education is responsible for:

- Organise curriculum plans according to the prison educational project.
- Organise the school process for each student.
- Assign teachers.

Yet, the educational Programme for institutionalised youngsters in Portugal must be considered according to the different scopes of systems

- **The Educational Tutelaty System**
- **Promotion and Protection System**
- **Penal System applicable to Juvenile offenders**
- **Adult law**

As previously indicated, institutionalized youngsters under the **Educational Tutelary System**, are in **educative centres**. For each centre, it is compulsory to have internal regulations, the purpose of which is to ensure a peaceful and orderly coexistence and to guarantee the implementation of the educational intervention project of the centre and the activity programmes.

The minor progresses in the following phases according to the length of his or her internment and the demonstration of pro-social competencies.

Phase 1 - Integration; Phase 2 - Acquisition; Phase 3 - Consolidation; Phase 4 – Autonomy.

The internment measure implies the elaboration of a Personal Educational Project (PEP) that specifies, for each young person, the objectives to be reached during the internment, its duration, phases, deadlines and means of achievement, namely those necessary for psychological follow-up, so that the youngster may easily perceive his or her evolution and



the Centre may evaluate him or her. The technical intervention aims to guide, monitor and supervise the young person's pathway in the Educative Centre, according to the objectives established in the PEP. Each youngster has a tutor (case-manager technician) who follows him/her, carrying out tutoring interviews at least every fortnight. The tutor works with the youngster on the attitude towards the detention measure, on the personal and social factors relevant to delinquent behaviour, on family and social integration, on health and on school and vocational training. The Centres also have personal and social skills training programmes, namely the "Generating Social Pathways" Programme - GPS", as well as other structured programmes and activities for the acquisition of specific skills. Of these, is highlighted the psycho-educational intervention for young people with aggressive behaviour. One of the compulsory structured activities is the "Daily Life Skills Training" aimed at learning basic domestic skills, such as learning to cook simple meals and to wash and iron their own clothes.

Educational and vocational training is provided under the law that regulates the education and training offered for young people interned in Educational Centres<sup>6</sup>. It is the responsibility of the Protocol Centre of Vocational Training for the Justice Sector (*Centro Protocolar de Formação Profissional para o Sector da Justiça - CPJ*) to promote dual certification training courses, i.e., Adult Education and Training courses (EFA courses) in Educative Centres. The Ministry of Education is responsible, through the school associated with the Education Centre, for placing the necessary teachers to ensure basic training. CPJ is responsible for the management of technological training, namely through the placement of trainers and the equipment and materials necessary for the courses<sup>7</sup>.

Hence, in order to fulfil the educational purpose inherent to the detention measure, the educative centres have to act according to some principles of intervention, such as socialization (art. 159 of the Tutelary Educative Law), school education (art. 160 of the Tutelary Educative Law) and vocational and work training (art. 161 of the Tutelary Educative Law), indispensable for the reintegration into society.

Also, it is important to note that in the open regimes, youngsters live and are educated in the establishment, but attend school, work and leisure activities outside the centre, as provided for in their PEP (art. 167 of the Tutelary Educative Law). At the same time, in the semi-open

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<sup>6</sup> [https://dgrsp.justica.gov.pt/Portals/16/Justica%20Jovens/Legisla%C3%A7%C3%A3o/dsp\\_23038-2009.pdf?ver=2018-11-28-103813-28](https://dgrsp.justica.gov.pt/Portals/16/Justica%20Jovens/Legisla%C3%A7%C3%A3o/dsp_23038-2009.pdf?ver=2018-11-28-103813-28)

<sup>7</sup> <https://dgrsp.justica.gov.pt/Justi%C3%A7a-juvenil/Medidas-institucionais/Medida-de-internamento-em-Centro-Educativo>

regime, youngsters live, are educated, and attend educational and free-time activities in the centre, but may be authorised to attend school, work or sporting activities, as necessary for the initial or phased execution of the PEP (art. 168 of the Tutelary Educative Law ).

- **Leiria Prison**

Concerning adult law, the facilitation of access to school skills and vocational training falls within the scope of prison treatment, with the aim of favouring conditions of social reintegration and the reduction of recidivism. According to the Code of Execution of Penalties and Measures Depriving Freedom (article 38):

Compulsory schooling shall be ensured as a priority for youngsters or illiterate individuals.

In Leiria youth prison, investments were made in education and vocational training, with the construction of a "school" in its building and a pavilion for vocational training. In this prison, 217 youngsters enrolled in professional training that was in progress on 31-12-2020 and carried forward to 2021<sup>8</sup>.

Also, in this prison, it was built a project called Vocational Education Support Team / *Equipa de Suporte ao Ensino Profissional*.

- **Context:** Over the past few years, the behavioural and disciplinary problems reported in the school context and in professional training have led to the need to create the Vocational Education Support Team. It seems clear that the support and monitoring of the educational community, students, and teachers, in the various areas of their intervention can build a more appealing and inclusive school. In this context, it was intended to address behavioural issues and increase the capacity to respond to existing problems using differentiating practices on time.
- **Targets/Beneficiaries:** Youngsters in reclusion.
- **Description:** In January 2020, a multidisciplinary team was created, consisting of a re-education technician, a psychologist, and a tutor (a teacher from the school) to intervene with young inmates with behavioural and indiscipline problems in the classroom. Alongside this work, it also promotes the articulation between teachers and students, making it possible to create strategies appropriate to the prison population and promote an adequate response to individual needs with a view to personal and school success.

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[https://dgrsp.justica.gov.pt/Portals/16/Instrumentos%20de%20Planeamento%20e%20Gest%C3%A3o/Relat%C3%B3rio%20de%20atividades/2020/RA-2020.pdf?ver=W7Kq\\_2GVicZK2C18Fh06pg%3d%3d](https://dgrsp.justica.gov.pt/Portals/16/Instrumentos%20de%20Planeamento%20e%20Gest%C3%A3o/Relat%C3%B3rio%20de%20atividades/2020/RA-2020.pdf?ver=W7Kq_2GVicZK2C18Fh06pg%3d%3d)

- **Results:** The results obtained are still very embryonic, as the team's constitution coincided with the pandemic's beginning. However, the team did some psycho-pedagogical interventions evaluated positively by those involved, i.e., young inmates, teachers, and the team itself.

In terms of employment and training, the prison started on September 7th, 2020, with the participation of 35 institutionalised youngsters, the harvest in the four hectares of red varieties and in the hectare and a half of white varieties. With an average annual production of about 14 thousand litres of red wine and 4 thousand litres of white wine, the Leiria Prison - *Youth* has two wine brands - INCLUSUS by AdegaMãe (partnership) bottled wine, and Quinta Lagar d'El Rei, in *bag-in-box*<sup>9</sup>. In the year 2022, the participants had risen to 60 institutionalised youngsters, with an expected production of around 11,000 litres of red wine and 5,000 litres of white<sup>10</sup>.

Moreover, in 2020, a Social Project for Empowering Prisoners in the Digital Area, was the result of a partnership between the Institute for the Financial Management and Equipment of Justice (IGFEJ), the Directorate-General of Reintegration and Prison Services (DGRSP), the Justice Protocol Centre and Cisco Systems Portugal. Two classes were created, which were accompanied by a face-to-face trainer. Were provided two courses free of charge. One "closer to digital literacy, which teaches people about what social media is or why it is important to have a LinkedIn profile to find work", lasting 20 hours. The other course is an introduction to cybersecurity, which intends to "make students aware of the cybersecurity problematic, explaining to them what threats and attacks are, giving them intellectual baggage about what they should know" and has an estimated duration of 15 hours.

Besides this, external entities also provide relevant offers on education and training:

Aproximar's offers:

CheckIn Employability training program, targeting young offenders (16-30) under community measures with the aim of developing employability competencies and work self-awareness.

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<sup>9</sup> <https://dgrsp.justica.gov.pt/Noticias-da-DGRSP/Decorre-a-vindima-no-EP-de-Leiria-Jovens>

<sup>10</sup> <https://dgrsp.justica.gov.pt/Noticias-da-DGRSP/Vindimas-do-EP-de-Leiria-contaram-com-a-participa%C3%A7%C3%A3o-de-60-reclusos>

Freedom Crickets is an initiative that combines the creation of a prison work unit at Leiria Prison for Young People (EPL-J) focused on the production of insects for animal and human food with the development and implementation of a holistic social reintegration programme for young offenders.

The project seeks to promote sustainable consumption patterns and raise awareness about changing eating behaviours while working on young people in detention's psychosocial and professional development. The project is also expected to positively influence the ecological footprint of the prison building and the sustainability of other prison-based agricultural productions.

The holistic programme for young offenders includes the process of professional qualification on the job through paid work (training scholarship), mentoring, training for the development of key competencies (e.g., self-confidence, critical thinking, creativity), and continuous follow-up after release, offering psychosocial support, professional guidance, and mentoring.

The Freedom Crickets initiative is based on social economy principles as it plans to reinvest 100% of the eventual profitability and surplus generated on creating a 'Freedom Crickets' Social Solidarity Cooperative to support more young people deprived of liberty in the future.

Concerning the **Promotion and Protection System**, specifically in **foster homes**, the vast majority of the 6,706 children and youngsters in foster care (in 2020) (Relatório Casa - Social Security Institute, 2020):

- Attended Educational and Training Responses (ETR), Kindergartens and Pre-school Education, corresponding to 91%.
- Had a professional activity, was seeking employment, or was in Military Service – 1%
- Other: not of school attendance age, does not attend school for health reasons, has schooling and awaiting occupational responses due to health reasons, integrated in specific responses in the area of disability, recent reception, and/or needs re-orientation towards the qualification modality most adjusted to the needs. Corresponding to 8%.

The educative offer in Foster Care requires a cooperative effort and the necessary mobilisation of resources on the part of schools, communities and the reception services themselves, in order to guarantee the best learning and optimise the development of the potential of each child and youngster in a foster care situation.

The "CASA Plan", developed under the Collaboration Protocol between the Departments of Social Security and Education, is based on the establishment of joint commitment bases,



## Triangle

and of an articulation and collaboration system between the intervening entities, susceptible of guaranteeing a partnership and effective action in the areas of competence, and thus reinforcing the learning process and acquisition of personal and social skills of children and youngsters in foster care. The "CASA Plan", aims to provide specific answers to the problems inherent to children and young people in residential shelters, namely in the reinforcement of their school education processes as an indispensable condition for a true project of autonomy and family (re)integration, materialised through pedagogical support (Relatório Casa - Social Security Institute, 2020).



Triangle

## Section III - Platform

This component entails developing a digital (secured) **Platform** with a whitelist and/or blacklist system for each institution and a complementary learning environment that supports educational programme and contains more than 50 educational tools, creative programmes, and 21st Century Skills exercises. The Triangle must function on various devices, including Apple, Chromebooks, laptops, and regular computers, to be used by various organisations and nations. Therefore, it will be designed a Triangle web-based from different perspectives. Triangle will be a system with tools, content and educational programme which can be used in different educational settings.

## The Netherlands

In principle, all the general educational resources needed to support the primary educational process are present, such as practical classrooms, AVO classrooms, ICT rooms, internship areas, indoor and outdoor sheds. There are three circles related to the institutional internet options:

- 1st circle: no internet available, no free access to internet and/or WIFI.
- 2nd circle: whitelist for use of MediaWise. No free Internet access at school, for any class group.
- 3rd circle: when going to school outside the JJI or during there is unsupervised internet access. This is often non-functional if an MBO course is followed outside.

### **What is MediaWise?**

MediaWise stands for unlocking a secure digital rich, informative (learning) environment for youngsters in closed institutions and care institutions. MediaWise consists of a secure environment such as whitelists, a website with more than 1000 articles that also has the function to make the permitted URLs visible and various workshops on digital, media and presentation skills.

MediaWise on the Chromebooks consists of the secure environment of the Chromebooks and the secure environment of the Website. Each Chromebook can be custom set. Each institution has its own website that can only be accessed if the IP address of this setting is set and where different accounts can use different functions.

### **How the Chromebooks work**

MediaWise Chromebooks work with a whitelist system that can be connected and maintained in various ways within departments of a closed institution.

First, there are different levels of whitelist security. You can secure the IP address. This means that everything connected to the same internet has the same protocols. Then you can set per device (Chromebook) on which whitelist can be worked. For example, it can be set that the computers used at school can only log in to educational whitelists and to the living groups on the most secure whitelist.

In addition, on the MediaWise website of the institution in question, specific custom-made wishes can be set per account. What is new is that we can set up tokens as desired so that a whitelist/account on a Chromebook can only be opened when the supervisor activates it with the token USB. After closing the Chromebook, it is completely clean again.

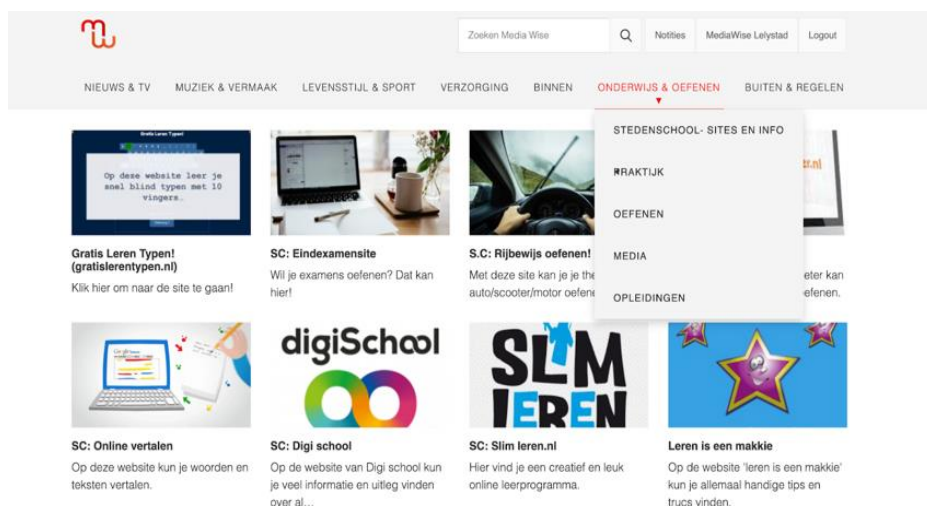


Figure 10. Example image of MediaWise Website

### The use of 4 whitelists:

1. *General*: This is the most basic list of websites. It is not possible to log in to any of these websites. They are mainly informative websites, (regional) news, some sports and some music (websites of regular radio/TV stations).

The login details of the accounts that have access to this list may be distributed to the youngsters.

2. *Living and Arranging*: This list contains websites that can help you prepare for your return to society. Here you will find websites to compare insurance and energy companies, the websites of all municipalities in the Netherlands, the different GGDs and websites of different schools.

Within this list it is possible to get to websites where, if used incorrectly, there can be unpleasant consequences. Think, for example, of concluding an incorrect electricity contract or deregistering school. These login details are in the management of the





## Triangle

guidance. The relevant guidance can log into this account for certain youngsters when necessary.

3. *Education*. This list contains all kinds of websites of schools, sites to practice skills and learn and perhaps intranet sites of schools that are used in institutions.
4. *MultiMedia*: This whitelist is separate from the other three and will only be linked to a select number of chromebooks. This laptop is in the guidance management and can be connected to a TV as the only one (The HDMI port is in use).

On these Chromebooks, most major media platforms are available as; Netflix, videoland, school tv, rtl, ntr, 2doc among others.

## Belgium

Within each campus, there is a school environment where home education is offered. This is in theory and practice-oriented classes (vocational training).

The IT situation of community institutions varies greatly from campus to campus. There is an overarching tablet project underway, which is currently in a test phase. In concrete terms, this means that there is a test group on each campus where tablets are used by the youngsters in the room, mainly with relaxation options (games, translation app, limited streaming, radio). In every group, there is at least one smartphone and a tablet, which is used for video calling.

When youngsters go to class, they can sometimes use digital devices. Below you will find an overview of the number of devices per campus:

| Institution | Campus    | Laptops | Desktops | Tablets | VR-brillen |
|-------------|-----------|---------|----------|---------|------------|
| De Zande    | Beernem   | 17      |          | 8       | 4          |
| De Zande    | Ruiselede | 8       |          | 6       |            |
| De Zande    | Wingene   | 10      |          | 6       | 1          |
| De Kempen   | De Markt  | 19      |          | 3       |            |
| De Kempen   | De Hutten | 17      |          | 1       |            |
| De Grubbe   |           | 10      | 4        | 3 Ipads |            |
| Beveren     |           |         |          |         |            |

Table 6. Overview of the number of devices per campus on 1st May 2022, Belgium

Community institution De Kempen uses NetSupport as security software, both for laptops and tablets. In De Zande uses NetopVision for the security of the laptops, for the tablets the app 'Kids Place' is used, a parental control app. De Grubbe uses Microsoft Family Safety. The tablets get a whitelist everywhere, the laptops usually use a blacklist.

In De Zande Wingene and De Zande Beernem there is talk of a modest pilot project on the use of VR glasses in education.

For the learning resources, it is made a distinction between what is present in the classroom and in the cell. Below is an overview.

- **Education for adult detention in Flanders and Brussels:**
  1. Classroom
    - Computers with limited (and often outdated) software
    - Computers with teaching materials on a local server (transfer information via USB)

- Computers with limited internet access in 5 prisons (Whitelist of 3 websites)
  - Primo (Prison Moodle) system in 3 prisons. Online learning platform where adult education centres place their course material. The teachers can consult the platform outside the prison.
  - Admission internet access for teachers with 4G stick. The roll-out of this is currently being looked at further.
  - No access for prisoners to existing learning platforms, websites, digital/online course material
2. Cell
    - Rental computer with software. This is limited in number per prison. The software on it is also limited. Detainees must purchase this themselves.
    - Course material on paper
  3. Toledo project (learning platform KU Leuven). There is currently a project running in the prison of Leuven centrally with the Toledo platform. Toledo is the online learning platform of KU Leuven University. In the prison there is full access to the KU Leuven platform (for 6 detainees). The detainees have access via laptop in a classroom that is equipped with an internet line. The detainees can take online classes, download teaching materials and consult their exam program. They can also video call their teacher. They can take the laptop with them in a cell, where they can only work offline.
  4. Regarding an assessment of the digital skills of the detainees, we can provide the following information. There is no standard screening of the digital skills of detainees. Occasionally, this is mapped out in the context of an intake interview for participation in group ICT lessons. In addition, there is also no specific training/support for prisoners to prepare for the use of digital tools/platforms. In some prisons, there are basic ICT courses where the basic digital skills are strengthened.
  5. Service platform for prisoners: DigiJail

Expressions such as « Normalisation of detention, prisoners' active citizenship, working "through the gate", ... » are on the rise within a rapidly evolving prison world.

Thanks to a digital link between society and the institution, the detainee will be able to stay connected to the outside world, which is increasingly going digital (e-banking, e-mails, etc.).

This project aims to make a digital platform available to each detainee, which will offer him opportunities in terms of e-learning, links with the prison services, with the services for assistance to prisoners, etc.



## Triangle

Subsequently, a study will be made of thorough digitisation of detention, with the addition of additional services to this digital platform, such as a digitised canteen, e-banking for detainees, etc.

The service platform should generally enable the digital connection between the detainee and the outside world so that he can use this means of communication in a secure manner.

Almost all these services are made available to the detainee free of charge. Certain services would in principle be paid, but these are possibilities that are already paying within the prisons (e.g., teledistribution or telephony), or new possibilities that are not specifically related to the reintegration of the detainee and that are equally paying outside the prison (mainly than renting films or buying music).

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## Portugal

The Institute of Financial Management and Justice Equipment/Instituto de Gestão Financeira e Equipamentos da Justiça (IGFEJ), the Directorate-General for Reintegration and Prison Services/Direção-Geral de Reinserção e Serviços Prisionais (DGRSP), the Justice Protocol Centre/Centro Protocolar da Justiça (CPJ) and Cisco Systems Portugal signed on 12 February 2020, at the **Leiria Young Prison facility**, a cooperation protocol to implement the Social Project for Training Inmates in the digital area.

This is a project that aims to develop training activities around information and communication technologies, in an e-learning regime with 35 hours of training, specifically addressed to inmates, offering a wide programme for the development of professional technological qualifications, and including online courses, assessments, case studies, and interactive tools. This project aims to provide the inmate population with digital skills that may contribute to their reinsertion into the labour market.

### External offers:

**ActiveGames4Change** is a project that supports young offenders (in custody and under community supervision) in the acquisition and usage of key competencies to facilitate inclusion, education and employability through an innovative framework of learning environments and materials. It is intended to develop young people's social-emotional competencies through physical activity and active games to support inclusion, education and employability pathways. The pilots of this project took place in different locations, namely Aldeia SOS (Foster Care – Social Solidarity Association); in the educational centre Padre António Vieira; and in APDJ (Community Child Development Association).

**VISION** project aims to mitigate one of the most felt difficulties of inmates' post-release: obtaining rewarding employment. For this purpose, this initiative seeks to develop the inmates' competencies through VET (Vocational Education and Training) programmes supported by Virtual Reality (VR) technology. Hence, this project will help inmates be better prepared to find and retain a job.

**VIRTI** project arises from the need to improve the educational environment and expand the training offer for inmates, who generally have limited access to technical facilities because they are in a closed and restricted environment. In this way, more inmates will benefit from this added value, as they will develop skills and



## Triangle

competencies, and acquire knowledge about sectors of the economy where there is a scarce workforce, hence increasing their employability.

**BLEEP** is a project about digital inclusion that foresees the creation and implementation of an innovative, creative, Europe-focused, blended learning platform for all prisoners and ex-prisoners. This project contributes to the prison staff professional development, namely their own lifelong learning plans and digital skills. Moreover, BLEEP project integrates educational and reintegration learning processes which have a positive impact on the development of skills and on the reintegration chances of prisoners.

## What are the expectations for the platform?

- Use of opportunities for work-based learning.
- Use of opportunities for digital literacy.
- Use of opportunities for civic education.
- Building a personal portfolio in which data can be easily placed and collected so that the employer has a clear format regarding the level of knowledge, skills and attitudes of the future employee.

## How can we make content accessible to different institutions?

Using a whitelist, an eye for digital safety and good security, as is the case with Mediawise, also apply this to other content providers. This environment, linked to a portfolio system in which knowledge, skills and attitudes are offered and collected unambiguously, will positively influence the prospects of young people after their detention.

## Conclusion

The situational sketches of the Netherlands, Belgium, and Portugal make clear the link between the three counties, which supports the elaboration of a rich framework to set up the Triangle.

Triangle intends to enable young people to transition from institutions into society, hence it is essential to outline the type of institutions where Triangle should be employed in order to adapt the paths and the specificities of the training contents. Through this report, it is possible to acknowledge that the three countries have in common the division of youngsters who have committed illicit crimes into: adult law (prison facilities) or juvenile law (juvenile detention houses). An alternative possibility regards to youngsters that are institutionalized due to the exposure to a situation of risk (foster homes) The present framework contemplates different settings where institutionalised youngsters can be targeted but are similar among the three counties.

The context which emerged about youngsters' institutions in partners countries ground in the promotion of emotional, physical, intellectual, and social development and aim to address each youngster in a personalised and individualised matter. The individualised approach is also common in terms of reintegration and rehabilitation into society, as RNR (Risk-Need-



## Triangle

Responsivity) principles are also considered in the three countries, where the focus is to prevent recidivism and enhance the welfare of the youngsters. As such, it should be stressed that regardless the countries and the centers, there is clear a need of robust, relevant, motivational, and modern methodologies grounded on contemporary scientific guidelines and methods to ensure rational and effective education and skill promotion of juveniles.

It is also worth pinpointing that, overall, despite youngsters enrolling in lessons and/or training in digital skills (in some countries more than others), no screening seems to be performed concerning their abilities and knowledge in digital and technological skills.

As such, a clear and strong digital offer with a particular emphasis on both digital skills, but also in 21<sup>st</sup>-century skills for youngsters is critical to enhancing their personal and professional development, in which the Triangle will work on to achieve.





Triangle

## Annexes

Annexe 1. Education brochure of the prison  
Wortel of the school year 2020-2021

# ONDERWIJSBROCHURE

## WORTEL



**Schooljaar 2021-2022**

# INFORMATIE

## Wat toont de brochure?

Deze brochure geeft een overzicht van het aanbod dat doorgaat in de gevangenis van Wortel gedurende het hele schooljaar 2021-2022. We proberen de brochure goed te volgen, maar het aanbod kan soms nog schuiven of van datum wisselen. Het aanbod is nog steeds afhankelijk van het coronavirus. Houd de brochure goed bij, zodat je al de info hebt. Ga je naar een andere gevangenis? Dan kan je ook naar een overzicht van die lessen vragen. Als er in de loop van het jaar nog nieuwe cursussen komen, krijg je daarover op cel meer info.

## Hoe inschrijven?

Zodra je je kan inschrijven voor een cursus, krijg je een flyer en/of inschrijvingsformulier op cel. Hierop staat de meest recente info van het aanbod dat gaat starten. Je kan ook steeds een rapportbrief schrijven.

## Wat als je werkt?

Je mag je werk combineren met je opleidingen. Het dagdeel dat je les hebt, word je binnengehouden. In de voormiddag primeert werk. De opleiding schilder en bakker kan je daardoor niet combineren met werk. Ben je fatig of ben je keukenmedewerker? Betrek een chef dan om te kijken of je kan schuiven met je vrije dagen. Heb je werk en kies je er voor om meer dan 4 halve dagen per week les te volgen? Dan verlies je je werk. Je kan je wel meteen weer op de wachtlijst voor werk zetten en tijdens de cursus op de wachtlijst weer naar boven schuiven. Volg je een cursus en sta je plots bovenaan de wachtlijst om te gaan werken? Geen paniek. Maak eerst eerst je cursus af. Je blijft bovenaan de lijst van werk bevroren staan tot de cursus klaar is. Je verliest dus je plaats niet.

Kom steeds naar de les. Als je toch een lesmoment weigert, word je op dat moment ook niet opgeroepen voor werk. Je werkplaats verwacht immers dat je op dat moment in de les zit.

## Wat als je niet goed Nederlands spreekt?

Je merkt dat deze brochure vooral in het Nederlands is geschreven. Voor het meeste aanbod moet je immers Nederlands kunnen. Enkel voor de opleiding Nederlands (NT2) is dat niet nodig. Voor Frans en Engels moet je je verstaanbaar kunnen maken en het Latijns (westers) alfabet kunnen. Spreek je niet goed Nederlands en wil je in de gevangenissen steeds meer opleidingen kunnen volgen? Volg dan zeker eerst de cursus Nederlands (NT2).

*You will notice that this brochure is mainly written in Dutch. After all, you need to be able to speak Dutch for most of the educational offer, apart from the Dutch (NT2) program, which you can join without any knowledge of the Dutch language. For French and English courses you must be able to make yourself understandable and be able to use the Latin (western) alphabet. If your Dutch isn't good and you do want to follow other courses in prisons, then definitely take the Dutch (NT2) program first.*

## Moderne Vreemde Talen

FRANS - FRENCH - LE FRANÇAIS  
 ENGELS - ENGLISH - L'ANGLAIS



Wil je Frans of Engels leren spreken en schrijven?

*Do you want to learn French or English? Voulez-vous apprendre le français ou l'anglais?*

Wil je je kennis van het Frans of Engels verbeteren?

*Do you want to improve your French or English? Voulez-vous améliorer votre français ou anglais?*

### Wat leer je allemaal?

- Eenvoudige gesprekken voeren en begrijpen
- Schrijven/begrijpen van eenvoudige teksten
- Durven spreken in een andere taal
- Gewoontes en gebruiken van het land



Niveau Nederlands:

NL

*Bij talen zijn er heel veel verschillende niveaus. Tijdens een screening zal je niveau bepaald worden. Het niveau dat het meeste voorkomt zal uiteindelijk gegeven worden. Dit kan zowel een beginnersniveau zijn als een gevorderd. Je kan enkel starten als je hetzelfde niveau hebt als de rest van de groep.*

### Lesmomenten

Les in de namiddag. 2x/week.  
 Verspreid over de weekdays.

#### 2x ENGELS

Van september tot november.  
 Van november tot januari.

#### 2x FRANS

Van januari tot april.  
 Van april tot juni.

### Inschrijven

Via flyer/inschrijfformulier op cel  
 of per rapportbrief.

## NEDERLANDS (NT2)

# DUTCH COURSE (NT2) Le néerlandais (NT2)



### Wil je Nederlands leren?

Apprendre le néerlandais? - Niederländisch lernen? - Do you want to learn Dutch?

Aprender neerlandés? - Изучать нидерландский язык? - Hollandaca Ogrenmek mi? sie

niederlandzkiego? - إتعلم اللغة الهولندية؟ يمكن أن يكون

### Wat leer je?

- Nederlands praten in groep  
To speak Dutch in group  
Parler le néerlandais en groupe
- Vertellen wie je bent in het Nederlands  
To tell who you are in Dutch  
Se présenter en néerlandais
- Eenvoudige brieven schrijven  
To write simple letters  
Ecrire des lettres simples
- Teksten lezen en begrijpen  
To read and understand texts  
Lire et comprendre des textes

### Lesmomenten / Moments

2 halve dagen per week. De lesdagen zijn afhankelijk van de groep waarin je terecht komt. Het hele jaar door zijn er meerdere instapmomenten.

*2 half days a week. The days of classes depend on the group you join. There are several entry points throughout the year.*

### Inschrijven / Register

Via flyer/inschrijfformulier op cel of per rapportbrief.

*Via flyer/registration form on cell or by letter.*

*Bij Nederlands zijn er heel veel verschillende niveaus. Tijdens een screening zal je niveau bepaald worden. Het niveau dat het meeste voorkomt zal uiteindelijk gegeven worden. Dit kan zowel een beginnersniveau zijn als een gevorderd. Je kan enkel starten als je hetzelfde niveau hebt als de rest van de groep. There are many different levels in Dutch. Your level will be determined during a screening. The level that occurs the most will eventually be given. This can be a beginner level as well as an advanced one. You can only start if you have the same level as the rest of the group.*

# NEDERLANDS

## TAALATELIER (!!NIEUW!!)



Is Nederlands je moedertaal of heb je al wat Nederlands geleerd? Dan kan je vanaf nu naar het taalatelier komen met je eigen leervraag.

### Wat houdt het in?

- Een moment in het PC-lokaal om te werken aan eigen vragen rond het Nederlands.
- Een leerkracht begeleidt en ondersteunt je.
- Focus op schrijven, lezen, leren.
- Geen vast pakket. Op maat. Jij geeft aan wat je wil leren.

### Lesmomenten

Heel het jaar door.  
Op donderdag in de namiddag.

### Inschrijven

Via rapportbrief. Je komt op de wachtlijst. De leerkracht nodigt je daarna uit voor een intake om duidelijk te hebben wat je wensen zijn. Zodra er plaats is, kan je starten. Als je weer wil stoppen, dan laat je het weten per rapportbrief. Dan kan iemand nieuw starten.

### Iets voor jou?

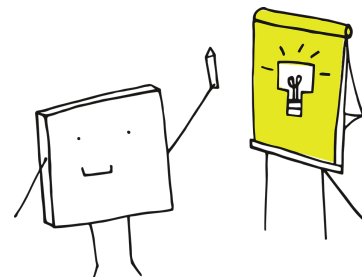
Ideaal voor personen die het Nederlands nog (verder) willen verbeteren. De enige voorwaarde is dat je al Nederlands praat.

Ideaal voor alle personen die vlotter willen lezen en schrijven voor verdere studies.

Ideaal om je taal te verbeteren voor sollicitatiebrieven, documenten, formulieren, ...

...

**Welke reden heb jij om te komen?! Tot snel!**



# Computeropleidingen

8 verschillende modules verspreid over het hele schooljaar.

## Welke modules?

- september - november
  - START TO ICT
  - PUBLISHER
- november - januari
  - WORD
  - PHOTOSHOP
- februari - april
  - EXCEL
  - MULTIMEDIA 1
- april - juni
  - POWERPOINT
  - MULTIMEDIA 2

## Lesmomenten

### Start to ICT, Word, Excel, Powerpoint

*Meestal op maandagnamiddag en donderdagvoormiddag.*

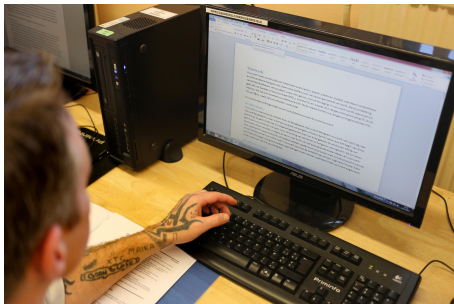
### Publisher, Photoshop, Multimedia 1 en 2

*Meestal op woensdagnamiddag en vrijdagnamiddag.*

## Inschrijven

Via flyer/inschrijfformulier op cel of per rapportbrief.

Niveau Nederlands:



# Computeropleidingen

## Wat is het? Wat leer je dan?



### START TO ICT

- Aan de slag met de basis!
- Je leert werken met een PC en de **basisprogramma's!** Ideaal om je vaardigheden aan te scherpen of om weer mee te zijn!

### WORD

- Tekstverwerking om **brieven** te schrijven, een **CV** te maken, ...
- Je leert bestanden aanmaken, teksten opmaken, figuren invoegen, ...

### EXCEL

- Cijfers en gegevens ordenen. Handig in de **financiële domeinen.**
- Je leert grafieken en een werkblad maken, formules gebruiken,, ...

### PUBLISHER

- Documenten **creatief** opmaken en vormgeven.
- Je leert visitekaartjes/kranten/kaarten opmaken, technieken, ...

### POWERPOINT

- **Presentaties** maken.
- Je leert dia's aanmaken, animaties/beeld en geluid gebruiken, ...

### PHOTOSHOP

- Programma om afbeeldingen en **foto's** te **bewerken.**
- Je leert tekengereedschappen, externe afbeeldingen gebruiken, kleurmodellen, selectietechnieken, ...

### MULTIMEDIA 1 en 2

- **creatieve opleiding met beeld en geluid**
- Je leert audio bewerken, video's monteren, ...
- Je kan enkel deel 2 volgen als je deel 1 hebt bijgewoond.





# EERSTE HULP VERLENEN

Wil je weten hoe te reageren bij (kleine) medische problemen?

## Wat leer je?

- Reageren in een noodsituatie
- Gepast eerste hulp verlenen
- verbandtechnieken
- Reanimatie
- Verzorging van kleine letsels



## Lesmomenten

Meestal op donderdagnamiddag en vrijdagmiddag

Rond de lente van 2022.

## Inschrijven

Via flyer/inschrijfformulier op cel of per rapportbrief.

Niveau Nederlands:

NL

NL

## WISKUNDE - AAV basis



# 'BACK TO BASICS - rekenen'

In deze cursus ga je aan de slag met wiskunde die je écht kan gebruiken in het dagelijkse leven!

*De ideale basis om je **geld** te beheren, een **job** te vinden, je eigen **zaak** te ondersteunen, je **huis** te verbouwen, de **beroepsopleidingen** te kunnen volgen, ... Noem maar op!*

### Wat leer je?

- basisbewerkingen
- verhoudingen en breuken
- afrondingen en percentages
- schaalberekeningen
- de regel van drie
- ...

### Lesmomenten

Donderdagnamiddag en  
vrijdagnamiddag.

Van november tot december.

### Inschrijven

Via flyer/inschrijfformulier op  
cel of per rapportbrief.

Niveau Nederlands:

NL

NL

- Deze cursus is een officieel onderdeel van het secundair diploma!
- Dankzij de cursus kan je beter volgen in de les bakker, schilder, hulpkok!
- Bij de VDAB zijn er soms proeven wiskunde. Met deze cursus sta je sterker.

# MAATSCHAPPIJ

## BACK TO FREEDOM (!!NIEUW!!)

Heb je weldra SURB? Ben je aan de slag met de voorbereiding van je vrijheid? Waarschijnlijk heb je nog veel vragen over wonen en papieren in orde maken. Of over je budget. Hoe je om moet gaan met je loon of hoe je om kan gaan met schulden. Of wie weet maak je je wel zorgen over je werk of over hoe anders alles is ten opzichte van vroeger...



**Terugkeren is niet zo gemakkelijk. We helpen je graag verder. Dit is extra hulp bij voorbereiding op je vrijheid.**

### Wat is het?

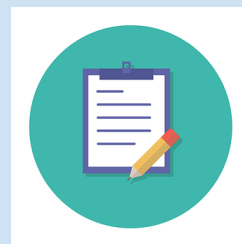
- Je stelt **zelf** mee de cursus samen! 2 thema's staan centraal: 'wonen' en 'leven' .
- Er is heel wat ruimte. Je kan kennis maken met organisaties, je ontdekt hoe je bepaalde papieren moet invullen, waar je terecht kan met welk probleem, ...
- Een cursus die je echt met eigen vragen verder op weg kan helpen. Zeker niet te missen...

### Lesmomenten

Tussen september en maart.  
Normaal op woensdagnamiddag.

### Inschrijven

Via flyer/inschrijfformulier op cel  
of per rapportbrief.



Niveau Nederlands:

NL

NL

NL

## BOUW

# SCHILDER-DECORATEUR

In deze opleiding leer je de basisvaardigheden die je nodig hebt om als schilder-decorateur aan de slag te gaan.



## Wat leer je?

- Je werk als schilder plannen
- Ondergronden voorbereiden voor schilder- en behangwerk
- Basistechnieken van schilderwerk uitvoeren
- Behangwerk uitvoeren
- Decoratief schilderwerk

## Lesmomenten

Iedere werkdag in de voormiddag.

Van september tot januari.  
Van januari tot juni.

## Inschrijven

Via flyer/inschrijfformulier op cel of per rapportbrief.

Deze opleiding is 5 halve dagen per week. Lees hiervoor ook de info op pagina 2 (werk en opleiding).

Niveau Nederlands:



*De plaatsen zijn heel beperkt. Er zijn meerdere instapmomenten per jaar. De cursus wordt niet volledig aangeboden. Van elke module behaal je het deelcertificaat. Meer info vind je ook achteraan bij 'modules en certificaten'.*

# VOEDING

## BAKKER

Wil je met eenvoudige grondstoffen zoete en zoute, grote en kleine lekkernijen klaarmaken?

Wil jij een diplomagerichte opleiding volgen?

### Wat leer je?

- Diverse soorten brood, koffiekoeken, taarten, worstenbroodjes, biscuit, desserts, truffels, soezen,... bereiden en bakken
- Producten herkennen, gebruiken en bewaren
- Voorbereidingen maken die nodig zijn in de bakkerij
- De bakkerij onderhouden
- Hygiëne in de bakkerij

### Lesmomenten

Iedere werkdag in de voormiddag.

Van september tot juni.



### Inschrijven

Via flyer/inschrijfformulier op cel of per rapportbrief.

Deze opleiding is 5 halve dagen per week. Lees hiervoor ook de info op pagina 2 (werk en opleiding).

Niveau Nederlands:

NL

NL

NL

*De plaatsen zijn heel beperkt. Er zijn 4 instapmomenten, namelijk in: september, november, januari en april. De cursus wordt volledig gegeven. Meer info vind je ook achteraan bij 'modules en certificaten'.*

# VOEDING

## HULPKOK

Je wil graag een job in de horeca en de chef-kok bijstaan bij het maken van gerechten? Dan is deze praktische opleiding iets voor jou!

### Wat leer je?

- Een volledige maaltijd bereiden
- Koude en warme gerechten bereiden
- Producten herkennen, gebruiken en bewaren
- Voorbereidingen maken die nodig zijn in de keuken
- De keuken onderhouden
- Hygiëne in de keuken

### Lesmomenten

Dinsdagnamiddag  
Woensdagnamiddag

Van september tot januari.  
Van januari tot juni.

### Inschrijven

Via flyer/inschrijfformulier op cel of per rapportbrief.

Niveau Nederlands:



*Voor deze opleiding zijn de plaatsen héél beperkt.*

*De cursus hulpkok wordt niet volledig ingericht, enkel deelmodules. Meer info vind je achteraan bij 'modules en certificaten'.*

# FIETSENATELIER

## FIETSHERSTELLER

Dit is een praktische, individuele opleiding in het demonteren, reinigen en monteren van stadsfietsen.

Je kan een attest behalen op basis van je functioneren, algemene en vaktechnische vaardigheden.

### Wat leer je?

- Een fiets volledig herstellen
- Een fiets wettelijk in orde maken
- Wielen richten
- Soorten naven en remsystemen

### Lesmomenten

Iedere werkdag in de voormiddag.

### Inschrijven

Voor deze opleiding kun je je heel het jaar door kandidaat stellen [via de PSD](#).

Niveau Nederlands:



*Deze opleiding wordt heel het jaar door gegeven.  
Instappen is op meerdere momenten mogelijk. Er wordt gewerkt met een wachtlijst.  
Je kan een attest krijgen van VZW Velo. Hiermee bewijs je je ervaring in het fietsenatelier*

# ZELFSTUDIE

## DE LEERWINKEL



Heb je nog een andere leervraag? Wil je meer **informatie** over het behalen van het **middelbaar diploma**? Wil je graag tijdens of na detentie **een opleiding** volgen?

Vraag naar de **leerwinkel!** Sien Francken, de leerloopbaanbegeleider van Groep Intro, bekijkt of ze iets voor je kan doen. Sterker nog, ze kan je ook na je vrijlating verder helpen met je opleiding. Zo sta je er niet alleen voor. Bij drukte is er mogelijk een wachtlijst.

Ter info: Bij de begeleiding worden ook **gegevens** geregistreerd. Bij de start van je traject krijg je van de begeleider meer info, wordt duidelijk wat er van elkaar verwacht mag worden en kan je al dan niet schriftelijk **instemmen** met gegevensregistratie en -deling.



### Meer informatie?

Schrijf een rapportbriefje aan  
Sien Francken - onderwijs  
leerloopbaanbegeleider

## BIBLIOTHEEK

Wil je iets **leerrijks** doen **op cel**? Ga da ook zeker eens kijken in de bibliotheek! Daar vind je vaak nog heel wat leerrijk materiaal, zoals:

- taalcursussen (met oplossingen en/of CD)
- rekenboeken (verschillende niveaus)
- leerboeken en leerbundels, zoals: VCA, rijbewijs, boekhouden, ...



Vraag gerust meer informatie over het leerrijk aanbod in de **bibliotheek via een rapportbrief**. Je wordt graag verder geholpen. Vind je iets niet terug en zou het een meerwaarde zijn voor de bibliotheek? Laat het ook gerust weten!



## NEED TO KNOW

### MODULES EN CERTIFICATEN

Als je voldoende aanwezig bent en slaagt voor je opleiding, krijg je een **deelcertificaat**. Op dit deelcertificaat staan de termen die in het onderwijs gebruikt worden. Houd je certificaten goed bij.

Hieronder een overzicht van de **officiële ICT-benamingen**:

- ICT Excel = Cijfergegevens verwerken
- ICT Word = Teksten verwerken
- ICT Powerpoint = Content presenteren
- ICT Autocad = Eenvoudige creatieve tekeningen
- ICT thuis- en kantoorsoftware / office = Eenvoudige content aanmaken
- ICT photoshop = Creatief met afbeeldingen: eenvoudige bewerkingen
- ICT publisher = Creatief met eenvoudige documenten

Hieronder vind je per **beroepsopleiding** de specifieke modules:

**Bakker:** broden en harde luxe / taarten op basis van gistdegen / bakker organisatie en aanverwanten / zachte luxe / gerezen bladerdeeg / specialiteit broden en harde luxe / specialiteit zachte luxe en taarten op basis van gistdegen / specialiteiten gerezen bladerdeeg / dieetproducten / stage bakkerij.

*Als je al deze deelcertificaten hebt behaald, heb je het volledige certificaat bakker!*

**Schilder-Decorateur:** basis schilder- en behangwerk / manueel dekkend schilderwerk A / manueel dekkend schilderwerk B / manueel niet-dekkend schilderwerk / behangwerk / decoratief schilderwerk

**Hulpkok:** basis keuken / warme keuken / koude keuken

### CURSUSINFORMATIE

Op je inschrijfstrook/flyer zal vermeld staan tegen wanneer je je moet **inschrijven**.

Na inschrijving zal je per brief uitgenodigd worden voor een **intakegesprek**. Je ontmoet de leerkracht. Niet iedereen kan starten, omdat de **plaatsen beperkt** zijn. Er wordt een **selectie** gemaakt. Die selectie gebeurt **objectief**, zonder vooroordelen. Bijvoorbeeld: Heb je al een andere cursus? Kom je te vroeg weer vrij en kan je de cursus niet afmaken? Heb je de cursus nodig voor je job later? (...) Als

er dan nog te veel kandidaten zijn, gebeurt de selectie door willekeurige 'loting'. Je weet per brief of je kan starten of op de wachtlijst staat.

Tot 1/3 van de lessen, kunnen we mensen vervangen door mensen van de **wachtlijst**. Als je stopt, laat het dan zeker weten. Ben je te veel afwezig? Dan word je zelf van de lijst gehaald, zodat iemand anders kan starten.

De cursus kan enkel starten als er **voldoende deelnemers** zijn. Bij de **taalcursussen** zijn er heel veel verschillende niveaus. Tijdens een screening zal je niveau bepaald worden. Het niveau dat het meeste voorkomt zal uiteindelijk gegeven worden. Dit kan zowel een beginnersniveau zijn als een gevorderd. Je kan enkel starten als je hetzelfde niveau hebt als de rest van de groep.

Soms krijg je een **lespremie** van 0,70 cent per uur. Over de uitbetaling kan een vraag gesteld worden, maar wordt verder niet gediscussieerd. Of je al dan niet lesgeld ontvangt, heeft te maken met je aanwezigheden en of de cursus budget heeft. Dat heeft dan weer te maken met regels over onderwijsaanbod, waar we verder niets aan kunnen doen. Maar laat dat zeker je keuze niet beïnvloeden. Uiteindelijk schrijf je je in omdat je iets wil doen of bijleren! Of om je reclassering voor te bereiden. Niet om winst te maken...

Als je in de cursus zit, stem je in met het **centrumreglement** van de school en het **lesreglement** van de gevangenis. Je krijgt het lesreglement in je lesmap. Je kan het ook steeds opvragen. Als je het volledige centrumreglement wil raadplegen, kan je dit opvragen bij de onderwijscoördinator.

Als je deelneemt aan aanbod, worden er automatisch gegevens van je bewaard. Lees hiervoor zeker de titel '**privacybescherming**'. Je kan ook steeds de privacyverklaring opvragen of raadplegen in de bibliotheek.

## PRIVACYBESCHERMING



GDPR

### GROEPSAANBOD

Om je inschrijving in orde te brengen en de lessen te organiseren heeft Vocvo, (Frederik de Merodestraat 27, 2800 Mechelen) jouw persoonsgegevens nodig. We registreren deze gegevens in beveiligde systemen en gaan er op een vertrouwelijke manier mee om. We houden deze gegevens niet langer bij dan nodig.

Vocvo verzamelt onder meer gegevens van jou voor volgende doeleinden:

- om je te kunnen inschrijven voor bepaalde lessen;
- om je leertraject te kunnen opvolgen.

Om onderwijs te kunnen organiseren moeten we sommige gegevens delen met onze partners. We doen dit enkel als het echt nodig is. Wij delen jouw gegevens onder meer met volgende partijen:

- Medewerkers van de Vlaamse Gemeenschap in de gevangenis om de organisatie van lessen mogelijk te maken.
- De school die de les geeft (CVO of CBE). Het CVO of CBE heeft jouw gegevens nodig om je in te schrijven. Anders kan je niet deelnemen aan de les.
- Het personeel en de directie van de gevangenis om de organisatie van de lessen mogelijk te maken.

Vocvo verwerkt jouw persoonsgegevens overeenkomstig de geldende privacywetgeving (waaronder de Algemene Verordening Gegevensbescherming – AVG of GDPR). Onder deze wetgeving heb je onder meer het recht om je gegevens

- in te kijken;
- te laten verbeteren;
- te laten verwijderen.

Je kan dit doen door contact op te nemen met je onderwijscoördinator.

Het volledige overzicht van de persoonsgegevens die Vocvo van jou verwerkt, de doeleinden waarvoor Vocvo je gegevens gebruikt, de partijen met wie Vocvo je gegevens deelt en de rechten die je kan uitoefenen met betrekking tot jouw persoonsgegevens, kan je terugvinden in onze privacyverklaring.

De volledige privacyverklaring is beschikbaar in de gevangenis en kan je opvragen bij de onderwijscoördinator. Je kan hierover ook meer informatie vragen aan de onderwijscoördinator.

*Your data will be entered in an electronic system when you register for an activity. You have the right to access and correct your data in this system. You can always request the full privacy statement with all the details. Lorsque vous vous inscrivez à une activité, vos données seront introduites dans un système électronique. Vous avez droit de regard et de correction de vos données dans ce système. Vous pouvez demander la déclaration de confidentialité complète avec tous les détails.*

## VRAGEN

DO YOU HAVE QUESTIONS? AVEZ-VOUS DES QUESTIONS?

Heb je vragen over deze folder of wil je meer weten over onderwijs binnen en buiten de muren, schrijf dan een rapportbriefje naar Onderwijs (Sofie Luyckx). Send a report card to Education. / Ecrivez un rapport à Education.



Federale Overheidsdienst  
**Justitie**

## Annexe 2. Cases

### Cases Opgroeien:

#### Case 1

Youngster with school cooperation:

- 16 years old
- 1 year behind peers
- School cooperation by processing its own subject bundles
- Goal to pass the exams
- The youngster is supported by the homeschooling teachers
- Communication external school by using Smartschool (ELE)

#### Case 2

Youngster with few academic perspectives

- Advanced to 3rd year (3BSO), based on age
- 17 years old, 2 years behind peers
- 'Between ship and shore'
- No work attitude, not ready for the labour market
- Focus on independence
- VDAB, Board of Examiners?, ...

#### Case 3

Youngster who needs individual guidance

- GIB - Polyclass
- 14 years
- Psychological problems, behavioural problems
- Individual guidance
- Level: primary school (7-10 years)

#### Case 4

Unaccompanied minor

- 16 years?
- Does not speak Dutch
- Bit of French-Italian-Spanish
- Not enrolled in a school = schoolless



# Triangle

- No experience in a school structure

## Cases Eduvier

### Case 1

#### Practical education/outflow of work

- Young adults 20 years, no completed previous education and no work experience.  
Early school leaver
- Via assessment class and CVB registered with the MBO 1 technical training
- Course material of the MBO

#### Difficulties:

- little to no direct contact with the MBO
- absence technique teacher stagnates progress
- limited access to digital environment teaching materials
- in case of termination detention not always possible to follow the training on other MBO.internship must be followed in a non-realistic environment
- work skills can only be trained to a limited extent

#### Questions regarding Triangle

- 21st century skills to find/maintain connection with society
- Access to website for support materials
- A contact possibility with MBO training
- Ability to practice work skills more realistically.
- Connecting the assessment program to a defined program

### Case 2

#### MBO level 3 / 4 education (historical learning line)

- Boy 19 years follows MBO education level 4 nursing
- Warm transfer through MBO training
- Theoretical material partly on paper and partly digitally
- Length of stay, minimum 2 years

#### Difficulties:

- Can't follow internship component of the course
- No direct contact with his education



## Triangle

- Not always sufficient support from teachers, do not have the specific knowledge for this course
- Set-up schedule not sufficient to follow the pace of training
- No contact with fellow students
- Limited participation in group assignments
- Limited development of 21st century skills
- Cannot complete exam within detention period

### Questions to Triangle:

- Access to digital learning environment of the program
- Contact with external trainers
- Easy creation of reports and exchange thereof
- Challenge for Triangle is to develop an opportunity to ensure a continuity of the learning process within the digital limitation in the JJI.

### Case 3

#### day care/self-reliance

- Young adults, 22 years, IQ of under 70, no completed prior education or warm thought of an extracurricular.
- Course material mostly on paper
- Many practical activities needed

### Difficulties:

- No digital skills
- Limited language skills
- Limited coordination
- Little interest
- Not aware that there may be talents
- 21st century skills very limited developed

### Questions to Triangle:

- Practicing digital skills for youngsters with an IQ disability
- 21st century skills practice and link to the self-reliance learning lines
- Connect assessment program

## Cases VOCVO

### Case 1

Traject examencommissie

- Male, 30 years old, no secondary education diploma
- Application for board of examiners
- Course material on paper

Difficulties:

- No access to the Board of Examiners platform: exam results, course sheets,
- Only access to platform under supervision via learning career counselor
- Digital competences needed to take digital exams
- No access to online/digital course material in classroom and/or cell

Questions about Triangle:

- Access to practice environment for digital competences
- Access to websites and digital course materials

### Case 2

Learning Dutch in prison

- Man, 35 years old, foreign-speaking, follows Dutch lessons through contact education at CVO in prison

Difficulties:

- No access to digital teaching materials from the teacher
- In case of loss of lessons (including corona, strike) no access to teaching materials (certificate is compromised)
- In case of transfer detainee - no possibility to continue the process at that CVO
- No possibility of follow-up dutch modules via contact education because groups are insufficiently large
- No possibility of audio on cell

Questions about Triangle:

- Access to digital learning resources to practice Dutch

### Case 3

#### Higher education

- Man, 30 years old, diploma in secondary education, wants to obtain a university degree

#### Difficulties:

- Only access to learning platform through supervision of learning career counsellor
- No access to learning platform/online course material, no online classes.

#### Question to Triangle:

- Access to learning platform with all functionalities (e.g. Toledo platform)
- Materials
- Downloading course material
- Consult information websites
- Attending online classes





# Triangle

## Cases Portugal

### Case 1

Youngster taking drugs:

- 15 years old
- Frequent absence from school
- Risk of flunking the school-year
- Loss of interest in activities
- Engages in drug consumption with peers

### Case 2

Youngster with mental disease:

- 26 years old
- Schizophrenia diagnosed when a child
- No completed previous education
- No work experience
- Difficulty to find a job
- On the job market
- Basic digital skills

### Case 3

Youngster just out of an institution centre

- 18 years old
- Institutionalised due to criminal acts at 15 years old
- Holds a high-school diploma
- Basic self-reliance skills
- Endeavoring to reintegrate back into society



# Change Control

## Document Properties

|                           |   |                           |   |
|---------------------------|---|---------------------------|---|
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## Revision Control

| Version | Date                             | Comments          |
|---------|----------------------------------|-------------------|
| 1       | August 19 <sup>th</sup> , 2022   | First version     |
| 2       | August 23 <sup>rd</sup> , 2022   | Partners feedback |
| 3       | September 8 <sup>th</sup> , 2022 | Partners feedback |
| 4       | November 10 <sup>th</sup> , 2022 | Final adjustments |



# Triangle

Secured digital education system for vocational skills for youngsters in closed institutions

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