



Triangle

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

Situation Report to structure the Blended-Learning Platform

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

Date: August. 2022

Co-funded by the Erasmus+ Programme of the European Union 

This document reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Foreword

IPS_Innovative Prison Systems developed this situation report as a partner in the project Triangle and as the PR1 leader.

ERASMUS + is an EU program for Education, Training, Youth and Sport (2014-2020). This publication has been accomplished during the project's lifetime, implemented with the financial support of the European Commission by the ERASMUS + program.

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

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

Table of Contents

| | |
|--|-----------|
| Triangle Project..... | 5 |
| Consortium..... | 5 |
| Objectives of the project | 21 |
| Aim of this Report | 22 |
| Section I - People | 23 |
| The Netherlands..... | 24 |
| Belgium | 27 |
| Portugal..... | 30 |
| Section II – Program | 32 |
| The Netherlands..... | 33 |
| Belgium | 39 |
| Portugal..... | 52 |
| Section III - Platform | 55 |
| The Netherlands..... | 56 |
| Belgium | 59 |
| Portugal..... | 62 |
| What are the expectations for the platform?..... | 63 |
| How can we make content accessible to different institutions? | 63 |
| Annexes..... | 64 |
| Annex 1. Cases | 64 |
| Cases Opgroeien:..... | 64 |
| Cases Eduvier | 66 |
| Cases VOCVO..... | 68 |
| Cases Portugal..... | 70 |



Triangle

Abbreviations Index

CJC - Criminal Justice System

GLM - Good Lives Model

ITA - Individual Trajectory Group

JJI - Juvenile Justice Institution

LBU - Low-Security Unit

PIJ measure - Placement in an institution for juveniles

RNR - Risk-Needs-Responsivity model

VIC - Very Intensive Care

Triangle Project

Consortium

- Click F1, Netherlands (**Project Promoter**)
- IPS_Innovative Prison Systems, Portugal
- Stichting Defence for Children International, the Netherlands
- Eduvier, the Netherlands
- De Federale Overheidsdienst Justitie - Le Service Public Federal Justic, Belgium
- Vlaams Ondersteuningscentrum Voor Het Volwassenenonderwijs, Belgium
- Aproximar- Cooperativa De Solidariedade Social, Crl, Portugal
- Stichting 180, the Netherlands
- Opgroeien Regie, Belgium

Click F1



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

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

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

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

IPS_Innovative Prison Systems



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

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



Triangle

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

Defence for Children



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

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

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

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



Triangle

Eduvier – de Stedenschool



De Stedenschool is onderdeel van de stichting Eduvier Onderwijsgroep. Eduvier verzorgt s

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 the Flemish support centre for adult education. One of the three tasks that Vocvo takes on is 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 - Logo (CBE)

But also other educational partners such as:

- Agency for Integration and Integration, Atlas, In-Gent and Huis van het Nederlands Brussel
- 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:

- The Justice and Enforcement Agency and the policy coordinators
- 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 11.3 FTE in the team of education coordinators to realise this. Below are a number of figures to give an idea of the order of magnitude of this group offer.

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

Assignment guidance educational trajectory detainees

As part of the execution of this assignment, an ESF project was started in 2017: Learning Inside Out (LIO). More information can be found in the short video: Project 'Learning Inside Out' with english subtitles. This is an ESF project in which learning career counsellors check 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 will 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. In some prisons, we are also increasing the use of the apprenticeship counsellors in the new prison complex in Haren, which offers new IT possibilities for prisoners.

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



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

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

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

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





Prison Beveren



Prison Gent

Aproximar



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

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

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

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

Aproximar is certified by the General Direction of Employment and Labour Relations (DGERT) to provide training programs on management, social inclusion services and self-development and an entity accredited by Authority of Administration of COMPETE 2020 in innovation, quality, entrepreneurship and internationalisation.

Stichting 180



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

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

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

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

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

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

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

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

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

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

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

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

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

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



Triangle

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

Opgroeien



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

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

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

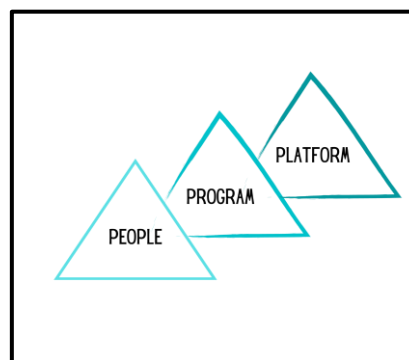
Context of the Triangle project

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

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

Objectives of the project

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



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

Hence, Triangle aims to:

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

Aim of this Report

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

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

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

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

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

Section I - People

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

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

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

The Netherlands

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

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

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

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

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



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

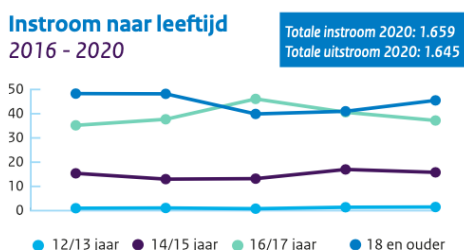
In the JJI's, various types of places for residence are distinguished. The main distinction is **short-term stays versus long-term stays, and places with a regional destination versus places with a rural destination.** The distinction between short-stay and long-term stays is related to the length of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

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

Small-scale Facilities for Judicial Youth (KVJJ)

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

Inflow by age in the JJI's



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

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

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

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

Belgium

The partners from Belgium gave an overview of the situation in their country. Meaning that:

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

At the start of 2022, data was:

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

- **Penitentiary institutions**

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

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

Table 1

Note: Prisoners per day in prison, source presentation Flanders and Brussels (DG EPI, 2020).

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

It should be noted that there is also overpopulation. See table 2 below. The government is in the process of renovating the old detention centres and building new centres to bring down the overcrowding rate¹.

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

Table 2. Population of the centres, source presentation Flanders and Brussels.

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

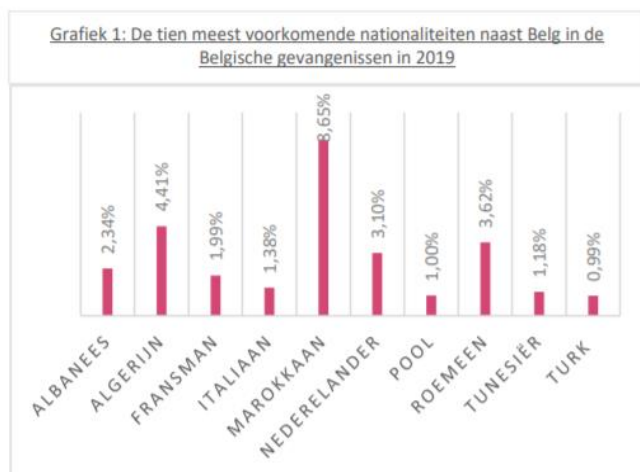


Table 3: Graph nationalities, source footnote 1&2

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

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

Participants LIO project

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

- **Community institutions**

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

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

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

- The capacity (on 1 May 2022) that exists in the various institutions:
- The Grubbe: 45 (boys)
- The Market: 76 (52 boys and 24 girls)
- The Huts: 42 (boys)
- Beernem: 50 (45 girls and 5 boys)
- Ruiselede: 53 (boys)
- Wingene: 35 (boys)
- Flemish Detention Centre Beveren: 8 (boys).

Portugal

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

- **The Educational Tutelary System.**
- **The Promotion and Protection System.**

What distinguishes these two systems or types of intervention with children and young people is the commitment of an act qualified as a crime by a minor aged between 12 and 16 years old. In these cases, the intervention of the State is legitimated and justified by the need to educate or re-educate the offending youngster (**Educational Tutelary System**).

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

In the cases that the Court decides that the youngster must be institutionalised, the measure may occur in the open, semi-open or closed regime.

- **Open regime:** In this regime, the juveniles reside the Educational Centre, but attend, preferably outside, the formative and socio-educational activities.



- **Semi-open regime:** In this regime, the young people reside in the Educational Centre and attend the formative and socio-educational activities inside that Centre.
- **Closed regime:** In this regime, the young people reside and attend the formative and socio-educational activities in the Centre, with the exits, always under monitoring, strictly limited to the fulfilment of judicial obligations, the satisfaction of health needs, or other exceptional reasons.

On 31 December 2020, 90 young people were assigned to the educational centre/centro educativo. Of these, 87 (96.67%) were serving a detention order, and 3 (3.33%) were under protective custody. The majority of young people in educational centres were in a semi-open regime.

Regarding the registered gender, of the 90 young people with a detention measure in an educational centre on 31 December 2020, 78 (86.67%) were male, and 12 (13.33%) were female. Of the 90 young people serving a detention measure in an educational centre on 31 December 2020, the 16-year-old group stands out, with 29 young people (23 male and 6 female), and the 17-year-old group, with 25 young people (22 male and 3 female). The average age for boys is 16 years and a half and for girls, 16 years and 3 months.

In what concerns the **Educational Tutelary System**, in the cases that the youngsters are sentenced as an adult (determined by the judge according to age and/or severity of the crime), and the Court decides they must serve a sentence in the prison setting, the **Leiria Prison** is directed to young-adult inmates between 16 and 21 years of age, with the possibility of permanence until 25 years of age.

According to the last data available (December 2021), there were serving time in this prison 215 offenders – the prison has a total capacity of 347.

Moreover, according to data available in the same period, there were imprisoned in Portugal, 693 male youngsters from 16 to 24 years old and 40 female youngsters with the same rating of ages.

Section II – Program

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

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

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

The Netherlands

- Education in juvenile detention in the Netherlands

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

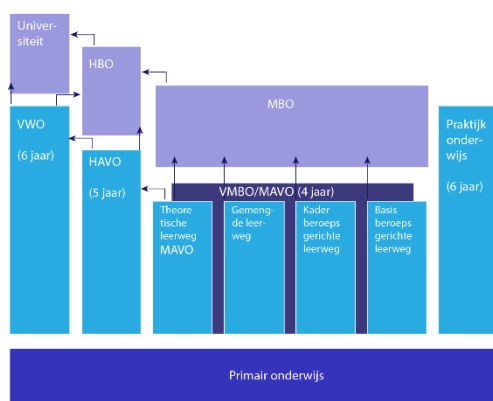


Figure 1

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

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

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

The program for the outflow profile for further education focuses on diplomas and qualifications in regular education. Education, behavioral scientists, therapists and pedagogical staff, together with the detainees, shape the treatment process, so that they are well prepared for a return to society. **Every youngster has their own perspective plan that is regularly adjusted.** Every three months there is a prospective plan discussion with all disciplines involved with a youngster to discuss the progress of the trajectory of the youngsters, to evaluate and to set new learning objectives. It is precisely the coordination between all sections that makes the treatment effective. Education is aimed at allowing

detainees to rejoin society after their detention. By consistently looking for pedagogical customization linked to the interests of the detainees, the risk of recidivism is reduced.

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

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

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

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

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

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



Triangle

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

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

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



Portfolio

In the JJI's secondary special education (VSO) is offered, education in which an ortho pedagogical and ortho didactic approach is central. The VSO has three outflow profiles: further education, labour market-oriented and day care. Pupils who have successfully completed a VMBO, HAVO or VWO program within the outflow profile for further education will receive a regular secondary education diploma. Pupils in the profiles labour market-oriented and day care do not take a central exam, but they are regularly tested, and they can, for example, obtain a (branch) certificate. Together with, among other things, practical statements, these can be included in a personal portfolio. Characteristic of the vso is the provision of customization, which is why the Minister of Education has laid down that each

school can decide for itself what the portfolio looks like and which documents are included in it. Also, within the JJI's, the schools each work with their own portfolio.

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

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

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

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

In this context, the City School has regularly collaborated with Chain partners from the Erasmus+ platform or organisations that have developed tools through the Erasmus grant in the perspective of informal and non-formal learning. City School has been actively involved in the KA1 pathway "active citizenship" and has been involved in a pilot that focuses on Media Wisdom in closed environments since last year. The goal is that each detainee can become more owner of their education Program through a Chromebook and a partially unlocked Internet environment and provide this with content through digitised educational Program. Also, most teachers working at the City School have followed a master's degree in Special Needs or several modules within this master's in addition to their training.



Triangle

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

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

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

- **Youturn**

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

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

YOUTURN is all about learning your own responsibility. Employees of the group and teachers at the school (the trainers) teach youngsters how to deal with anger, difficult moral choices and how to behave socially competently. Then, under the guidance of trainers, the

youngsters will help each other to solve difficult situations. In the meantime, they receive constant feedback on their behaviour at the group and at school.

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

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

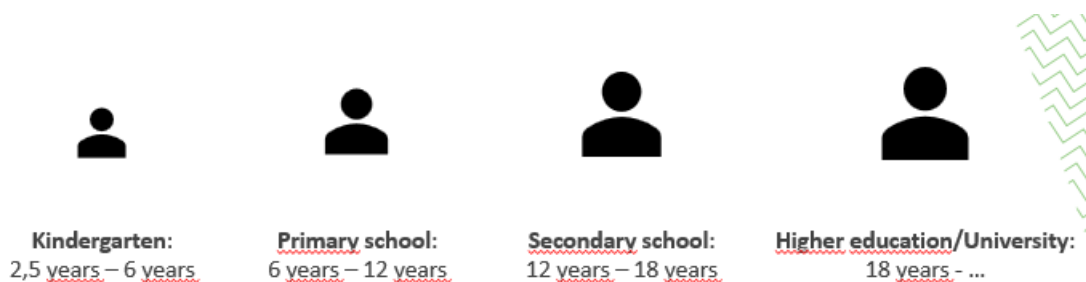
- **Behavioural interventions**

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

Belgium

- The political situation in Belgium is defined by the following:
- Belgium: is a federal state
- Justice is a federal authority
- Education is a regional authority
- Community Institutions are under 'Care and Family', a regional authority.

Specifically,



Regarding secondary education, it comprehends 3 years. It includes the types of education as General, Technical, Art, Vocational and Exceptional, with objective of getting in the Job market.

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

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

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

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

- The module **Orientation** is a close orientation that supports the deployment of placement in a CI. It takes a maximum of 1 month, including multidisciplinary screening and risk assessment, which are central to determining whether (further) closeness is useful or desirable. Screening is conducted through risk level, danger, and responsiveness. The modules targets: motivated advice; and advice for an 'acting plan', in which the education is provided by themes.
- The Module **Accompaniment (2-5-7)** comprehends a Closed accompaniment within 2 – 5 – 7 years. In principle, from the age of 16 years and at the latest until the age of 23



Triangle

years. Exceptionally can be extended to ages between 12 and 14 years – max. 2 years; between 14 and 16 years – max. 5 year; and for 17-year old max. until 25 years. This is a Flemish alternative for Handing Out, within this module specifically deployed on Independence training (for the "older minors").

- The Module **accompaniment (3-6-9)** consists of a Closed accompaniment within 3, 6 or 9 months in phase on the merits. The CI offer aims to maximise a minor's chances of reintegration by reducing the risk of recidivism and increasing well-being.
- The **Handing out** means that minors are convicted under adult criminal law, so conditions are now cumulative.
 1. The minor has already been the subject of closed guidance in a CI
 2. It concerns a fact as referred to in the law articles 373, 375, 393 to 397, 400, 401, 417, 471 to 475 of the Criminal Code or an attempt to commit a crime as meant in the articles 393 to 397 of the Criminal Code.It comprehends a stay in the Flemish Detention Centre in Beveren until a max of 23 years, then a shift at a federal prison.
- The Module restorative **Time out**, included in VOS, foresees the work towards the restart of the current route. The CI is intended as a multi-sided mediator, and the young person is expected to return to the facility in two weeks. It promotes 4 living groups: Ruiselede, Beernem, De Markt boys, and De Markt girls, and provides no education.

Specifically:

Module Orientation

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

Module Long-term Guidance

- Closed guidance of 2, 5 or 7 years
- In principle from the age of 16 years and at the latest until the age of 25 years
- between 12 and 14 years – max. 2 years
- between 14 and 16 years – max. 5 years
- for 17-year-olds max. up to 25 years

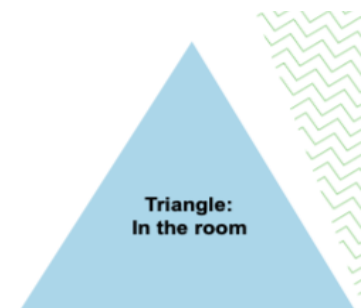
- Flemish alternative to handover
- Multidisciplinary offering aimed at maximising a minor's reintegration opportunities by reducing the risk of recidivism and increasing well-being.
- Education
- The module is under construction and will be offered in De Kempen, campus De Hutten and in De Zande, campus Ruisselede.

Module Time out

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

Module Handing over

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



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

RNR and GLM

- The Risk-Needs-Responsivity model (RNR) and the Good Lives Model (GLM) are both carefully developed intervention frameworks that focus on an optimal and successful reintegration and return to the 'normal' life and the minor's own environment. The choice of these theoretical frameworks is related to three reasons:
- They respond to the objectives of the Community institutions, namely, to reduce recidivism and increase the welfare of minors;

- The What Works/RNR model is solidly evidence-based and has already demonstrated its effectiveness;
- GLM pays explicit attention to aspects such as well-being promotion and life goals, and therefore plays an important role in strengthening the (guidance) motivation of the minor (and his/her context). This provides anchor points with a view to the organisation of the assistance.

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

The Good Lives Model takes the knowledge of the RNR model with it but clarifies how we can work with this knowledge from a 'strength-oriented perspective'. The youngster is primarily approached as a unique person with interests, talents and skills who strives for the accomplishment of quality life. The model, therefore, focuses mainly on promoting the offender's well-being and on the individual's strong characteristics and abilities (Pomp, 2009). In other words, GLM helps us to look at the RNR principles from the perspective and experience of the youngster and his environment (Growing up, 2019).

Both models help us to maintain the right focus in the design of the forensic trajectory of youngsters and provide a common language to align internal and external cooperation.

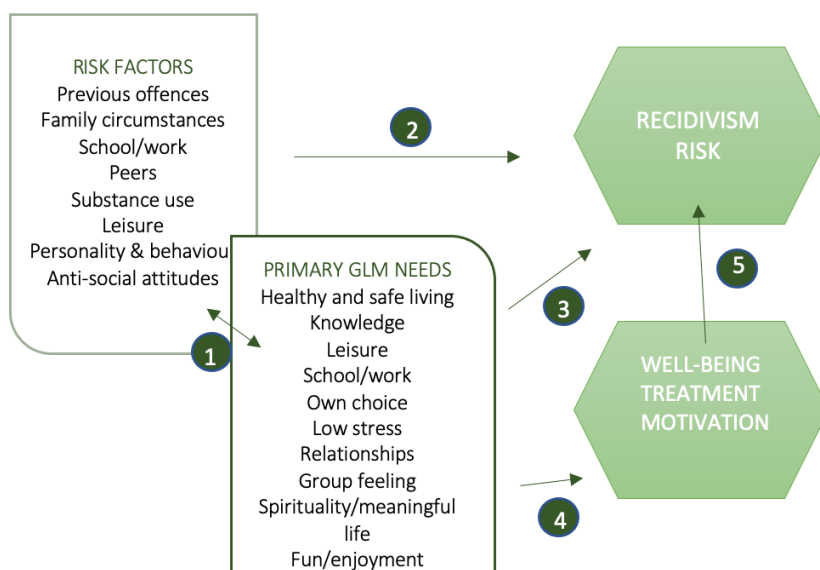


Figure 1. The connection between the RNR and the GLM Models

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

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

- Education for adult detention in Flanders and Brussels

In Flanders and Brussels, Vocvo is active in providing adults with education in a detention context. They are closely involved with Klasbak vzw, which is part of the European Prison Education Association (EPEA). VOCVO is committed to the digital inclusion of prisoners so that they are not socially excluded from society.

3. Onderwijs in de gevangenis

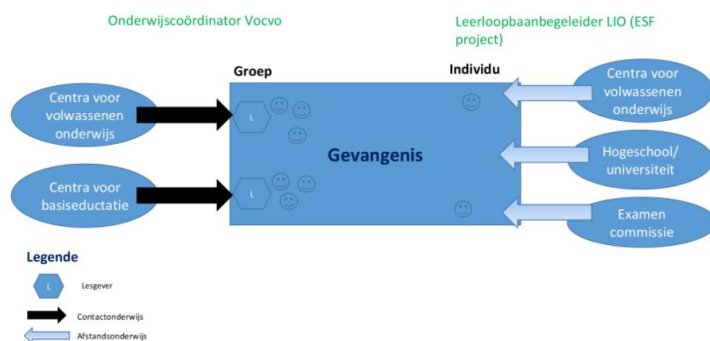


Table 4

1. Educational offer in group

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

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

This is the priority offer according to the Flemish guideline

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

Concrete approach to group offerings

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

An outline of the educational offer in the school year 2020-2021 about all institutions. We use the figure of the number of teaching hours (LUC) for this. This figure shows the number of lessons arranged as well as the participation rate of the students. In 2020, there were a

total of LUC 124,775, compared to LUC 214,193 in 2019. This decrease can be attributed to the corona crisis.

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

A. The offer from centers for adult basic education.

The general downward trend in the supply of adult basic education centers is remarkable, given that the target audience in prisons includes many low-literate people. In the new Flemish guideline for the educational offer in prisons, we focus as a priority on, among other things, literacy provision and NT2. We therefore expect that from the school year 2022-2023 this trend will reverse under the impulse of the Flemish guideline. We will monitor this closely.

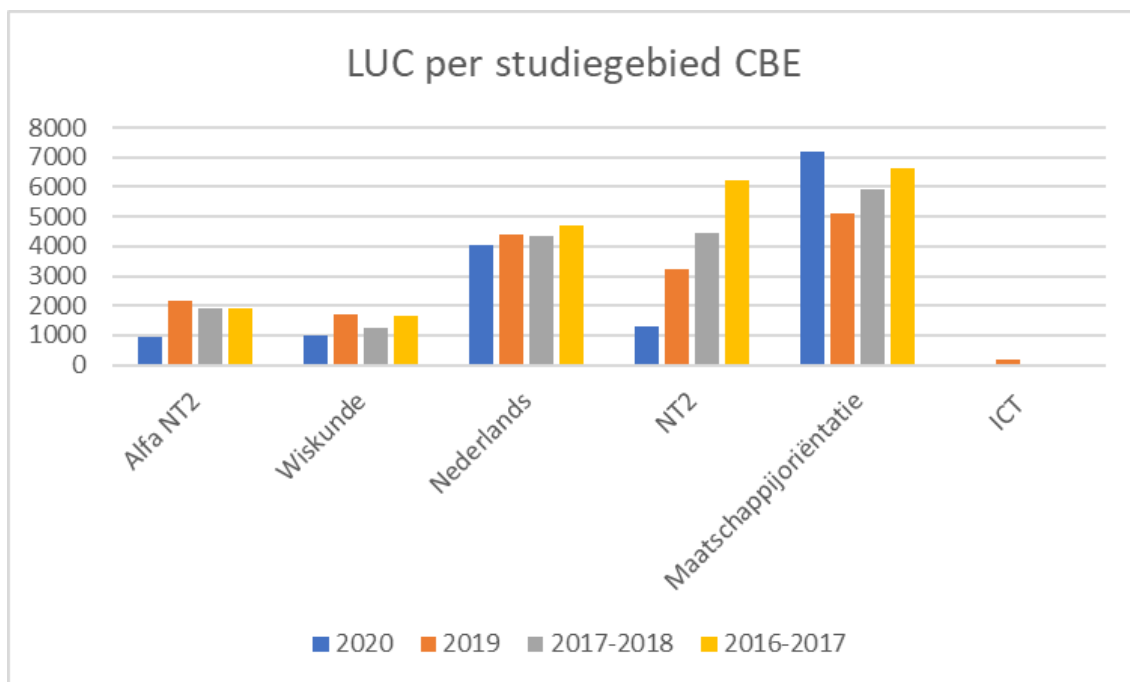


Figure - LUC per training area of the adult basic education centres for the school years 2017-2018; the school year 2016-2017, the calendar years 2019 and 2020.

B. The offer from the adult education centers

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

- AAV (general education)
- Dutch Second language
- Construction
- European main languages
- ICT
- Mechanics Electricity
- Weld
- Furniture making
- Structural work

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

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

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

From here we can also conclude that the further implementation of the Flemish guideline is in line with the current policy and that it will not cause a shock wave in the supply (in normal

working conditions). We also expect the figures to evolve again from the 2021 school year onwards (subject to corona measures).

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

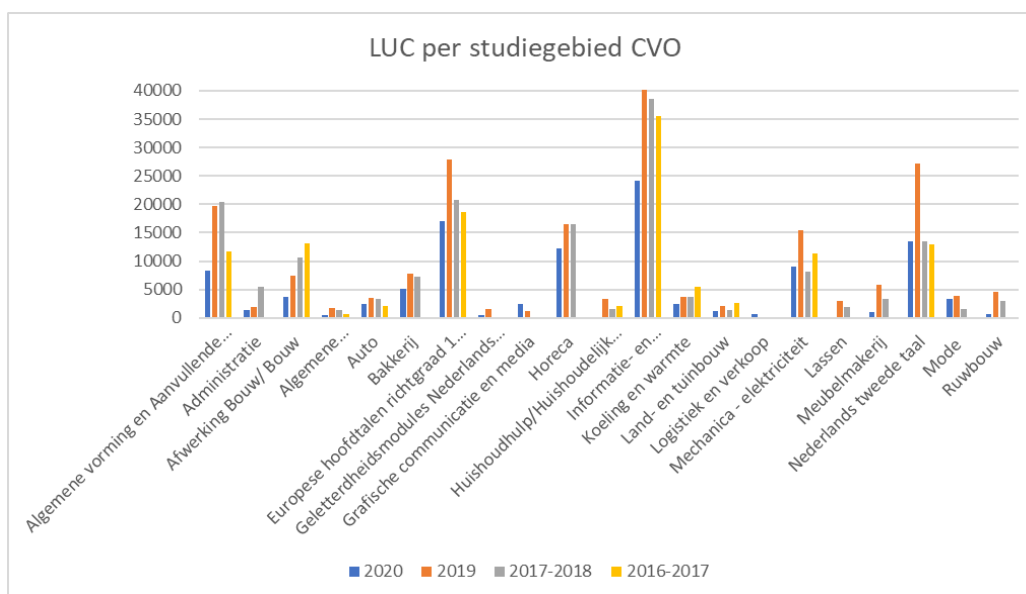


Figure - LUC by training area of the adult education centres for the school years 2017-2018; the 2016-2017 school year and the calendar years 2019 and 2020

C. Prison Wortel

As an example, we add an education brochure of the prison Wortel of the school year 2020-2021.

1. Individual educational trajectory

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

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

2. Resources

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

- Classroom
- Computers/Chromebooks/tablets/laptop via Mediawise access to:

Whitelist:

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

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

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

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

General

- Mediawise access with administrator rights
- For teachers: full internet access via mediawise in classroom
- For education coordinators, learning career counsellors: also access to mediawise
- For detainees: secured per usage profile
- Adapted to courses for which the detainee is registered
- Adapted to the safety level of the detainee
- Security - logging?
- For detainees in the classroom the same access to mediawise with and without teachers?

- **Education in Community institutions**

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

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

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



- **Certificates**

Youngsters have compulsory education in Belgium. During their stay in a community institution, the youngsters are legitimately absent from their home school and are taught according to the principle of home education. That system of home education in the Community institutions does not provide the youngsters in question with a certificate(s). That is why we always focus on a school cooperation with the home school where the youngster follows a course.

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

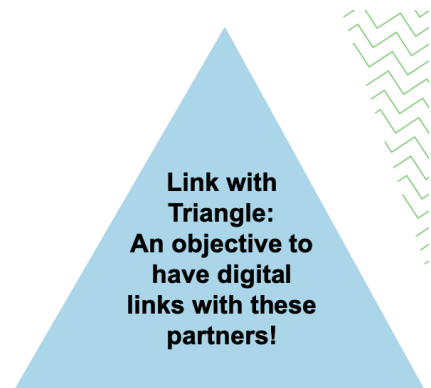


Triangle

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

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

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



Digital skills:

By default, no screening is done on the youngsters to what extent they can deal with digital skills. The youngsters do receive lessons on digital literacy within education. There, an estimate is made of the digital level of the youngsters. An unambiguous and strong digital offer around 'digital skills'/'21st century skills' for the youngsters is a must.

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

Portugal

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

Hence, the Ministry of Justice is accountable for:

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

In turn, the Ministry of Education is responsible for:

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

Yet, the educational Program for institutionalised youngsters in Portugal must be considered according to the different scopes of the two systems: 1) the Educational Tutelary System and adult law (youngsters that committed antisocial offences and need to be re-educated) vs 2) the Promotion and Protection System (youngsters in risk that need to be protected).

In youngsters' institutions (educative centres / centros educativos), school or vocational attendance is guaranteed to all young people serving a detention order in an educative centre, whether external or internal. They have ensured integration in double certification training, basic and technological training, adult education and training courses (EFA), and certified modular training. Within the scope of school and vocational training, during 2019, the EFA B1, EFA B2 and EFA B3, respectively equivalent to the 1st, 2nd and 3rd cycle of basic education and certified modular frequency (FMC). The educational intervention is developed through a phased and progressive action with the child, fixing a set of benefits or restrictions for each phase. This phasing allows the young person to easily perceive his evolution and the Educational Centre to evaluate him/her.

This educational and therapeutic action is assured by a set of professionals who are part of the Centre's educational team. Among the professionals, it is essential to highlight the tutor, who directly accompanies the child during the internment and is the preferential link with the family.

In Leiria youth prison, investments were made in education and vocational training, with constructing a "school" in its building and a pavilion for vocational training. In this prison, 217

youngsters enrolled in professional training that were in progress on 31-12-2020 and carried forward to 2021.

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

- **Context:** Over the past few years, the behavioural and disciplinary problems reported in the school context and in professional training have led to the need to create the Vocational Education Support Team. It seems clear that the support and monitoring of the educational community, students, and teachers, in the various areas of their intervention can build a more appealing and inclusive school. In this context, it was intended to address behavioural issues and increase the capacity to respond to existing problems using differentiating practices on time.
- **Targets/Beneficiaries:** Young inmates.
- **Description:** In January 2020, a multidisciplinary team was created, consisting of a re-education technician, a psychologist, and a tutor (a teacher from the school) to intervene with young inmates with behavioural and indiscipline problems in the classroom. Alongside this work, it also promotes the articulation between teachers and students, making it possible to create strategies appropriate to the prison population and promote an adequate response to individual needs with a view to personal and school success.
- **Results:** The results obtained are still very embryonic, as the team's constitution coincided with the pandemic's beginning. However, the team did some psycho-pedagogical interventions evaluated positively by those involved, i.e., young inmates, teachers, and the team itself.

On the scope of the Promotion and Protection System, data from 2020 shows that only 36% of the youngsters aged from 15 to 17 years old were enrolled in high school. The 1343 youngsters attending high school:

- 63.8% are between 15 and 17 years old.
- 36.2% are aged 18 and over.

Similarly, in Aproximar's Job Plus Center, three services are provided to Criminal Justice System (CJS) users:

- *Passport Towards Employability* training program to prepare inmates for release and to develop personal and employment competences



Triangle

- CheckIn Employability training program, targeting young offenders (16-30) under community measures with the aim of developing employability competencies and work self-awareness; and
- Mentoring program for (ex) offenders (on a volunteering basis).

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

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

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

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



Triangle

Section III - Platform

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

The Netherlands

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

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

What is MediaWise?

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

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

How the Chromebooks work

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

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

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

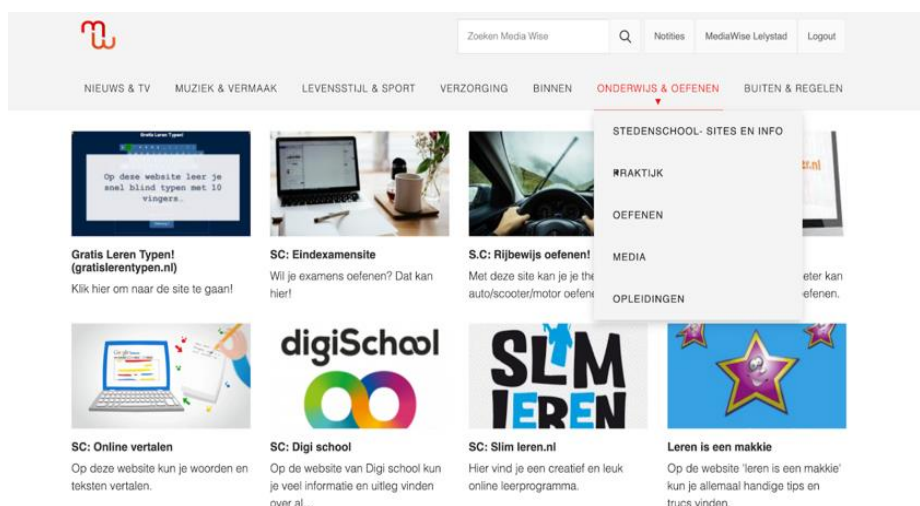


Figure 2. Example image of MediaWise Website

The use of 4 whitelists:

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

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

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

Within this list it is possible to get to websites where, if used incorrectly, there can be unpleasant consequences. Think, for example, of concluding an incorrect electricity contract or deregistering school. These login details are in the management of the guidance. The relevant guidance can log into this account for certain youngsters when necessary.



Triangle

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

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

Belgium

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

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

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

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

Situation on 1st May 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.

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

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

1. Classroom
 - Computers with limited (and often outdated) software
 - Computers with teaching materials on a local server (transfer information via USB)

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

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

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

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



Triangle

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

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

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

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 paid within the prisons (e.g., teledistribution or telephony), or new possibilities that are not specifically related to the reintegration of the detainee and that are equally paid outside the prison (mainly than renting films or buying music).

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.

What are the expectations for the platform?

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

How can we make content accessible to different institutions?

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



Annexes

Annex 1. Cases

Cases Opgroeien:

Case 1

Youngster with school cooperation:

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

Case 2

Youngster with few academic perspectives

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

Case 3

Youngster who needs individual guidance

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

Case 4

Unaccompanied minor

- 16 years?
- Does not speak Dutch
- Bit of French-Italian-Spanish



Triangle

- Not enrolled in a school = schoolless
- No experience in a school structure



Triangle

Cases Eduvier

Case 1

Practical education/outflow of work

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

Difficulties:

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

Questions regarding Triangle

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

Case 2

MBO level 3 / 4 education (historical learning line)

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

Difficulties:

- Can't follow internship component of the course
- No direct contact with his education
- Not always sufficient support from teachers, do not have the specific knowledge for this course



Triangle

- Set-up schedule not sufficient to follow the pace of training
- No contact with fellow students
- Limited participation in group assignments
- Limited development of 21st century skills
- Cannot complete exam within detention period

Questions to Triangle:

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

Case 3

day care/self-reliance

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

Difficulties:

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

Questions to Triangle:

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



Triangle

Cases VOCVO

Case 1

Traject examencommissie

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

Difficulties:

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

Questions about Triangle:

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

Case 2

Learning Dutch in prison

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

Difficulties:

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

Questions about Triangle:

- Access to digital learning resources to practice Dutch

Case 3

Higher education

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

Difficulties:

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

Question to Triangle:

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



Triangle

Cases Portugal

Case 1

Youngster taking drugs:

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

Case 2

Youngster with mental disease:

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

Case 3

Youngster just out of an institution centre

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



Change Control

Document Properties

| | | | |
|---------------------------|---|---------------------------|---|
| Project Result No. | 1 | Work Package Title | Research Different Angles: The use of skill-related methods in Triangle |
| Author/s | CASTRO, Inês (IPS_Innovative Prison Systems) FERNANDES, Ângela (IPS_Innovative Prison Systems) | | |
| Contributor/s | ERENS, Alice (Click F1) BOLK, Savijn (Click F1) LIPS, Laurie (Click F1) VAN DER VEEN, Irma (St. 180) VAN OLMEN, Peter (Eduvier) KLEEFSTRA, Marc (Eduvier) DE BOER, Janke (Eduvier) TRIPS, Marc (Opgroeien) DEDONCKER, David (Opgroeien) SAMYN, Karolien (Opgroeien) KRISTOFF, Hemelinckx (FOD Justitie) RAMMELAERE, Marjolein (VOCVO) COUDENYS, Siegfried (VOCVO) LOURENÇO, Rita (Aproximar) REIS, Susana (Aproximar) | | |
| Date | September 2022 | | |

Revision Control

| Version | Date | Comments |
|---------|----------------------------------|-------------------|
| 1 | August 19 th , 2022 | First version |
| 2 | August 23 rd , 2022 | Partners feedback |
| 3 | September 8 th , 2022 | Partners feedback |



Triangle

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

Co-funded by the
Erasmus+ Programme
of the European Union



This document reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

