



Triangle

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

Triangle's Platform Storyline

PR2. Program Triangle: Create contours for the method of Triangle

Date: June. 2023



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Foreword

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.

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JJI - Juvenile Justice Institution

LIO - Learning Inside Out

ELE - Electronic Learning Environment

IGFEJ - The Institute of Financial Management and Justice Equipment (Instituto de Gestão Financeira e Equipamentos da Justiça)

DGRSP - Directorate-General for Reintegration and Prison Services (Direção-Geral de Reinserção e Serviços Prisionais)

CPJ - Justice Protocol Centre (Centro Protocolar da Justiça)

Triangle Project

Consortium

The Triangle partnership has a strong and diverse team to build Triangle, with institutions from three European countries. The Netherlands (Intermetzo, Click F1, Defence for Children, and St 180), Belgium Flanders (Ministry of Justice, VOCVO, and Growing up), and Portugal (IPS and Aproximar). In online and face-to-face meetings, they will work together and discuss the project in detail, so that all activities, objectives, and planned results of the Project Results are aligned.



Figure 1. Triangle's partnership.

- 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 Justice, 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. BLEEP¹ 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.

¹ 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.



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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, 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.

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 subtitles². This is an ESF project in which learning career counsellors check

² <https://www.youtube.com/watch?v=zOCfruPIwOs>



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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, and webshops.



Figure 3. Beveren Prison.



Figure 2. Gent Prison.

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 b-Learning 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 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 (intervention aimed at increasing resilience, capacity and motivation for trauma treatment of



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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 growth 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.

Triangle: People, Platform, Program

3 elements for a strong digital education environment in youth institutions

Triangle will be a secure digital education system for vocational skills for young people and a continuous line for adults in (closed) institutions, such as detention and youth care. Triangle wants to find an answer to building skills and a portfolio in a secure internet environment. Teachers and students research and learn how to use this environment and interact with practical trainers and work experience places outside the institutes.

To set up a digital environment for vocational learning and 21st Century skills from the logic and life course of the (young) people, an overarching perspective is needed with a great eye for the needs and experiences of the intended end-users. We also want to investigate what regular educational institutions have learned from alternating online and offline work during the Covid-19 pandemic and include elements of this in the further development of the environment.

The Triangle program will be a strong combination of three elements: **People, Platform, Program**. We work with a Design Thinking method. We will develop a matrix in which the technical, content and training elements for the target group and staff working in closed institutions will be combined. We will further develop a method on how there can be (secured digital) interaction between inside and outside the institutions, for example with 21st century trainers or education institutes. Further information on the 3 P's can be found in [Project Result 1's report](#).

Each Project Result leads to the next Project Result, in this order we acquire knowledge and go through a logical process to reach the final Triangle platform. It will be designed for access to formal and especially non-formal educational settings within the grades open, half open, closed on ICT security and whitelist level and on content level. There needs to be a differentiated design for the various situations in detention and care institutions. Therefore, we will design Triangle to be web-based and from the following different design perspectives:

- Design a secured formal and non-formal educational setting within the grades open/half open/closed at the content level in combination with the whitelist level.
- Design a structure in which VET education and 21st Century skills combine in a rich and practical way.



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- Design for a rich content environment, with exercises, information, materials, tutorials and games for non-formal learning. The content will be collected from existing programs and developed during the project period.
- Design for a system that allows participants to interact safely with trainers and experience places outside the institutes.
- Design for a personal portfolio that can be used safely by participants within an open/half open/closed setting and that they can take outside.
- Design the manual/guide for staff and pupils who will work with Triangle.

The Content Management System (CMS) and basic platform and the basis of the secured environment has already been developed by Click F1 and provides a good stable surface. However, the next step is to think about how we further develop these environments for Triangle. Questions to be answered in development include:

1. How do we set up the platform? The storyline must answer this. In addition, the storyline must provide answers about the structure of the program – structure that will be documented in Project Result 3.
2. How do you use Triangle in addition to or in regular education?
3. Is it a separate competence line next to the subjects, or are they integrated exercises within the subjects?

Expectations for the Triangle Platform

On [Project Result 1](#) the consortium conducted research in order to develop an inventory of how the different partners and countries are set up in People, Platform, Program. Subsequently, all partners drew up example cases (3-4 per partner), from which the combination between these three P's in different situations became clear (see **Annexe 5-8**). Project Result 1 and the case examples are the basis for Project Result 2, and the design of the online Triangle environment.

After analysing the different cases we were able to arrange them into 4 different categories:

1. Category 1: Is about Triangle as a platform to create a portal to external education, i.e. contact with teachers.
2. Category 2: Is about assessment, and making the route clear for the young persons, i.e. creating a framework around the target group – who do we really want to reach? Note, it is important that Triangle is a system that is universal for everyone (horizontal and vertical).
3. Category 3: Higher education (a very limited group).
4. Category 4: The extra case of low literacy.

In the cases, several similar needs are reflected that we will process in the design and use of Triangle:

A. Interaction inside-outside and inside-inside:

1. Working offline in a cell with downloaded material (for example from Toledo (University of Leuven)), which must be done on another device/ laptop (HP).
2. Access to learning platforms with all functionalities (ELE, LOI, etc.).
3. Downloading course material.
4. Access to digital learning environment of degree programs.
5. Unlocking ELE (Electronic Learning Environment) of the School of Growing Up.
6. Contact with external trainers and training.
7. Possibility of internal communication via Triangle, e.g., get in touch with the teacher via chat function or video calling about questions/assignments.
8. Possibility to follow distance learning (online lessons?).
9. Fewer restrictions in conducting exams. Example: VCA Nederland can only be purchased internally if the costs are divided over at least six people.

All of the above have to do with a connection from the inside out and or to external sites. The Triangle platform is an intermediary in this respect, the design of various whitelists in combination with provisioning and access to the Chromebooks, as well as whether to open certain functionalities to determine the scope. In this case, no. 1 to 5 can be accessed through the education whitelists and no. 6 to 9 under whitelists (another name).

B. Practicing skills:

1. Practicing 21st Century skills to find/maintain connection with society.
2. Ability to practice work skills more realistically.
3. Independence, focus on learning material on the platform, e.g., learning material aimed at independent living, working, application, rent, driver's license, etc.
4. Possibility to have access to a media library where the young person can search for personal interests (e.g., do it yourself, history, nature documentaries, music, information about gaming, etc.). In this way, an awareness can be created among the young person about his fields of interest.

All the above have to do with uploading and/or making designs on the website of lesson programs, articles with information, tutorials, designs and uploading assignment sheets. This can all be done in the most secure environment/setting of Triangle.

Here the choice can still be made whether a participant gets a guest account so that they can only view the information (and perform the assignments offline, on paper or an offline computer, or a participant account so that he can get started with it in the Triangle environment).

C. Get started yourself, learning programs:

1. Possibility to complete assignments digitally (e.g., online searches).
2. Easy creation of reports and exchange of them.

For this, participants have accounts so that they can get started in the Triangle environment (e.g., function notes, web builder templates plug-in a Google Forms).

Assessment and learning paths:

3. Connecting assessment program to a well-defined program.
4. The challenge for Triangle is to develop an opportunity to guarantee a continuity of the learning trajectory within the digital limitation in the JJI.
5. Setting up Triangle's tool on a number of themes – continuous learning modules and connecting them to the site.



Triangle

Templates, article formats and Plug-ins:

6. A plug-in with different templates to create teaching materials, theme pages and assignment forms (Download – Upload).
7. Apps on the Chromebooks with games, health, etc. (front portal/screen) with consultation by Jeroen van Gelderen.

The web environment of Triangle

The web environment

Triangle is built in WordPress (see **Figure 4**). The advantage of WordPress is that it is a worldwide system that, when you have a license, allows you to set up your own web environment with existing formats. While there are existing functionalities and plug-ins, you can also build your own formats, functionalities and plug-ins. Click F1 has built a web environment in WordPress, together with Sander Falise, with a combination of both existing functionalities and custom build plug-ins, hence, we have designed a completely customised environment that can be used for different types of situations, target groups and settings. There are now three digital CMS environments with their own themes, customer groups and end users available.

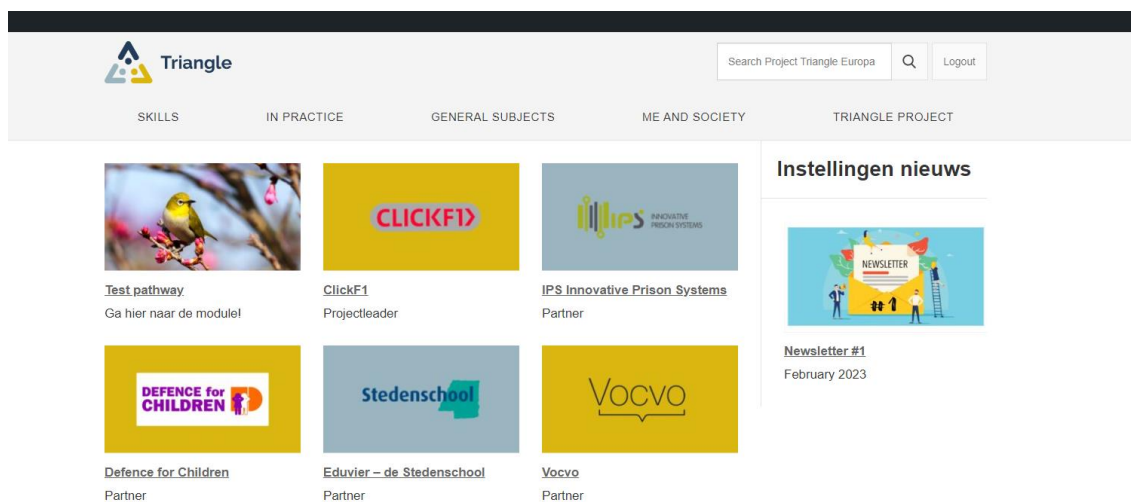


Figure 4. Screenshot of the Triangle platform on Wordpress (European version).

Three digital environments

- **MediaWise:** a secure information and education environment for youth detention and youth care in the Netherlands focused on youth participation and digital inclusion.
- **Real Life:** An environment with smart games and training courses in Dutch and English. This can be further expanded in the future.
- **BLEEP:** An environment for reintegration of detainees from the inside to outside with a tool for a personal file building of the user and developed to the different situations

in five different countries: the Netherlands, Turkey, Romania, Portugal, Italy, and the World (the English-speaking international environment).

Proposal for the digital environment Triangle

- For Triangle, all partners will use a MediaWise practice website to learn how to work with a CMS system and to gain insight into the various conditions and the design/use of a secure environment.
- For Triangle, BLEEP will be used so that the data on the website can be used and that end users can build up a file/portfolio in the tool. In Project Result 3 it will be decided whether we copy the source or whether we map websites under BLEEP.

Triangle proposal for the system

- WordPress will be the overarching platform, with multiple sites for each country, i.e. **'Multisite'**
- URL obtained - registration at nick is completed, however, there is no domain name. This will follow as the host will make this.

Formats

Ideally, the Triangle partnership will design the different formats of the Triangle system, and Sander will build them or a plug-in will be utilised that Sander closes, e.g.

- The BLEEP tool and site, source will be copied to Triangle;
- The website will become the basis, which then links to the tool;
- The ability to turn off certain functionalities, per project turn off, certain screens via configuration will be needed;
- The continuation of new functionalities and admin management is then implemented to all sites – this is especially useful.

Guest and admin accounts for all partners

Guest accounts will be given to all partners within the consortium, so that each can gain inspiration from other country approaches. All partners will also get their own admin setting account, to manage accounts and content of their own country. As admin, each partner will be able to write their own protocol and decide how this will be linked to the functions. As an example: three big buttons: red, blue, and yellow could link to content chapters. Topics can additionally appear in multiple sections, or wherever deemed relevant for different learning paths. To continue with the example, on the homepage, the user would see three planes with

a question above it: *What is the reason you are on this site?* The user then chooses one of the areas (Relaxation, Education/School, Info for when you go outside again/Society). Through this choice, the user gets to see content that refers to those topics. This makes the structure of the site clearer and helps the user better to establish their goal.

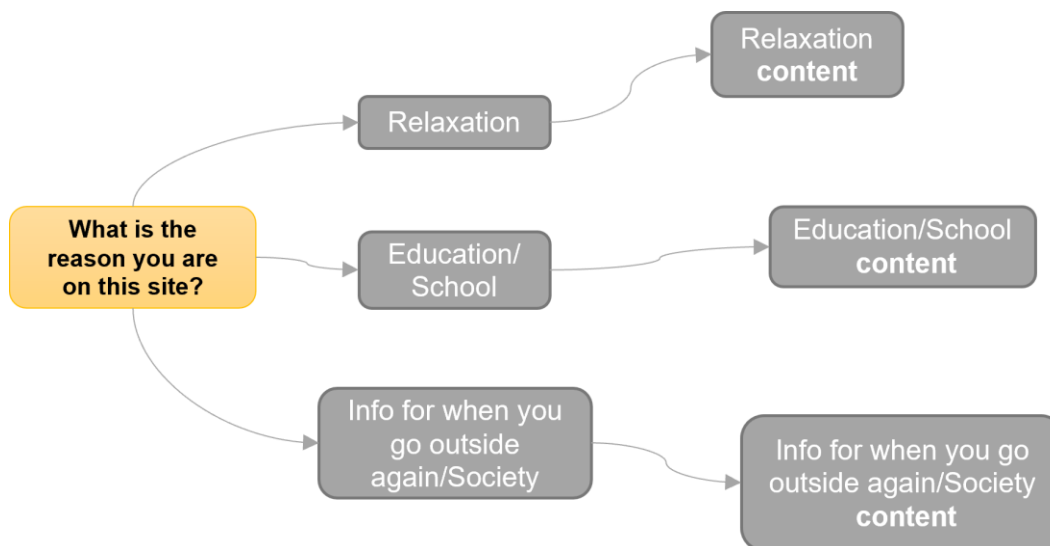


Figure 5. Example Mind Map of Triangle's beginning.

Websites in the web environment

Within the CMS environment we can set up different websites. As aforementioned, the advantage of this in the case of Triangle is that each country/institution has its own website which is managed top-down from a system where the different roles determine whether you can only work with your own website or whether you can work in all websites (at the same time, depending on the authorization system). For example, by placing an article under the different website with one action, or by checking how the different websites are used from the log system within this CMS (the Activity log).

Triangle proposal for the following websites:

1. Portugal - IPS and Aproximar.
2. Belgium - Growing up.
3. Belgium - VOCVO and FPS.
4. Nederland - Eduvier each has its own website. (Using Eduvier to investigate how this relates to their MediaWise website).

The authorization system

The management of a CMS system can be accessed at various levels. The level determines which websites and functionalities you have access to. For Triangle, there will be the following authorisation levels:

1. **Admin management by Sander Falise:** Sander is the permanent web designer of Click F1 and manages and builds the various functionalities of all their CMS. This allows him to view and manage the functions, user levels, security (and content). Sander has a collaboration with the host/SLA, Nick de Kruijk. Together they ensure that the website functions up to date, is well secured and that there is always a backup copy of the websites.
2. **Admin overarching:** Alice Erens, Max ter Beek and Romy van den Broek are all Admin within all CMS systems of Click F1. This means that they can adjust all three navigation buttons in websites, view and adjust all content and view the use of the websites (the Activity log). They can also create users at all levels from Admin.
3. **Admin setting own website:** The institutions or countries have an Admin account for their own website in the various CMS systems of Click F1. This means that they can view and adjust all content of their own website and view the use of their own website (the Activity log). They can also create and manage users at all levels from admin setting.
4. **Editorial institution own website:** The teachers. Editors of the various websites have an account with which they can create content in their own website. They can also communicate with each other and/or with participants by starting a (personal) post to the other. Editors cannot change each other's content. Editorial institution cannot look in the activity log but can see in the folders of the level below, the participants, what content has been created by them and they can adjust the content of the participants. An editor can choose to show the content of a participant to all users of the website or to a part of the users, for example a report from the youth or client council.
5. **Participant accounts:** The participants are the pupils, students or participants within the institutions that use Triangle as an educational environment. They have access to the content within their own institution and can create content, after which it is put on a waiting list for review. The editorial institution can then approve this content and it will then enter the participant's personal content space. An editor can choose to also show the content to all users of the website or a part of the users. Participants can copy forms prepared by the editors and then fill them out. For example, they can

copy a form with assignments within vocational courses, but also assessment forms or progress forms.

6. **Guest accounts:** Guest accounts cannot create content and only browse the website. A guest account uses the website to search for information and to visit other permitted websites. In the Netherlands, the guest accounts are used as a group account in the most closed setting of an institution so that young people can search for information but cannot post anything themselves.

	View articles and links Click	Create articles	One on one internal mail	Forms Copy and fill in	Create polls	Fill out polls	Create your own accounts
Guest account	Yes	No	No	No	No	No	No
Participant account	Yes	Yes, monitored	Only if it is turned on in setting and started by professionals	Only if it is turned on in settings	No	Yes	No
Editor account	Yes	Yes	Yes, if it is turned on in settings, it can create an email exchange	Only when it is turned on in setting can it create, respond, and correct them	Yes	No	No
Admin setting	Yes	Yes	Yes, if it is turned on in settings, it can create an email exchange	Only when it is turned on in setting can it create, respond, and correct them	Yes	No	Yes

Table 1. Authorization system.

The design of the websites

The websites will become a portal for various educational components. The various parts each have the same navigation but fall under various categories.

An example of the main page and categories could look like the following: several categories would be subdivided into subcategories/pages to, for example, different vocational subjects such as green, catering, metal, among others.

The distinct functions within the websites

- The basis for the Triangle platform, and then interpretation by the institutions.
- Also, linked elements to the portfolio of youngsters – this is something made elsewhere and will be linked to Triangle and the student's tracking system. This will be considered in the design process.
- Downloaded files will always come in a form that can be uploaded into the student tracking system. Or option two is that the files always come in an automatic form filled in from the young person's account. These files will automatically be sent to the student's tracking system.
- The environment to build your own game: <https://knowingo.com/>
- Forklift simulator: <https://hksimulatoren.nl/tenstar/>
- Utilising games as relaxation, and reward elements (linking to external sites can help to go to updated games).
- Tools such as personality test can be offered because they are more timeless.
- Triangle will become an intermediary to external approved sources, so that the Triangle partnership does not develop themselves pre-existing material.
- There will be a button created for internal mails, that teachers must always be the last to respond to end the conversation (traffic light system).
- Creation of free walk-in lessons online, e.g., training proverbs. We will have to make sure that there will be no interaction between the pupils themselves. E.g., direct chat to the teacher only for questions.
- A poll plug-in so that youngsters can vote about statements or can answer questions this way. The plug-in currently used is Yop Poll. We will investigate if there are more suitable options.

Plan of action: The partnership will let Jeroen and Sander advise us on how we can best implement these points into the platform.

- **Security by IP address**

Triangle's website is IP-protected, i.e., when a person tries to log in from an IP address, and it is not entered into the security system, they are prohibited from accessing it. This is to prevent interaction between inside prison and outside prison. Also, it prohibits interaction between different settings (with different IP-addresses).

- **The CMS system with content user folders**

This will be top down, i.e. supervisors can investigate the accounts of the participants and check or edit content. This way, a young person can do homework, create reports, and save things on Triangle.

- **Making articles**

As described, articles can be made on the website. In an article photo, MP3 and MP4's and links to external websites can be placed. Participants can only use the database on the website (The Media Library). Editors can also upload photos themselves.

- **The database with photos and videos**

Participants cannot upload photos or videos themselves. We might be able to make an intermediate authorization/role in which this is possible. We create a database with photos and videos that can be used by participants.

- **The notes feature that allows you to create all kinds of forms**

With the function notes forms can be made from editor settings under certain buttons. For example, leave reports or assignments for woodworking, etc. This form can then be copied by participants with a button and filled in and stored in their own account (plug-in with templates).

- **The newspaper function allows you to create lesson plans with text, videos, and links**

A newspaper is a template that is divided into predetermined columns. You can choose from different formats. This allows one theme, for example quitting smoking, to be made up in a clear set of videos and text. The interpretation of the newspaper is done by uploading existing articles and photos and MP3's and MP4's from the library.

- **The communication function with which supervisors can start an email exchange with students.**

An editor can start a conversation with another editor or with a participant. Only editors can start the conversation with participants.

- **A poll function for questionnaires and research.**

Yop Poll is a survey that you can create per activity and on which young people can vote or answer. It is an option to use the poll for this, but it can also be applied for subscribing to activities.

- **Sub conclusions after Sander's input:**
 - Forms, when filling in, are emailed directly to the linked teacher or mentor. After sending, the mail will be deleted. As a result, the messages are not stored on the server and no communication between participants can take place.
 - Email addresses of supervisors are already linked to their account.
 - PDF: useful summaries.
 - Every student account will be linked to a teacher account.
 - Automatic emails between student - teacher.

Following the website, > the Triangle tool

Triangle's system is built based on the BLEEP CMS system. The CMS system consists of a website, as described above, but also of a web-based tool, i.e., you can work with the same account in the tool, and on the website, and link them to each other without the participant specifically feeling like they are going to another digital environment. The tool is a system in which we can develop modules or different steps/pathways that you can walk through step by step. This allows you to use it as a supplement for portfolios or you can develop modular lessons or information in it.

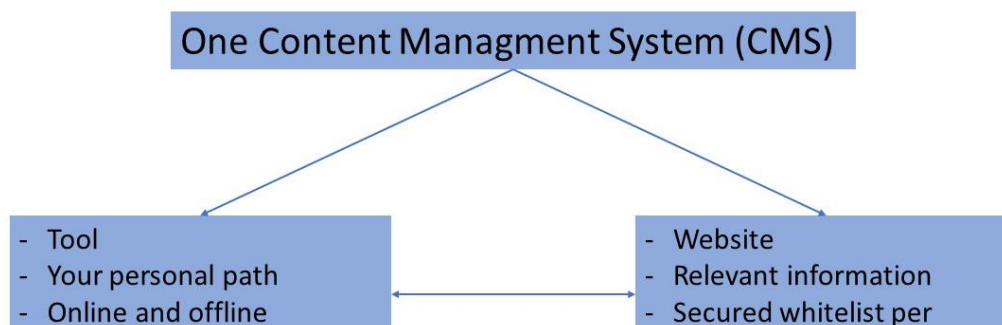


Figure 6. CMS's environment.

A participant receives a personal account and chooses a certain module at the start (see **Figure 4**). After that, the participant can go through web pages step by step in the tool with links to assignments, tasks, information, etc. that are on the website. In the tool, a task list and a favourites list can be created. A progress bar shows where you are in the tool at that moment.

- *The website* is the large database of information and articles. This is where relevant information for the different countries and institutions emerges.
- The purpose of the website is not to let the end user drown in the information provided. They should only be presented with the information they desire.
- On the website, different buttons will correspond to the tool, as aforementioned. The website and the tool must be tangible parts of the same whole.

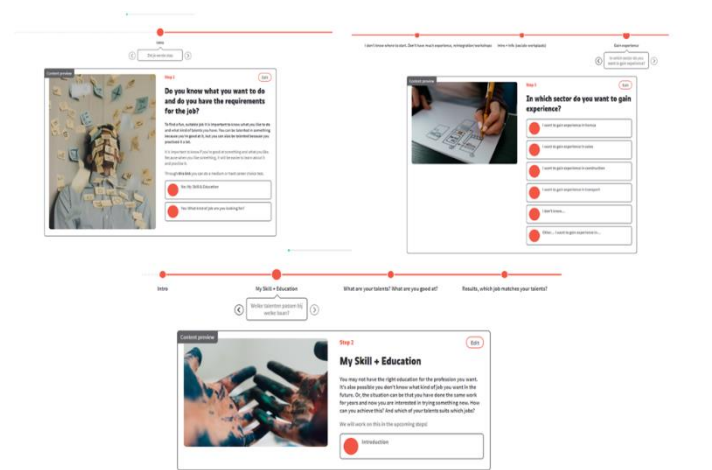


Figure 7. BLEEP's environment.

- **Proposal for Triangle**

Implement interaction between the button 21st Century skills on the website to a pathway portfolio and a pathway digital skill in the tool.

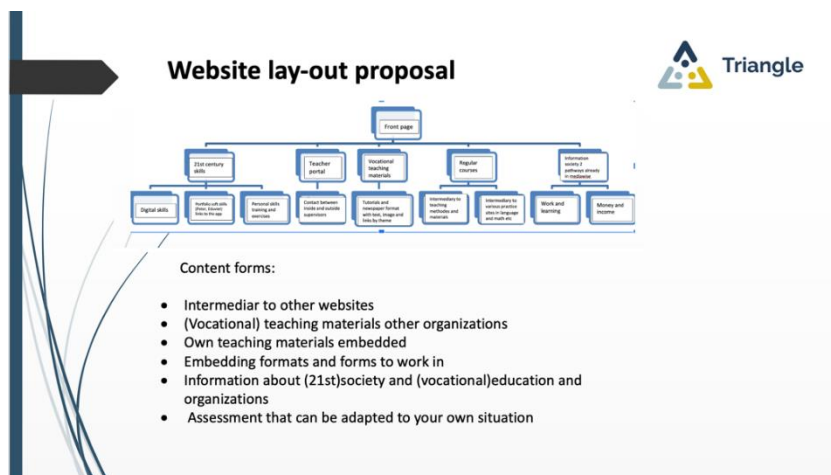


Figure 8. Website layout proposal.

The secure ICT environment development – Chromebooks

Triangle's secure environment is being developed on Chromebooks. These are devices on which you can disable all functions and open some of them. With our Google license we can manage and monitor the devices and whitelists remotely (no websites are allowed unless they are on the whitelist) and blacklists (all websites are allowed except those on the blacklist) can be created in the Cloud.

Triangle itself is an independent device, but for developing the environment and for quickly anticipating communication between the website and whitelists, the Chromebooks are best fitting.

How do Chromebooks work

Triangle 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 institution is set and where different accounts can use distinct functions as described on the topic '**The authorization system shall**'.

Different profiles can be linked to the Chromebooks, each with its own whitelist and/or appearance. You can remotely set which Chromebooks have access to which profiles. In addition, you can choose to only enter a profile with a password or also with a 2FA (2 Factor Authentication) USB - a physical USB key that must be inserted after entering the correct password.

It is also possible to protect one profile with password only on the same Chromebooks and the other profile with the password and the 2FA USB.

The Whitelists

Triangle, on the Chromebooks, works with a **whitelist system** that can connect and maintain in several ways within departments of a closed institution. First, there are various levels of whitelist security. You can secure the IP address. This means that everything connected to the same internet has the same protocols. Then it can be chosen which whitelist on which device (Chromebook) can work. For example, it can be set that the computers used at school

can only log in to educational whitelists. The websites – CMS environments of Click F1 are devices (computers) and security systems (whitelist, blacklist) independently. This means that if www.triangle.eu is put in the whitelists, all functions of the website work.

There is a certain amount of overlap in the various whitelists. For example, it should be possible to practice unaccompanied math and language skills while not on an education account.

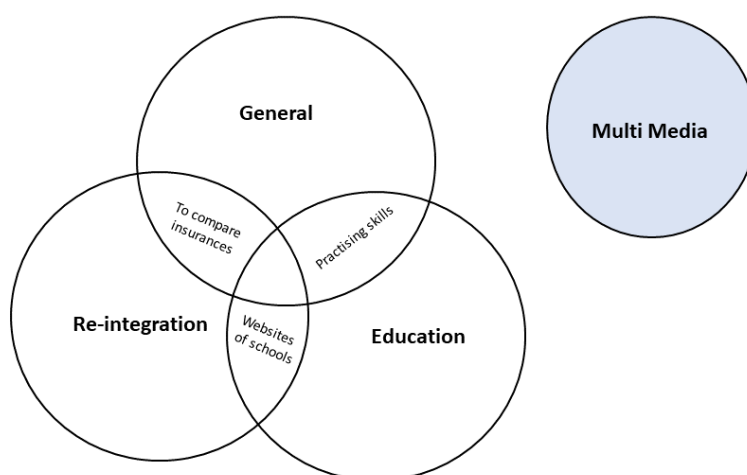


Figure 9. Examples of whitelisting overlap.

1. **General:** This is the most basic list of websites. It is not possible to log in to any of these websites. They are informative websites for education, (regional) news, sports and some websites of regular radio/TV stations). The login details of the accounts that have access to this list may be distributed to the participants, you cannot communicate with them to the outside world or enter anything.
2. **Education:** This list contains all kinds of websites that can help you prepare for your return to society or to work on your education. This list contains all kinds of websites of schools, sites to practice and learn skills and intranet sites of schools that are used in institutions.

Within this list it is possible to get to websites where, if used incorrectly, there can be unpleasant consequences. Consider, for example, whether you are sharing an account of an intranet site with a (not permitted) person outside the institution. These credentials and the Chromebooks are in the management of the guidance. The relevant guidance can log into this account for certain participants when necessary or only issue the Chromebook if there is sufficient supervision.

3. **Sub conclusion:** There should always be a teacher supervising the young people, so that saved content is always sent immediately as screenshots. Only when something is not finished, the article, in which was worked, will be saved.
4. **Blacklist:** The blacklists are for use in education where you can surf freely on the internet. Only websites that can't fit within the policies of the institution are closed by blacklisting them as a category (e.g., sex sites, social media, or gambling sites) or ASLpage website (e.g., YouTube).
5. **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 management of the guidance 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 such as Netflix, Disney+, Discovery+, HBO Max, etc. We wish to investigate how to make a connection between the multimedia whitelist and external contact platforms like video connection or/and chat.

- **Proposal for Triangle**

Working with the above whitelists and blacklist, after our TPM (Transnational Project Meeting) in Bruges, we decided to use these profiles. Each partner will choose which profiles will be used and content will be created in these profiles.

Structuring 5 different profiles: a profile is an email address-list on a Chromebook. That's specific to a white or blacklist. A structure of the 5 different 'versions' of Triangle (Dutch, Portuguese, Belgium Youth, Belgium Adult, International) was developed.

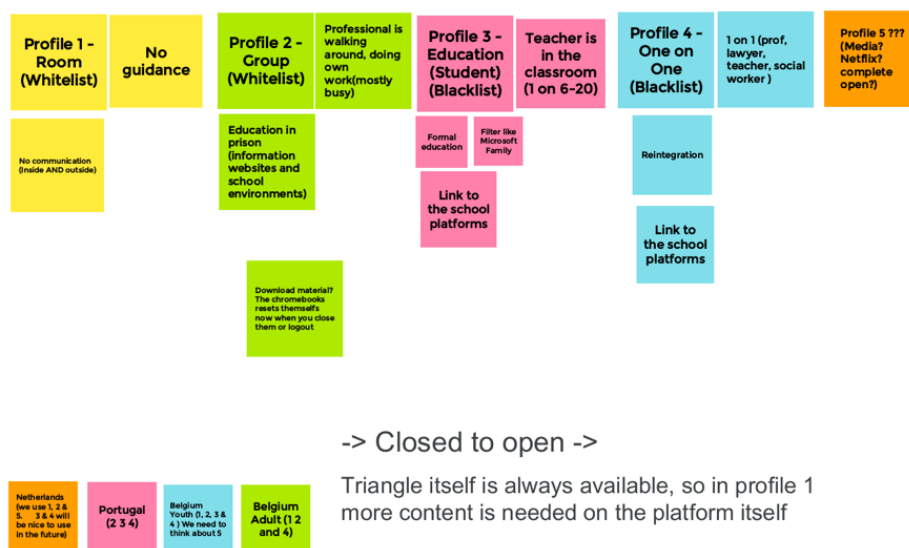


Figure 10. Structure of the 5 versions of Triangle.



Triangle

The goal is to work in an offline environment, however triangle is in the Cloud, so it was chosen to pilot with Chromebooks because these can be set up entirely by VOCVO's management, which are already experienced with MediaWise.

The secured environment used in Triangle is based on the operation system of the Chromebooks, which means that other devices like desktops/thin clients/Tablets with android or iOS, are not able to use this.

Management of Chromebooks and whitelists

Management of Chromebooks is Jeroen van Gelderen's task. Jeroen is the designer of the Chromebook system and the secured environments. Jeroen supplies devices and secured educational systems for numerous educational organizations in the Netherlands.

Management of whitelists is Max ter Beek's task. Max will manage the different whitelists of the organizations. This will be done with a spreadsheet with all the URLs on it.

Protocol for checking, keeping track of and acting in the event of a breach. Triangle Chromebook system is built in 3 years. We will develop a protocol how to check the safety and use of the system.

Programs on Triangle

Intermediary to other websites and environments

The website has as a function to give insight to which external sites are available on the device. That way it services as an intermediary between websites, the platform, and the people. In the site an article can be made in which a URL can be added. That way the article serves as a button to the external site.

Informative articles

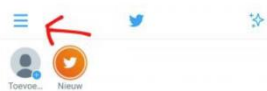
If there is information, we feel is relevant, but there are no safe sites to put on the whitelist we will create our own content. Here we will keep in mind to make the articles of lower reading level and to give as much relevant information as possible. By making the content ourselves we will be able to gather a big database of tutorials.

How do you put social media on private?

Having a private account or profile means that people from the outside can't see what you're sharing. Only the people you allow, such as friends and family, can then see what you post on your profile. This page contains a few steps to make your social media accounts private.

Twitter

1. In the upper left corner, click on the 3 dashes



2. Then press 'settings and privacy'.



Figure 11. Example on how to put social media on private.

Pathways methods developed under a button

By using the pathway steps structure from BLEEP, we will be able to create methods for the target group. This can be for example a pathway about digital literacy. The users will gradually learn about the subject by going through the pathway and at the end will have done exercises about the subject, saw every relevant video and article. That way they know for sure have the basic knowledge needed.

Templates and lesson series

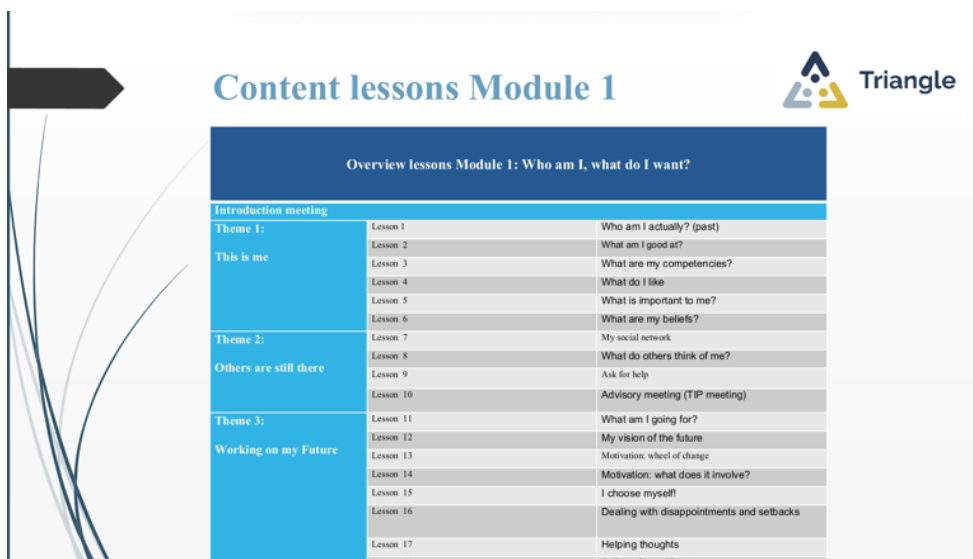
In the Triangle environment there is an option to use formats. These are pre-made forms that only still must be filled in. For example, a homework exercise. This possibility is already available. In the next months it will be investigated if Google Forms is also an option, as this would make the forms more flexible.

Assessments

Assessments can also be made into a pathway in the tool. The first phase will be an orientation in different areas of work/interest. For this there will be different methods, one for example being an interest test. Afterwards, the user will start on a building block in Triangle, which will entail a perspective plan. This plan will not be made by us, but by the educational institution within detention. We will set up a universal line for this and build it in.

It is important that when users have assessment questions that they will be guided. To get this guidance the user needs to work inside the Triangle platform, which is mandatory for the combination of guidance (a form of communication) and keeping the platform secured. The biggest challenge will be getting young people to work on the system themselves.

An assessment is useful to do, because it will create awareness of one's own talents and perspective. A start of one of the assessments you can find in **Annexe 3**. Foundation 180 sends the Trainers Manual Solid Basis for the Future and the Workbook for participants to the partners (these materials are already translated in English) for inspiration.



Overview lessons Module 1: Who am I, what do I want?		
Introduction meeting		
Theme 1: This is me	Lesson 1	Who am I actually? (past)
	Lesson 2	What am I good at?
	Lesson 3	What are my competencies?
	Lesson 4	What do I like
	Lesson 5	What is important to me?
Theme 2: Others are still there	Lesson 6	What are my beliefs?
	Lesson 7	My social network
	Lesson 8	What do others think of me?
	Lesson 9	Ask for help
Theme 3: Working on my Future	Lesson 10	Advisory meeting (TIP meeting)
	Lesson 11	What am I going for?
	Lesson 12	My vision of the future
	Lesson 13	Motivation: wheel of change
	Lesson 14	Motivation: what does it involve?
	Lesson 15	I choose myself!
	Lesson 16	Dealing with disappointments and setbacks
	Lesson 17	Helping thoughts
	Lesson 18	Actions for my future

Figure 12. Content lessons Module 1.

Conclusion

Project Result 2 has been a rich process in which we explored all developmental aspects of building Triangle: people, program, platform. The follow up of Project Results, feed each other in an ever-growing translation into an increasingly concrete learning environment that can be used in various ways, and importantly within the safety conditions of the various (closed) institutions.

Project Result 2 has also been a good way to understand how a secure environment works, including how you work within it, what choices you can make to recreate this digital learning environment in your own country or institution, and the programs that are offered to the young people and (young) adults within the institutions.

The partners now have the experience and knowledge to develop the environment in Project Result 3 within their own country and organization. Each partner will work within the frameworks and possibilities set up in Project Result 2, but also will have enough space to give Triangle its own interpretation. In addition, we are building Triangle's world as an open environment so that interested parties can watch and provide input, making this a very concrete form of dissemination.

Project Result 3 will be an interactive process involving extensive research, managing expectations, and gathering valuable insights from both colleagues and the participants who will pilot and utilise Triangle. This collaborative approach ensures that we continually refine and enhance the product to meet evolving needs. This dynamic journey is what makes it truly fascinating.

Furthermore, apart from delivering a tangible product, this endeavour serves as an invaluable learning experience at both national and international levels. The pursuit of secure digital learning environments has been a significant focus for several years, and while advancements have been made, there is still a well of untapped knowledge and discoveries to be made.

By embracing this challenge, we can not only create a concrete solution, but also contribute to the broader field of knowledge in this domain. Through constant exploration and adaptation, we aim to uncover new insights and push the boundaries of what is currently known, fostering an environment of continuous growth and improvement.

Annexes

Annexe 1. The digital environment of the organizations - Digital environment FPS (VOCVO)

The Directorate-General EPI consists of a central administration and field services comprising all 34 prison establishments. The prison establishments are responsible for enforcing the deprivation of liberty 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 managed centrally but always with local IT people in the prison establishments.

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

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.

VOCVO is the Flemish Support Centre for Adult Education. One of the three tasks that VOCVO takes on is the coordination of the education of inmates in the 17 prisons in Flanders and Brussels. According to the subsidy decision of the Flemish government dd.



2/05/2021 the following *Figure 13. Dendermonde Prison.*

assignments have been awarded to VOCVO:

- **Coordination and support** of the providers in:
 - the development of an education and training policy for inmates;
 - the coordination of detecting the educational and training needs of inmates;
 - the supervision of the educational trajectory of inmates.
- **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 is made in one hand by the development of a need-covering and adapted offer for education to prisoners and, on the

other hand, the coordination of the educational offer in the implementation of the Strategic Plan for Help and Services to prisoners.

- The Project '[Learning Inside Out](#)', is an ESF project in which apprenticeship counsellors during detention, check which competences exist in the detainee and **map out a personal learning path**. 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 may follow, and it ensures a diploma. If necessary, the guidance by LIO will continue even after release.
- In November 2017 LIO started in several prison establishments and since 2021 (LIO 2.0) the service has been rolled out to all Flemish and Brussels prison establishments. The project will continue until the end of 2023. In this project 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, among others). The learning career counsellor listens to the question and provides broad, neutral, and transcending information about all possibilities to follow a course.
 - In a *trajectory guidance*, the learning career counsellor focuses together with the inmate on their learning career and/or the process of the study of choice. The learning career counsellor works demand-driven, based on the talents of the student.
- Since January 2020 until 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. In some prisons, they are also increasing the use of the apprenticeship counsellors in the new prison complex in Haren, which offers new IT possibilities for prisoners.

- **Devices - Internet access, access to programs:**

1. **Classroom**

- Computers with limited (and often outdated) software.
- Computers with teaching materials on 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. Digital Skills

- Regarding an assessment of the digital skills of the detainees, there is no standard screening of the digital skills of inmates. 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/platform. In some prisons there are basic ICT courses where the basic digital skills are strengthened. VOCVO has no further data on the "digital profile" of detainees.

4. 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 inmates). They have access via laptop in a classroom that is equipped with an internet line. This way they are able to take online classes, download teaching materials and consult their exam program. They can also video call their teacher and take the laptop with them on a cell, where they can work offline.

5. Service platform for prisoners: DigiJail

- Expressions such as "*Normalization of detention, prisoners' active citizenship, working "through the gate", among others*" 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, among others).

- The aim of this project is to make a digital platform available to each detainee, which will offer them opportunities in terms of e-learning, links with the prison services, with the services for assistance to prisoners, etc.
- Subsequently, a study will be made of a thorough digitization of detention, with the addition of additional services to this digital platform, such as a digitized 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., tele distribution 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 renting films or buying music).
- The specifications include the following services: intranet, regime, urgent messages, wake-up function, photo service, games, IPTV, radio, calculator, telephony, online bank, internal messages, reservation module, software rental, encyclopaedia, translation tools, zoom function, secure printing, secure internet, e-learning, mail, videoconference/visit, calendar, videos on demand, music on demand, e-book/library, among others.

Digitaal dienstenplatform In the nearby future

- Intranet : statische pagina's, regime, menu
- News Feed : bv HLN, Le Soir, the Times
- Wekker, rekenmachine, fotoservice
- Games: eventueel extra betalende
- IPTV / Webradio / telefonie
- Videoconference & video visit
- Agenda / kalender / VoD /vertaaltool
- Consult Online / encyclopedie / streaming audio/video

Maar allerbelangrijkste: toegang vanuit de cel tot digitale leerplatformen !

Figure 14. Digital Service Platform.

Annexe 2. The digital environment of the organizations - Digital Environment Growing Up (Belgium)

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

- **The Situation in Belgium: Growing Up**

Within each campus, there is a school environment where home education is offered. This is both in theory classes and in 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 young people in the room, mainly with relaxation options (games, translation apps, limited streaming, radio). In every group, there is at least one smartphone and a tablet, which is used for video calling.

When young people 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 Glasses
The Zande Hotels	Beernem Hotels	17		8	4
The Zande Hotels	Ruiselede Hotels	8		6	
The Zande Hotels	Wingene Hotels	10		6	1
The Kempen	The Market	19		3	
The Kempen	The Huts	17		1	
The Grubbe		10	4	3 Ipads	
Beveren Hotels					

Table 2. Situation in Belgium institutions (May 1st 2022).

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.

The young person processes their 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. Young people can take one or more exams in the context of their school cooperation. Communication with the home school teachers takes place via an electronic learning environment or via e-mail. Towards the end of a trajectory within the community institution, a school collaboration (within module Guidance) can take place partly or completely externally. A young person then takes lessons in their home school. It is also possible that a young person moves from the community institution to an internship workplace daily.

There is also cooperation with other partners, such as VDAB (Flemish Employment Service). In some cases, young people 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 young person can also register with the Central Examination Board during their stay to obtain a certificate or diploma.

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

- **Digital skills:**

By default, no screening is done on the young people to access to what extent they can deal with digital skills. Even though, they receive lessons on digital literacy within education. There, an estimate is made of the digital level of the young people. An unambiguous and strong digital offer around 'digital skills'/'21st century skills' for the young people is a must. Feedback to home school is essential to achieve certification.

Triangle can offer an overview of which learning paths the young person has followed via a portfolio. This information can be passed on to the home school.

Annexe 3. The digital environment of the organizations - Digital Environment (Netherlands)

- **Juvenile Justice Institutions (JJI's) in the Netherlands**

The Netherlands has a State Judicial Youth Institution consisting 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.

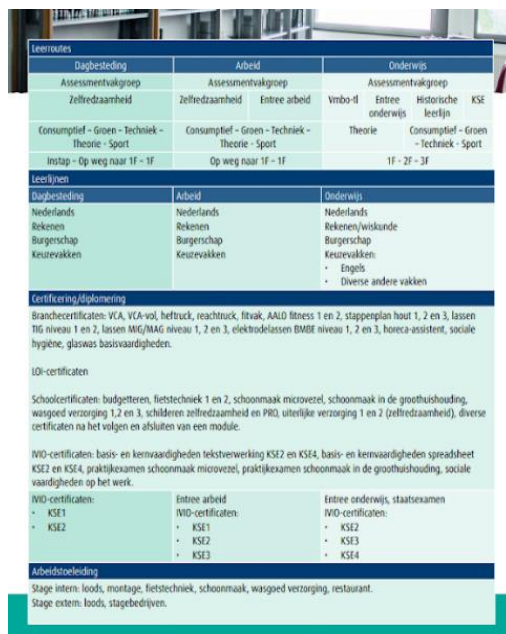
- **What is MediaWise?**

MediaWise stands for unlocking secure digital rich, informative (learning) environment for young people in closed institutions and care institutions. MediaWise consists of a secure environment by means of 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 have different functions.

- **Education in juvenile detention in the Netherlands**

In JJI's, young people can follow regular education. This is provided by the regional educational organization such as the Eduvier Foundation or <https://www.aloysiusstichting.nl> in Hartelborgt and Teylingereind. Most young people follow practical education, VMBO, and MBO courses. A few HAVO or VWO courses. The education in JJI Lelystad is subdivided (see **Figure 11**). This is a good representation of education in all JJI's.



Leerroutes		
Daagbesteding	Arbeid	Onderwijs
Assessmentvkgroep Zelfredzaamheid	Assessmentvkgroep Zelfredzaamheid Entree arbeid	Assessmentvkgroep Vmbo-ll Entree onderwijs Historische leerlijn KSE
Consumptief - Groen - Techniek - Theorie - Sport Instap - Op weg naar 1F - 1F	Consumptief - Groen - Techniek - Theorie - Sport Op weg naar 1F - 1F	Theorie Consumptief - Groen - Techniek - Sport 1F - 2F - 3F
Leedlijnen		
Daagbesteding	Arbeid	Onderwijs
Nederlands Rekenen Burgerschap Keuzevakken	Nederlands Rekenen Burgerschap Keuzevakken	Nederlands Rekenen/wiskunde Burgerschap Keuzevakken: • Engels • Diverse andere vakken
Certificering/diplomerings		
Branche-certificaten: VCA, VCA-voel, heftruck, reachtruck, liftwaa, AALO fitness 1 en 2, stappenplan hout 1, 2 en 3, lassen TIG niveau 1 en 2, lassen MIG/MAG niveau 1, 2 en 3, elektrolessen BMBE niveau 1, 2 en 3, horeca-assistent, sociale hygiëne, glaswas basisvaardigheden.		
LOI-certificaten		
Schoolcertificaten: budgetteren, fietstechniek 1 en 2, schoonmaak microvezel, schoonmaak in de grootruithouding, wasgoed verzorging 1,2 en 3, schilderen zelfredzaamheid en PR0, uiterlijke verzorging 1 en 2 (zelfredzaamheid), diverse certificaten na het volgen en afsluiten van een module.		
IWO-certificaten: basis- en kernvaardigheden tekstverwerking KSE2 en KSE4, basis- en kernvaardigheden spreadsheet KSE2 en KSE4, praktijkexamen schoonmaak microvezel, praktijkexamen schoonmaak in de grootruithouding, sociale vaardigheden op het werk.		
IWO-certificaten: • KSE1 • KSE2	Entree arbeid IWO-certificaten: • KSE1 • KSE2 • KSE3	Entree onderwijs, staatsexamen IWO-certificaten: • KSE2 • KSE3 • KSE4
Arbeidsopleiding		
Stage intern: loods, montage, fietstechniek, schoonmaak, wasgoed verzorging, restaurant.		
Stage extern: loods, stagebedrijven.		

Figure 15. Stedenschool schema, Eduvier stedenschool

- **Portfolio**

In the JJI's secondary special education (VSO) is offered, education in which an orthopedagogical and orthodidactic approach is central. The VSO has three outflow profiles:

1. **Further education:** 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.
2. **Labour market-oriented.**
3. and, **day care.**

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. The 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 of 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 young people 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.

Annexe 4. The digital environment of the organizations - Digital Environment (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 facilities, 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 program 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.

Despite this, no further data was found concerning other initiatives that include digital settings in institutionalised youngsters.

Annexe 5. Opgroeien Cases

Growing up is based on a digital environment where opportunities are created. An environment that can be used in education, in the living group and in the room.

It should be user-friendly for everyone, and it should be usable on different devices.

Growing up works from three profiles namely:

1. Young people will receive a participant account:
 - Young people can work with Triangle in the group and in their own room without supervision and with a strict whitelist.
 - In the classroom under supervision; with whitelist or blacklist.
 - One on one = under supervision; whitelist or blacklist.
2. Teachers get an institution-redaction account that allows (in combination with an authenticator) access to all whitelists and blacklists.
3. Admin control of the institution that manages the above accounts and can create, stop or transfer young people to a guest account so that they can only surf on and look at the site.

	Opgroeien Cases			
	<u>Case 1</u> Youngster with School Cooperation	<u>Case 2</u> Youngsters with few Academic Prospectives	<u>Case 3</u> Youngsters in Need of Individual Guidance	<u>Case 4</u> Unaccompanied Minor
Overview	<ul style="list-style-type: none"> - 16 years old. - 1 year behind their peers. - School cooperation by processing its own subject bundles. 	<ul style="list-style-type: none"> - 17 years old. - 2 years behind peers. - Advanced to 3rd year (3BSO), based on age. - 'Between ship and shore'. 	<ul style="list-style-type: none"> - 14 years old. - Level: primary school (7-10 years). - Practical Vocational Course: GIB – Polyclass. 	<ul style="list-style-type: none"> - 16 years? - Not enrolled in a school. - No experience in a school structure.

	<ul style="list-style-type: none"> - Has the goal to pass their exams. - Supported by the home-schooling teachers. - Communication with external school by using Smartschool (ELE) 	<ul style="list-style-type: none"> - No work attitude, not ready for the labour market. - Has a focus on independence. - Flemish Employment Service (VDAB) and the Examination Committee 	<ul style="list-style-type: none"> - Psychological and behavioural problems. - Individual guidance. 	<ul style="list-style-type: none"> - Does not speak Dutch – speaks a bit of French-Italian-Spanish.
Difficulties	-	-	-	-
Expectations for Triangle	<ul style="list-style-type: none"> - Unlocking the school's ELE (Electronic Learning Environment). - Possibility to follow distance learning. - Possibility to complete assignments digitally (e.g., online searches). - Possibility of internal communication via Triangle, e.g., get in touch with the teacher via chat function or video calling about questions/assignments. 	<ul style="list-style-type: none"> - Independence, focus on learning material on the platform, e.g., learning material aimed at independent living, working, application, rent, driver's license, etc. - Possibility to have access to a media library where the youngster can search for personal interests (e.g., do-it-yourself, history, nature documentaries, music, information about gaming, etc.). This way, an awareness can be created among the young person about his fields of interest. 	<ul style="list-style-type: none"> - Tailor-made digital exercises/teaching materials, e.g., low-threshold assignments in the field of mathematics and language. - Differentiate material that allows a young person to work independently. - Providing material to teach the young person to work/learn independently, e.g., planning tools, and tips. - Material that supports young people in the teaching process, e.g., reading software. 	<ul style="list-style-type: none"> - Language apps or learning materials to practice Dutch. - Translation apps. - Material on integration/refugee procedure/asylum application/guardianship.

Table 3. Opgroeien Cases.

Annexe 6. Eduvier Cases

Eduvier expects continuity of school attendance and the possibility of (partly) a digitized offer of the theoretical part of vocational training. Using whitelists, an eye for digital safety and good security as is the case with MediaWise. This is also for use for other content providers, so that they can also post learning material.

This environment, coupled with a portfolio system in which knowledge, skills and attitudes are offered and collected unambiguously, will be able to positively influence the perspective for the young person after their detention. This whole is a combination of People, Platform and Program.

The need regarding 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. In the Netherlands, this is also used. In the JJI's, various practical lessons are offered for which the young people can obtain a certificate³.

	Eduvier Cases		
	<u>Case 1</u> Practical education/outflow of work	<u>Case 2</u> MBO level 3 / 4 education (historical learning line)	<u>Case 3</u> Day care/self-reliance
Overview	<ul style="list-style-type: none"> - Young adult 20 years not completed previous education and have no work experience. <ul style="list-style-type: none"> - Early school leaver. - Via assessment class and CVB registered with the MBO 1 technical training. - Course material of the MBO. 	<ul style="list-style-type: none"> - Boy 19 years old. - Follows MBO education level for nursing. <ul style="list-style-type: none"> - Warm transfer through MBO training. - Theoretical material partly on paper and partly digitally. - Length of stay, minimum 2 years. 	<ul style="list-style-type: none"> - Young adult, 22 years. <ul style="list-style-type: none"> - No completed prior education or warm thought of an extracurricular. - IQ of under 70. - Course material is mostly on paper. <ul style="list-style-type: none"> - Many practical activities are needed.

³ Example of a navigation site <https://www.kiesmbo.nl/opleidingen>.

Difficulties	<ul style="list-style-type: none"> - Little to no direct contact with the MBO. - Absence technique teacher stagnates progress. - Limited access to digital environment teaching materials. - In case of the termination of the detention, there's not always the possibility 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. 	<ul style="list-style-type: none"> - Can't follow the internship component of the course. - No direct contact with his education. - Not always sufficient support from teachers, do not have the specific knowledge for this course. - Set-up schedule is 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 the exam within the detention period. 	<ul style="list-style-type: none"> - No digital skills. - Limited language skills. - Limited coordination. - Little interest. - Not aware that they have talents. - 21st-century skills very limited developed.
Expectations for Triangle	<ul style="list-style-type: none"> - 21st-century skills to find/maintain a connection with society. - Access to the 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. - Possibility to complete assignments digitally (e.g., online searches). - Possibility of internal communication via Triangle, e.g., get in touch with the teacher via chat function or video calling about questions/assignments. 	<ul style="list-style-type: none"> - Access to the digital learning environment of the program. - Contact with external trainers. - Easy creation of reports and the 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. 	<ul style="list-style-type: none"> - Practicing digital skills for youngsters with an IQ disability. - Digital work skills list that can map the progress of a student from a 0-measurement. - Use of opportunities for work-related learning. - Use of digital literacy opportunities. - Use of opportunities for citizenship education. - Building a personal portfolio in which data can easily be placed and collected so that there is a clear format for the employer regarding the level of knowledge, skills, and attitudes of the future employee.



Triangle

			Input for this can be the passport for success.
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Table 4. Euvier cases.

Annexe 7. VOCVO Cases

VOCVO has expectations for Triangle regarding three areas:

1. Access to digital practice material on the platform

In the Classroom there are computers/Chromebooks/tablets/laptops. Triangle provides access to whitelists and therefore differentiated digital environments on the Chromebooks and in collaboration with the FPS on their own systems. This allows classroom access to:

- Information websites/web links.
- Existing adult education/higher education/other providers learning platforms.
- Online learning materials.
- Possibilities 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.
- Cell: Offline use of laptop/Chromebook/tablet with access to the Triangle platform or local offline programs on (see list at classroom).

2. Support in strengthening digital skills and learning pathway guidance:

- Use of digital orientation tools/testing.
- Use of digital portfolio.

- What about access to Triangle after detention?
- 3. Training in use and organization of Triangle: organization
 - Triangle access with administrator rights.
 - For teachers: full internet access via Triangle in classroom.
 - For education coordinators/learning career counsellors: also access to Triangle.
 - For detainees: secured per user profile.
 - Adapted to courses for which the detainee is registered.
 - Adapted to the safety level of the detainee.
 - Security (log in).

For prisoners in a classroom the same access to Triangle with and without teachers.

	VOCVO Cases		
	<u>Case 1</u> Trajectory of the Board of Examiners	<u>Case 2</u> Learning Dutch in prison	<u>Case 3</u> Day care/self-reliance
Overview	<ul style="list-style-type: none"> - Male, 30 years old. - No secondary education diplomas. - Application for the board of examiners. - Course material on paper. 	<ul style="list-style-type: none"> - Man, 35 years old. - Foreign speaking, follows Dutch lessons through contact education at Center for Adult Education in prison. 	<ul style="list-style-type: none"> - Man, 30 years old. - Diploma in secondary education. - Wants to obtain a university degree.
Difficulties	<ul style="list-style-type: none"> - No access to the Board of Examiners platform: exam results, course sheets, etc. - Only access to the platform under supervision via a learning career counsellor. 	<ul style="list-style-type: none"> - No access to digital teaching materials from the teacher. - In case of loss of lessons (including COVID-19, strike) no access to teaching materials (certificate is compromised). 	<ul style="list-style-type: none"> - Only access to the learning platform is through the supervision of a learning career counsellor. - No access to learning platform/online course material, no online classes.



Triangle

	<ul style="list-style-type: none"> - Digital competencies needed to take digital exams. - No access to online/digital course material in the classroom and/or cell. 	<ul style="list-style-type: none"> - In case of transfer - no possibility to continue the process at that CVO. - No possibility of follow-up of Dutch modules via contact education because groups are insufficiently large. - No possibility of audio on cell. 	
<p>Expectations for Triangle</p>	<ul style="list-style-type: none"> - Access to practice environment for digital competencies. - Access to websites and digital course materials. - Connecting the assessment program to a defined program. - Possibility to complete assignments digitally (e.g., online searches). - Possibility of internal communication via Triangle, e.g., get in touch with the teacher via chat function or video calling about questions/assignments. 	<ul style="list-style-type: none"> - Access to digital learning resources to practice Dutch. 	<ul style="list-style-type: none"> - Access to a learning platform with all functionalities (e.g., Toledo platform). - Materials. - Downloading course material. - Consult informative websites. - Attending online classes.

Table 5. VOCVO cases.

Annexe 8. APROXIMAR Cases

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 for young people after their detention.

	APROXIMAR Cases		
	<u>Case 1</u> Youngster taking drugs	<u>Case 2</u> Youngster with mental disease	<u>Case 3</u> Youngster just out of an institution centre
Overview	<ul style="list-style-type: none"> - 15 years old. - Frequent absences from school. - Risk of flunking the school year. - Loss of interest in activities. - Engages in drug consumption with peers. 	<ul style="list-style-type: none"> - 26 years old. - Schizophrenia diagnosed when a child. - No completed previous education. - No work experience. - Difficulty finding a job. - On the job market. - Basic digital skills. 	<ul style="list-style-type: none"> - 18 years old. - Institutionalised due to criminal acts at 15 years old. - Holds a high-school diploma. - Basic self-reliance skills. - Endeavouring to reintegrate back into society.
Difficulties	-	-	-
Expectations for Triangle	<ul style="list-style-type: none"> - 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.
- Use 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 for young people after their detention.

Table 6. APROXIMAR cases.

Change Control

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Project Result No.	2	Work Package Title	Program Triangle: Create contours for the method of Triangle
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V4.0	12 th June 2023	IPS' final finetuning and formatting



Triangle

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

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