



Triangle

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

Facilitator Guide Triangle

Project No. KA220-VET-1C349708

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Erasmus+ Programme
of the European Union



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Foreword

ERASMUS+ is an EU programme for education, training, youth and sport (2014-2020). This publication was produced during the duration of the project and was implemented with the financial support of the European Commission through the ERASMUS+ programme.

The Triangle project No. KA220-VET-1C349708 is co-funded by the European Commission under the "ERASMUS + KA220-VET - Collaborative Partnerships in Vocational Education and Training.

Triangle aims to pragmatically capture the competencies of people living in a closed environment in their professional skills and to build a digital portfolio embedded in a formal and non-formal education environment.



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Part I Working in Triangle

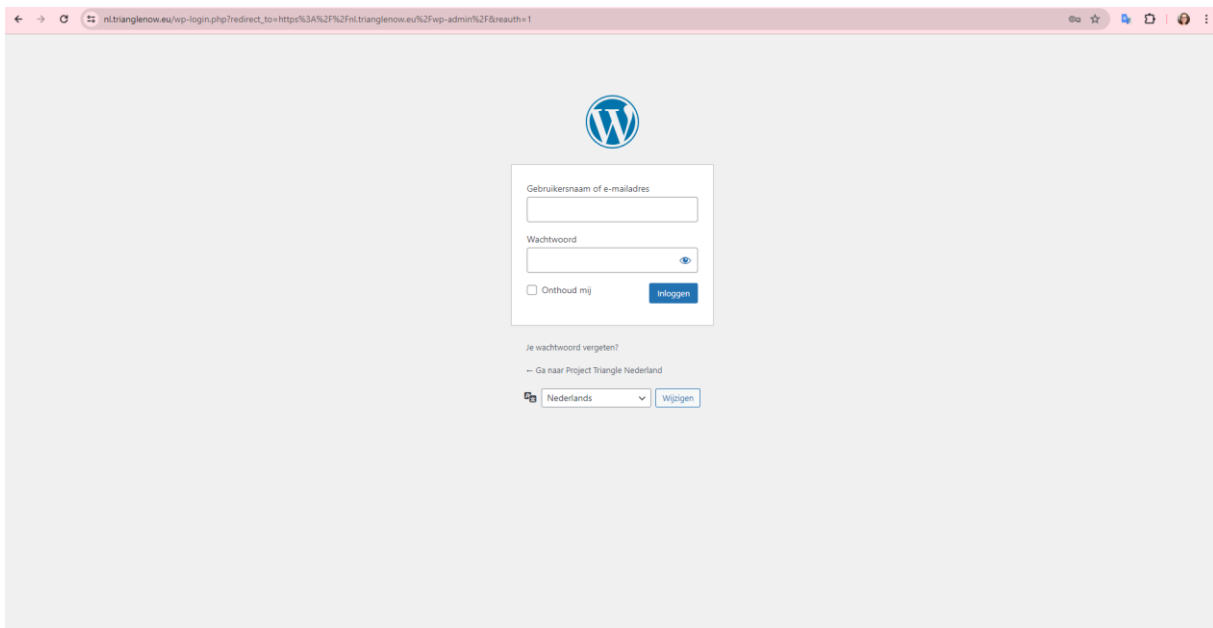
1 Introduction

This chapter explains step by step how the Triangle Content Management System works. Users learn how to create and manage content for Triangle. This is useful if they are new to working in a CMS or if they want to learn additional skills.

2 Basics of working with CMS

2.1 Login CMS

Step 1) Go to <https://nl.trianglenow.eu/wp-admin/>.



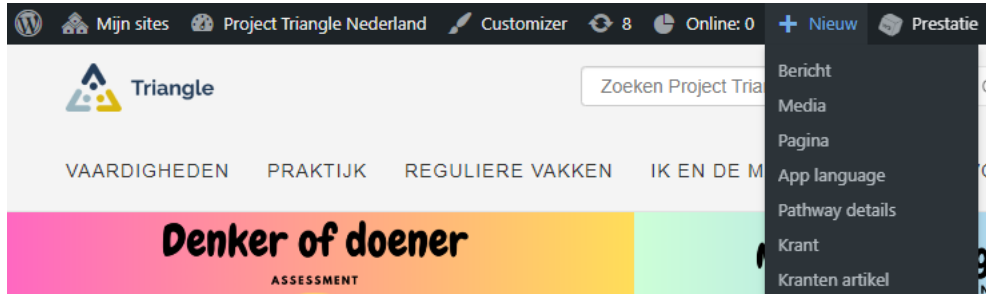
Step 2) Use the login provided by your organization and login to the environment.



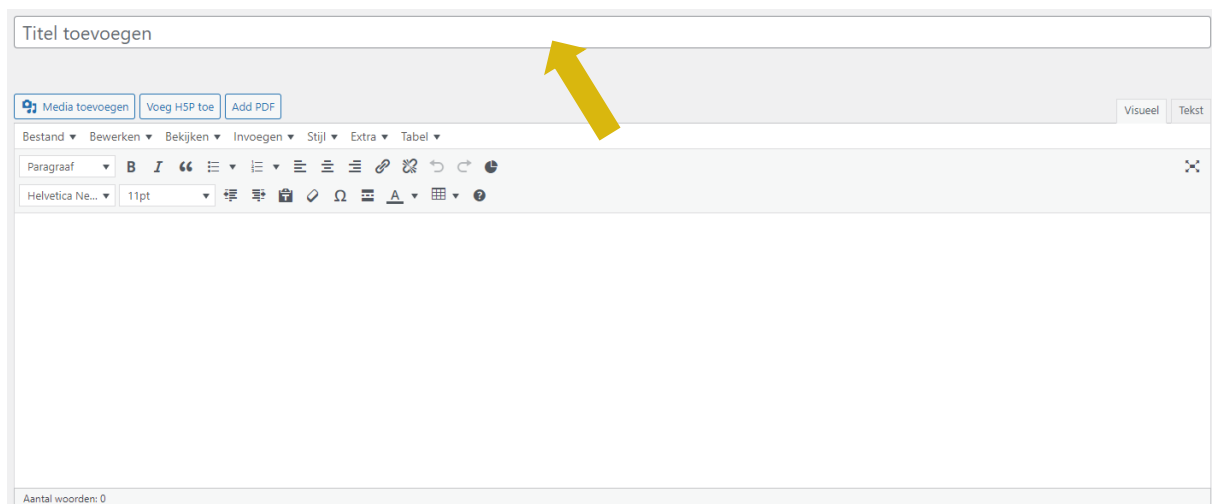
2.2 Creating articles

Step 1) Under the *New* button you can create a new article (post), or you can add a photo, video, PDF, Word or Excel document in the media library. Now you can type the new article, edit it, and add images and videos.

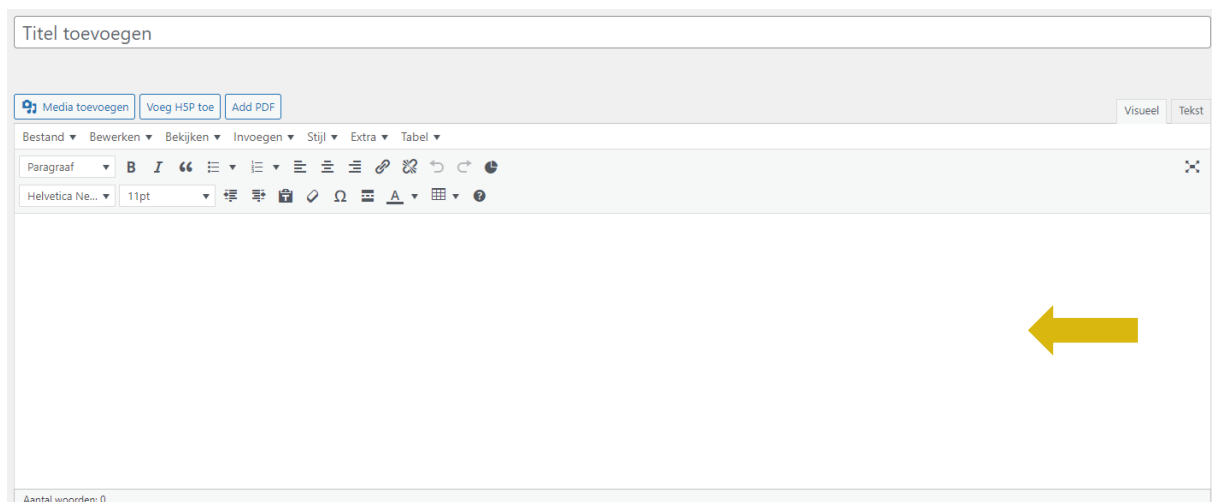
Step 2) After clicking *New* , a new window will appear.



Step 3) Enter the title of the article.



Step 4) Place the desired text, photo, video and/or URL in the text box.





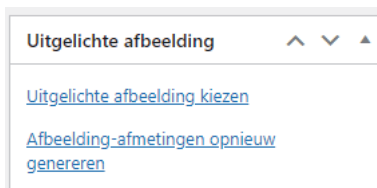
Step 5) In the summary, type a short line with a quote or clear summary of the article.

Note: Make sure this is one sentence, otherwise it will give an ugly layout in the site.



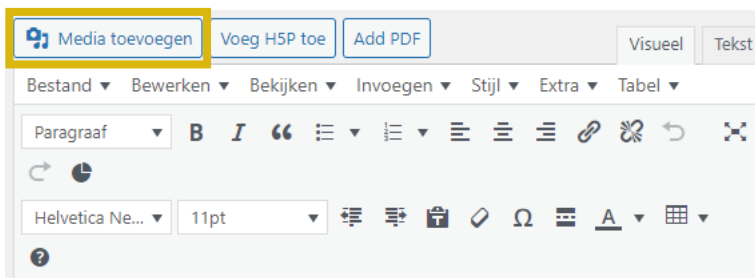
Step 6) Select a featured image from the Media Library or upload one from your computer.

Note: You can often find the featured image in the right bar.

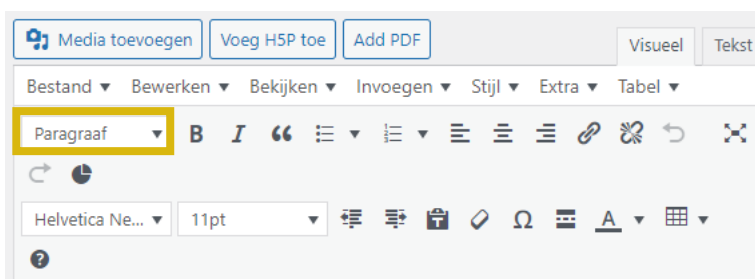



2.3 Designing an article

Step 1) To add a photo or video, place your cursor where you want the item to be. Then click Add Media (outlined in yellow in the image below) and select the item you want from the Media Library.



Step 2) To change the font, click on the box outlined in yellow in the image below.



Step 3) You can add symbols by clicking on  them.

Step 4) Practice with the different buttons in the toolbar. If you do something wrong, you can always reverse it.

2.4 Post message or article

Step 1) Post an article by clicking *Publish*.



Publiceren ^ v ▲

Concept opslaan Voorbeeld

Status: Concept [Bewerken](#)

Zichtbaarheid: Openbaar [Bewerken](#)

Onmiddellijk publiceren [Bewerken](#)

[Opschonen vanuit de cache](#)

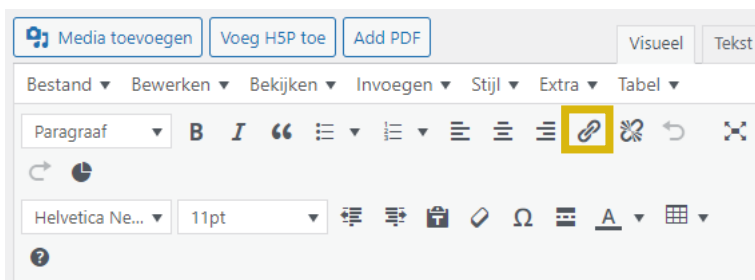
Publiceren

Note: You can create the article just for yourself by clicking on Private. You can also give an item a date in the past or future. Click Ok every time you make a change, otherwise it won't be saved.

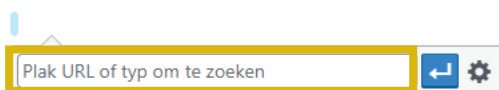
You can only publish the article if you set a featured image. The button will be colored when you can click on it.

2.5 Adding links from external websites

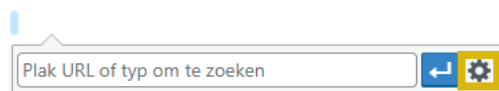
Step 1) Place the cursor where you want the link to be. Then click on the paper clip in the toolbar. A bar appears.



Step 2) Copy the URL of the external website and paste it into the bar.



Step 3) Click on the gear.





Step 4) Place the link text in the bar provided. This will be the text in which the link is embedded.

Link invoegen/bewerken ✕

Geef de URL van de bestemming

URL

Linktekst

Link openen in een nieuwe tab

Of link naar bestaande inhoud

Zoeken

Geen zoektekst gespecificeerd. Recente berichten worden getoond.

BESLISSER: Je hebt een leerstijl waarbij je de dingen wilt oplossen	8 MAART 2024
OPTIMIST: Je hebt een creatieve leerstijl	8 MAART 2024
DOENER: Je hebt een praktische leerstijl	8 MAART 2024
DENKER: Je hebt een nadenkende leerstijl	8 MAART 2024
Test: Welke leerstijl heb jij?	8 MAART 2024
Favorieten	PAGINA
Module 5: Welk type ben jij?	10 JANUARI 2024
Module 4: Wat heb ik nodig voor een baan?	10 JANUARI 2024
Module 3: Mijn Netwerk	10 JANUARI 2024

Step 5) Make sure to *select Open link in new tab*. The box must be checked.

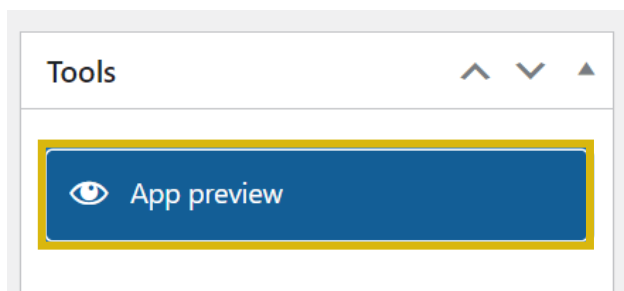
Step 6) Click *Add link*.

Step 7) Highlight the link in the text (this will make it easier to find the link in the text).

Add an additional Pathway URL

Step 1) Go to the Pathway Steps and choose the step you want to link to in an article.

Step 2) Click the Preview.



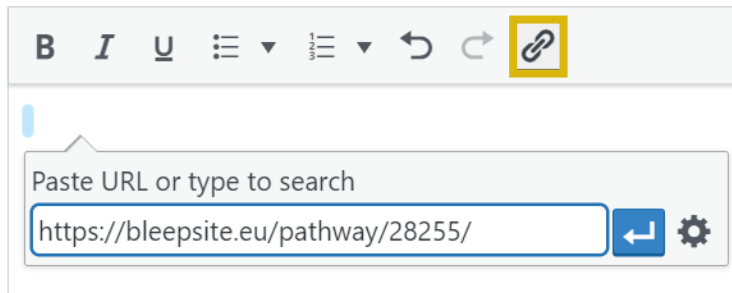


Step 3) Copy the URL from the preview page.



Step 4) Add a URL in the same way as a normal URL (as described in 2.5).

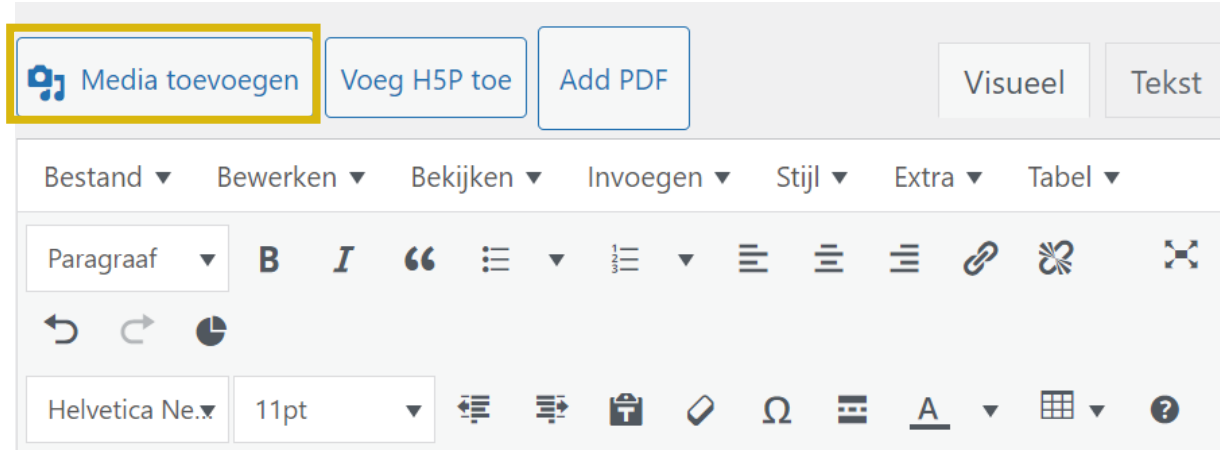
Description



2.6 Inserting a Document

There is no difference when adding or seeing a PowerPoint, PDF, Word or Excel file, photo or video.

Step 1) Click *Add media*. Then, click on the file from the *Media Library* you want to add or add a new file by clicking *Upload File* and uploading from your dashboard.





Step 2) Click *Insert in message*.

Bestanden uploaden | Mediabibliotheek

Sleep bestanden om te uploaden

or

Bestanden selecteren

Maximale bestandsgrootte van upload: 977 MB.

In bericht invoegen

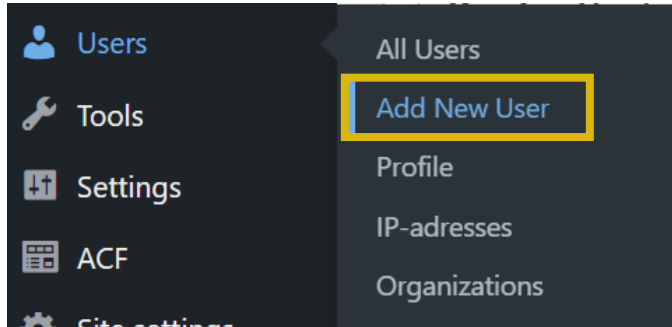


3 User management

3.1 Create user

3.1 Create user

Step 1) Click *Users* , then *click Add new user*.



Step 2) The WordPress program automatically generates an email for the user (this is not in use)

Username (required)	<input type="text" value="Test"/>
Email (required)	<input type="text" value="Test_wpgebruiker@mediawise.nu"/>
First Name	<input type="text" value="Testaccount"/>
Last Name	<input type="text"/>
Website	<input type="text"/>

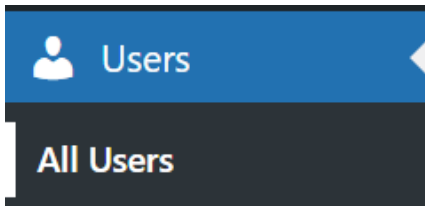
Note: If the end-user needs to remain anonymous, this is the best option. If the account created is intended to be used by a colleague or a professional, it is recommended to link it to their email address. This suggestion is made in response to the password reset features – this should be done using an email address or through a Triangle platform administrator (who can manually reset the password).

Please note! Don't forget to assign the right role. See *Chapter 1 3.2.2 Account Authorization System* for the Authorization Roles.



3.2 Managing a User

Step 1) Click Users , then *click All Users*. You can search for specific roles or the person's name to find the user you want.



Step 2) When editing the user, there are several options, such as:

- Change the role (*for example, when a professional needs a wider range of privileges to make changes to the content within the site and platform*).
- Password reset (*for example, a user forgot their password, but the account isn't associated with a personal email*).
- Change the organization (*for example, when a user moves to a different location within the same organization*).

Reset progress (for example, this option can be useful for general, non-personal accounts and will then remove the favorites).



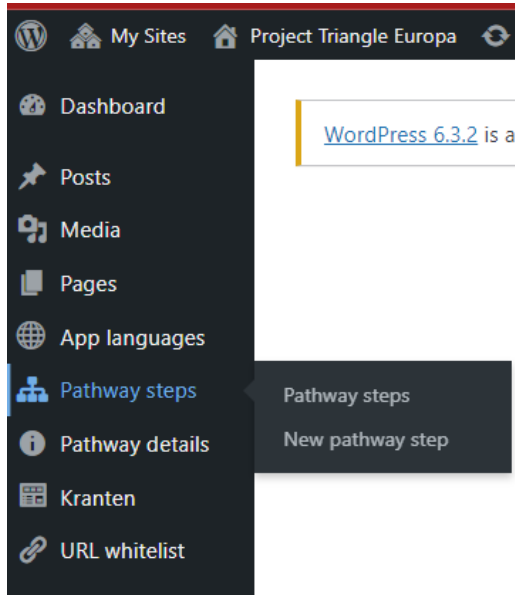
4 Working with Pathways

The journey steps are not much different from the messages you already work with. You can think of it as structured posts that are linked together in a specific order.

Step 1) In the Dashboard, go to the *Pathway steps* tab. Click on *Pathway steps* to see all steps. This looks just like *Messages*.

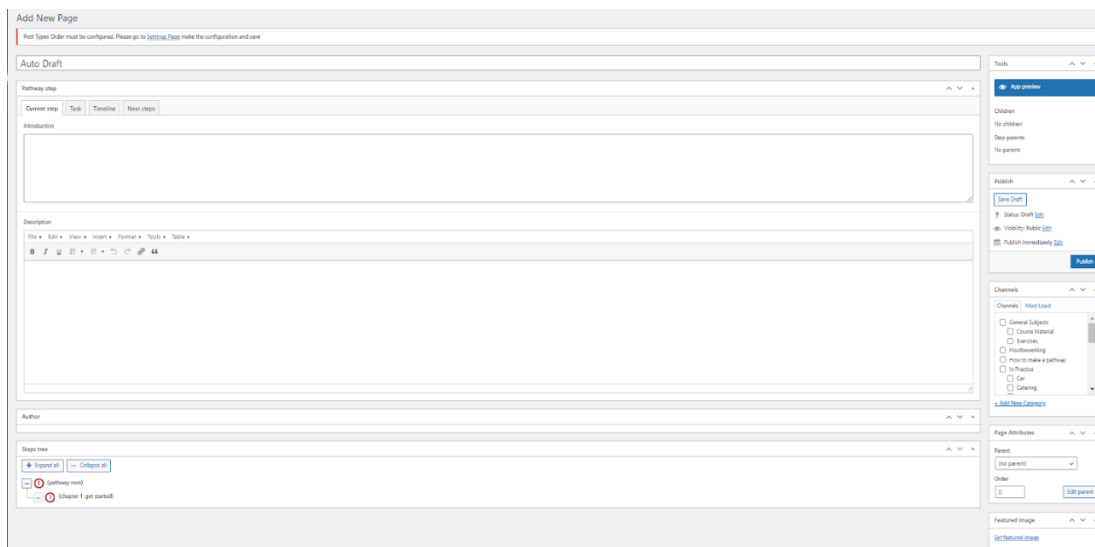
Or click on *New pathway step* to go directly to the edit page.

For now, let's click on the *New pathway step* step.

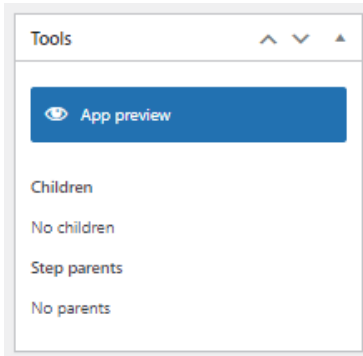


Start by giving your Pathway Step a title. Our advice is to give it a title that fits the topic of the content so that you can easily identify the right path in the large list.

Step 2) This probably looks familiar if you're used to creating posts, but with a little extra. First, we explain all the boxes in the right bar (see photo below)



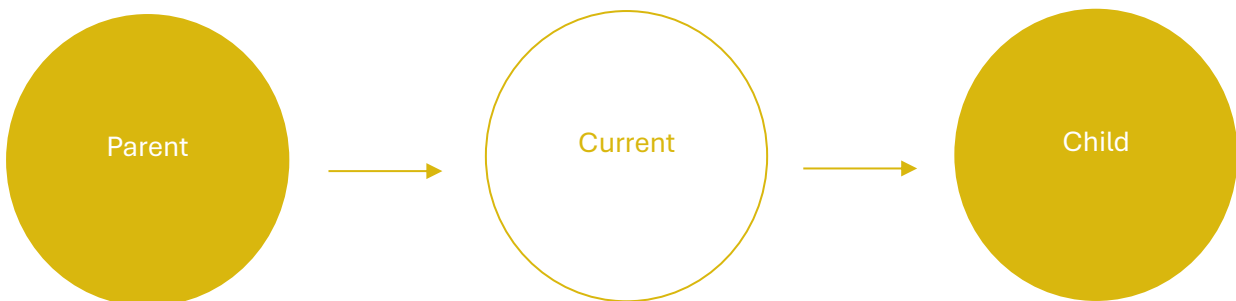
Step 2.1) In the top right corner, you'll see this box. Click *App preview* to see what it will look like when published.



Please note that you will see the administrator version of the published Pathway Step. The detainees/students only see the content, no edit buttons and no trajectory tree.

Children and *Step parents* means which steps the current step is linked to.

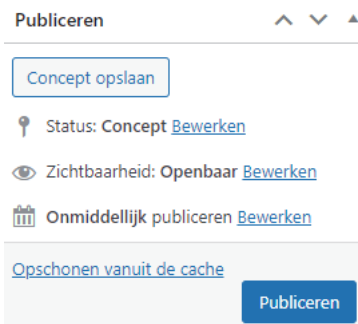
The child is the one who comes next and the parent is the previous step.



Step 2.2) This step is quite simple.

Save draft to save it and *Publish* to publish your Pathway step.

It is recommended that you publish the current step before proceeding to the next step.





Step 2.3) Pathway Steps are connected to *Channels*. *Channels* are the topics that appear in your menu of the platform. Don't add new ones. If you don't want to link it to a specific *Channel*, use the *Channel Uncategorized*.

Channels ^ v ▲

Channels **Meest gebruikt**

- A pathway
- Ik en de maatschappij
 - Geld en Inkomen
 - Leren
 - Werk
- Leraar portaal
- Praktijk
- Auto

[+ Nieuwe categorie toevoegen](#)

Step 2.4) If you want to link your current step to an existing *Parent* step, you can select it here. Don't forget to click on the *Edit parent* button.

Page Attributes ^ v ▲

Parent

(no parent) ▼

Order

0 Edit parent


Step 2.5) From here, you can select the image shown in the step (called *Featured Image*).

Uitgelichte afbeelding ^ v ▲

[Uitgelichte afbeelding kiezen](#)

[Afbeelding-afmetingen opnieuw genereren](#)

Before



Op de afbeelding klikken om te bewerken of te wijzigen

[Uitgelichte afbeelding verwijderen](#)

After

Note: Keep in mind that you're uploading a high-resolution photo.

Please note! Don't forget to *click Save Draft* to see the changes reflected in the App preview.



Step 3) Now we will explain how to work with the different boxes in your left field of work.

Step 3.1) In the first *Current step tab*, you can add all the information, just like with a message.

Note: Don't forget to save this again by clicking Save Draft. Only then will you see the changes in the App preview.

How to create a Pathway Step?

Pathway step

Current step Task Timeline Next steps

Introduction

This is the introduction. What you type in this box will be shown in bolt.


Description

File Edit View Insert Format Tools Table

B I U List Bulleted List Link Quote

Down here you can continue with adding content.

Content popup preview
This is what the uses sees when the timeline item above is clicked.



Step 1 Edit

How to create a Pathway Step?

This is the introduction. What you type in this box will be shown in bolt.

Down here you can continue with adding content.

Step 3.2) Skip this tab, *Task*, for now. It is a feature that can be used in the future. Or experiment with it yourself. You can choose to assign tasks to a step. And choose to make it mandatory to complete the task before the user can proceed. But it will make your steps more complicated.



Step 3.3) We are now at the third tab, Timeline. In these bars, you can write down text that you want to show in the timeline, as shown in this red circle:

Content popup preview
This is what the uses sees when the timeline item above is clicked.

Introduction
The first step

Step 1
How to create a Pathway Step?
This is the introduction. What you type in this box will be shown in bolt.
Down here you can continue with adding content.

Edit

If you leave it blank, the title of the step and the first sentence of the content will be displayed.

Step 3.4) Almost done! In the fourth tab, *Next steps*, you can add follow-up steps.

Pathway step

Current step Task Timeline **Next steps**

Next steps
Add one ore more follow up steps, a maximum of six steps is recommended.
If you want to add a task to this step, don't add more than one step.
If you add no steps, that means that this is the last step in the pathway.

Add step

Do this by simply clicking on the *Add step* button. The following screen appears:

Next step button text
Enter the text that should appear on the button. Keep it brief.

Next step link
Find an existing step to link to.

Select Edit this step

Or create a new step; enter a title of at least 10 characters and press the button.

Enter a title for the new step Create new step

The text on the *Next step button* speaks for itself:

Next step link
Find an existing step to link to.

Select Edit this step

Or create a new step; enter a title of at least 10 characters and press the button.

Enter a title for the new step Create new step

If you have already created a Pathway step that you want to link to this current step, you can select it from the drop-down menu.



If you haven't created one yet, create one in the following way:

Type the title and click *Create new step*

1
Next step link
Find an existing step to link to.
Select
Or create a new step; enter a title of at least 10 characters and press the button.
2nd Pathway step
Create new step

It will now look like this:

Next step button text
Enter the text that should appear on the button. Keep it brief.
Go to the next step
Next step link
Find an existing step to link to.
2nd Pathway step
Edit this step
New step created. Click here to edit this step
Insert a new step between the current step and the next step
This moves the the current next step into the new step. Enter a title of at least 10 characters and press the button.
Enter a title for the new step
Insert new step
Add step

Note: Don't forget to save this again by clicking Save Draft. Only then will you see the changes in the App preview.

If you now click on *App preview* , it will look like this:

Content popup preview
This is what the uses sees when the timeline item above is clicked.
Step 1
Edit
How to create a Pathway Step?
This is the introduction. What you type in this box will be shown in bolt.
Down here you can continue with adding content.
Go to the next step

Now you know the basics to continue creating pathways!



Part II Policy recommendations

Foreword

Defence for Children, IPS_Innovative Prison Systems. VOCVO, and Growing up developed these policy recommendations within the Triangle project: a secure digital education system for vocational skills for young people in closed institutions. The Triangle project (KA220-VET-1C349708) is co-funded by the European Commission under "ERASMUS + KA220-VET - Collaborative Partnerships in Vocational Education and Training".

This publication was produced during the duration of the project and implemented with financial support from the European Commission through the ERASMUS+ programme.



Introduction

What is Triangle?

Triangle is an innovative, tailor-made digital learning environment for young people and (young) adults in closed institutions. Triangle works with a whitelist and/or blacklist system for each institution, and an additional learning environment that supports educational programs. It includes more than fifty educational tools, creative programs, and exercises in digital and 21st-century skills. The intended effect is that participants in a closed (youth) institution have access to sufficient digital and 21st-century skills via the Triangle platform, which promotes the chance of successful reintegration into society and reduces the risk of recidivism.

Where can I find the platforms?

- For Portugal: pt.trianglenow.eu
- For Belgium: opgroeien.trianglenow.eu and be.trianglenow.eu
- For the Netherlands: nl.trianglenow.eu

All platforms have a user guide, which allows teachers to add new learning resources that meet the needs of their students.

The importance of digital literacy

According to the European Commission (2018), digital competence includes "the self-aware, critical, and responsible use of and engagement with digital technologies for learning, at work, and to participate in society." In this sense, children and adults can only be an active, responsible and independent participant in society if they are digitally literate.¹ It is therefore important that children and young people learn about

and develop skills in the field of digital technology, even if they are staying in closed (youth) institutions. Those who stay there for a longer period of time are behind in terms of 21st-century skills.²

¹ <https://www.coe.int/en/web/digital-citizenship-education/media-and-information-literacy>

² Toreld, E. M., Haugli, K. O., & Svalastog, A. L. (2018). Maintaining normality when serving a prison sentence in the digital society. *Croatian Medical Journal*, 59(6), 335–339. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6330768/pdf/CroatMedJ_0335.pdf



The right to digital literacy in closed institutions

What is the legal framework that underlies the right of children and young people in a (closed) youth institution to digital inclusion?

- The UN Committee on the Rights of the Child states in paragraph 4 of General Comment 25 (2021) that *"meaningful access to digital technologies can support children in realizing the full range of civil, political, cultural, economic and social rights. If digital inclusion is not achieved, existing inequalities are likely to be exacerbated and new inequalities may emerge.*
- The Council of Europe's Child-Friendly Guidelines recognise that the right to information and participation means that children within the justice system must have access to the internet so that they can develop and participate fully in society.
- The Council of Europe indicated in its 2020 resolution on access to digital technologies that this right also includes access to and training in the use of modern digital information technologies. This resolution builds on the 1989 recommendations that all prisoners have the right to education.

Purpose of this publication

This document aims to inform policymakers and decision-makers at different levels, from local government to the European Union, about the main conclusions and findings of the Triangle project.

In addition, the policy suggestions aim to encourage continuous improvement and support for improving the activities of educational centres, especially in the field of digital education, to prepare young people for a successful return to society. These recommendations emphasize concise guidelines that policymakers can consider.



Policy recommendations

Develop policy for digital education in closed institutions

A general and unambiguous framework for digital education in an institution is a necessity today. While the Digital Education Action Plan (2021-2027)³ provides important measures to address digital education in Europe, there is a need for specific policies targeting the unique environment of educational centres. There is a need for a clear policy with a shared vision of the entire staff (from policymakers and directors to teachers and social workers) on digital education. For example, the appointment of a digital coordinator and a policy for software and hardware within the closed institution. The focus is on creating a clear and unambiguous framework that contains agreements about how the end user uses the hardware and software, but also which hardware and software is available. In addition, it must also be clear to the teacher what hardware and software possibilities there are in the classroom to achieve better digitization in education. This framework would be broad and include many parameters: end-users, teachers or supervisors, hardware and software components, security, online use, platforms, network, digital training, etc.

It is important to make different policies for open, semi-open and closed institutions, as well as for the locations within institutions (living group, at school, own room) and person (level).

Create a high-quality digital space

Having a **high-quality digital space** with a stable, secure internet connection and computers within the closed institution would be of added value for the young people. It is important to set aside a budget for this and have solutions for a stable internet connection and regular maintenance of the equipment. In addition, it must be clear who is responsible for the budget and the necessary equipment: the institution, the welfare work or the educational services.

""It's a really useful platform for us as young people to learn new things." – Young person from Portugal, who tested the platform.

Implement policies for the development of professionals

Teachers and social workers need **time to learn and work with new learning resources, including the Triangle platform**, so that they can guide young people and contribute to their

³ <https://education.ec.europa.eu/focus-topics/digital-education/action-plan>



learning experience. In the specific case of the Triangle platform, further practice is needed to give these professionals the confidence needed to develop and post content on the platform.

In this sense, it is important to implement professional development policies that take into account the need for teachers and social workers to: a) practice, b) take stock of the needs of the young people, c) share materials and best *practices* with colleagues and d) develop materials.

Recognize and minimize safety risks

Despite all the security measures within the Triangle platform and other digital learning tools that have been validated for use in closed institutions, access to the internet poses **security risks**. However, as young people have a right to information, including the use of the internet and the resulting digital literacy⁴, it is important that these risks are recognised and accepted ***without denying young people access to these tools***. In the specific case of Triangle, the platform provides young people with knowledge and skills, helps them in a successful reintegration process and prepares them for future challenges. **Risks can be minimized through policies or procedures, trained staff, regular checks of the whitelisted websites, and communication with the platforms' digital coordinators.**

"Triangle is a very interesting step in the right direction for digital learning in a closed institution. It feels like we are on the right track here." - Youth, 17 years old, from Belgium

See the importance of a creative approach to learning

Digital learning is now established and an important way to increase **interest in learning** among young people in closed institutions. Since many young people prefer digital learning, for example through puzzles, quizzes, videos and photos, over texts, it is important to offer information in this way.

"The content of the modules is offered in various interactive working methods and fits in very well with the world of young people. The interactive aspect of the modules bridges the gap between theoretical knowledge and practical tools that

⁴ Council of Europe. (2020, October 16). *Resolution adopted by the Conference of INGOs on access to digital technology in Europe and the responsibility of member states (CONF/PLE(2020)RES1)*. Available at: <https://rm.coe.int/conf-ple-2020-res1-en-digital-technology/16809feab0>



the young people need to connect with society after their stay in the institution." -

Peter van Olmen, Euvier, The Netherlands

Improve platform accessibility

Digital platforms should be accessible to users with disabilities (i.e. hearing and visual impairments) and users who **do not speak the language** well. According to the European Commission's report on promoting diversity and inclusion in schools in Europe, "policies to promote diversity and inclusion in schools should take into account all pupils to ensure that no one is left behind and that everyone is supported in learning and developing to reach their full potential" (European Commission/EACEA/Eurydice, 2023).⁵

In this sense, education policies aimed at young people in closed institutions must guarantee that all practices, digital or otherwise, are accessible to both people with disabilities and those who do not speak the language of the country in which they are located, in order to promote their integration and encourage social reintegration.

Multi-sectoral approach for digital quality education

A multi-sectoral approach is a key success factor for developing a platform like Triangle: experts from justice, vocational training, digital experts and young people in closed institutions need to combine their perspectives, learn from each other and share experiences.

Country-specific recommendations

For Belgium

Maintain the improved collaboration developed during this project. Sharing *good practices* improves the quality of each player's work.

The Triangle project can also give an impetus to the sharing of digital *good practices* from education teams across the country. In this way, we share information, making knowledge more sustainable.

⁵ Commission, European Education and Culture Executive Agency. (2023). *Promoting diversity and inclusion in schools in Europe*, Publications Office of the European Union, <https://data.europa.eu/doi/10.2797/443509>



For the Netherlands

Some institutions are further along in digital education than others. There must be a common level of digital education at the national level in the Netherlands.



Conclusion

Digital literacy is crucial for the empowerment and active participation of individuals in modern society. This necessity applies to everyone, including children and young people in closed (youth) institutions. Without digital literacy, they risk falling behind in acquiring 21st-century skills, limiting their future opportunities. The legal framework supporting the right to digital inclusion is robust and well-founded.

Therefore, the Triangle project has made several policy recommendations to improve digital education within closed institutions. These include developing a comprehensive policy for digital education, creating high-quality digital spaces, implementing policies for the development of professionals, recognizing and minimizing security risks, and appreciating the importance of creative approaches to learning. Furthermore, improving the accessibility of digital platforms and adopting a multi-sectoral approach are essential to ensure high-quality digital education. By adopting these recommendations, policymakers can support the continuous improvement and support of activities in educational centres, ultimately preparing young people for a successful reintegration into modern society.



Triangle

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