

"My Guide to Liberty"

Process of construction and
design of a tool

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November 2008



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*The development team wish to thank everyone
who contributed to this project.*

Translate in English for transnational partners.

University of Luxembourg, INSIDE
November 2008



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1. Introduction

>>> To prepare imprisoned people for release and reintegration into society: international, European and national recommendations.

In the countries of the European Union, national recommendations tend to reflect international conventions such as the United Nations minimum rules for the treatment of prisoners, and the penitentiary rules of the Council of Europe. Achieving reintegration into society is an integral part of the management of prisoners by the relevant authorities, who are obliged to guarantee their safety, respect their dignity, and, overall, prepare them for release.

>>> PIC EQUAL, a European Union strategy aimed at equality of access to employment.

The PIC EQUAL Community Program¹ is one strategy in the fight against discrimination and inequality of access to employment in Europe. PIC EQUAL was conceived to help integrate marginalised populations and, since 2001, has facilitated initiatives in orientation, training, support and follow-up of people excluded to some degree from the job market and from society as a whole - such as ex-prisoners.

Co-financing of national policies by a pan-European body (FSE)² helps ensure consistency between member states.

The EQUAL Initiative is based on six key principles:

- *Themed approaches*: activities are based on a set of agreed themes under the umbrella of the European strategy for employment.
- *Partnership*: key participants with common interests geographically or in terms of area of activity are brought together within Partnerships of Development (PD).
- *Empowerment* (active participation): the ability of all participants (including recipients of services) to take effective action is facilitated by equality of status.
- *Transnational co-operation*: PD and national authorities work together in a spirit of mutual support and co-operation.
- *Innovation*: new policies and systems of training and implementation in the area of employment are explored and tested.
- *Mainstreaming and diffusion* (diffusion and integration of policies): new means of integrating best practice in social inclusion and employment policies are explored and validated.

The key principle of transnationality is illustrated by the participation of five EQUAL partner countries in the PRIMA project.

¹ www.europa.eu.int/comm/equal

² www.fse.lu

>>> Transnational exchange: the PRIMA project

PRIMA (policies and strategies for PRison MAnagement)³ aims to:

- promote the autonomy of prisoners and the individualisation of their management,
- change how the treatment of prisoners is managed, and the relevant infrastructure and staff training systems,
- reinforce co-operation with the “outside world”.

Between 2005 and 2007, representatives from Germany, Spain, Italy, France, Portugal and Luxembourg participated in transnational exchanges concerning PRIMA. Meetings were held in:

- Lisbon (Portugal): April 2005
- Berlin (Germany): October 2005
- Barcelona (Spain): April 2006
- Luxembourg (Grand Duchy of Luxembourg): September 2006
- Lisbon: October 2006
- Toulouse (France): March 2007
- Pescara (Italy): July 2007
- Lisbon: November 2007.

Workshops and other exchanges of information resulted in proposals and recommendations concerning:

- (1) Prison management;
- (2) Work in prison; and (of particular interest here)
- (3) **Empowerment** of prisoners; that is to say, development of their capacity to become involved and to take part in activities aimed at facilitating their social and professional integration on release.

>>> Workshop 3: Empowerment

Claude HAAS (University of Luxembourg) and **Jean-François SCHMITZ** (Givenich Penitentiary Centre) **were jointly responsible for the workshop**. With their French and Portuguese partners they tried to answer two questions:

**How do we motivate prisoners to become involved
in determining their own futures?**

**How do we help prisoners make the most of their sentences
and work towards eventual reintegration into society?**

The first question refers to engaging and motivating the prisoner in a process of change, the second relates to the steps required to ensure that time spent in prison can really be an opportunity to start a new life.

³ www.prima-equal.org

Our approach to providing answers was to develop a tool that all three partners could use. The result, "My Guide to Liberty", involves the prisoner in creating an individualised aid to social reintegration.

The concept of a tool is used in its broadest sense, referring not only to one item of material support, but also to a technique for change underpinned by a series of principles and strategies applied during its use.

This document presents the thinking behind "My Guide to Liberty", and its development and application in the three partner countries.

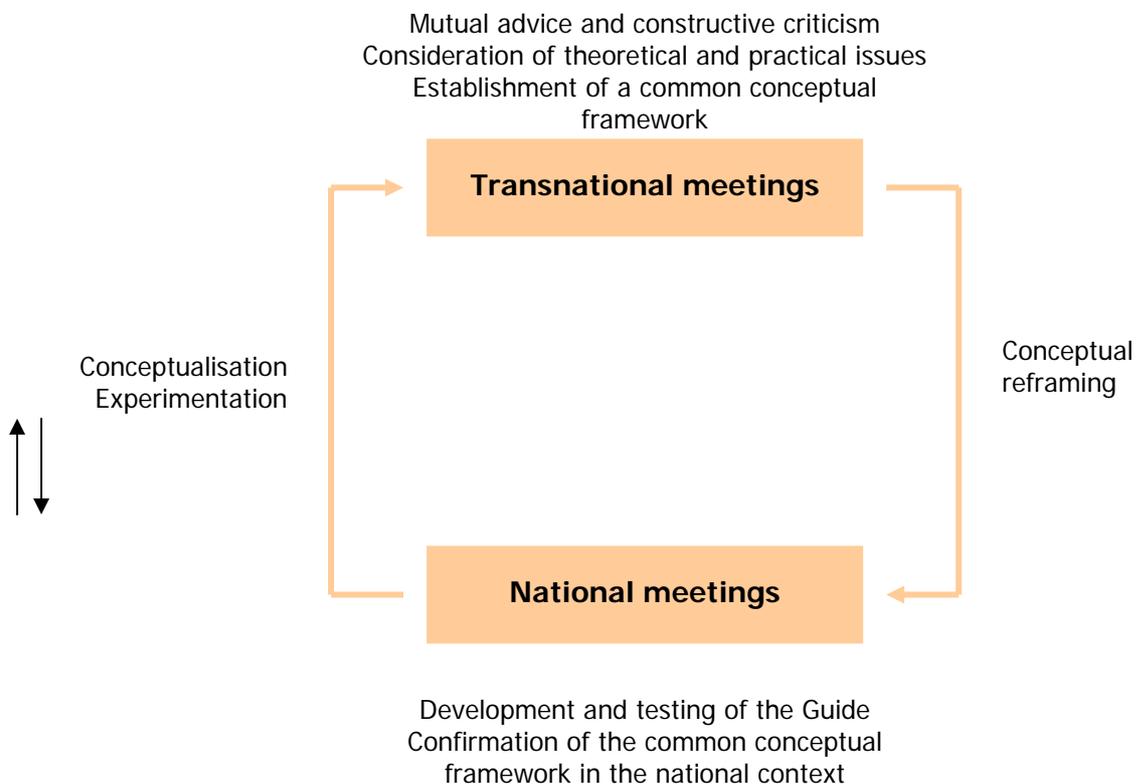
2. Working to the rhythm of return journeys

The development and testing of new ways of helping prisoners is a long-term undertaking that requires the active participation of everyone concerned with the innovation itself, and the support of administrative and political decision-makers.

The developers of "My Guide to Liberty" had an additional hurdle to jump: the need to reconcile the requirements and interests of partners from three countries, and three different penitentiary systems. It was therefore an early priority to ensure that participants understood each other's objectives, and the significance they attached to different aspects of the project. Another essential was to agree a framework and establish a common working language - indispensable for effective co-operation.

Transnational meetings played a key role in maintaining the quality and richness of information made available and the ideas exchanged. In addition to their unifying function, they were opportunities for partners to talk about their experience since the previous meeting, and discuss the progress made. Input from others concerning theoretical and methodological issues contributed greatly to the establishment of a shared conceptual framework. Periods between the transnational meetings were long enough for partners to make concrete advances in the national aspects of the project. The Guide was thus created to the rhythm of return journeys between national groups and the transnational working party (see Figure 1).

FIGURE 1: *Progress to the rhythm of return journeys*



The process presented in Figure 1 was refined over time from the inaugural meeting of the working group in April 2005 to the final conference in November 2007. Each transnational meeting added at least some pieces to the puzzle.

Table 1 lists the stages in the development of "My Guide to Liberty". It highlights the time taken to ensure that the objectives of, and constraints on, each partner were considered. For example, it was necessary to wait for the Luxembourg meeting before starting work on "common bases".

TABLE 1: Milestones in the development of "My Guide to Liberty"

Place	Date	Progress made
Lisbon	April 2005 <i>Inaugural meeting</i>	<ul style="list-style-type: none"> – Birth of the idea to jointly develop a tool with which to engage prisoners and help them make the most of their sentence – Adoption of the title "My Guide to Liberty"
Berlin	October 2005	<ul style="list-style-type: none"> – Analysis of each partner's situation
Barcelona	April 2006	<ul style="list-style-type: none"> – Idea to develop the Guide at national and transnational meetings – Definition of the Guide in terms of being a portfolio – Refinement of the objectives of the Guide: encouragement of self-determination and a good self-image among prisoners
Luxembourg	September 2006	<ul style="list-style-type: none"> – Establishment of a shared conceptual framework – Agreement on the form and basic structure of the Guide: static elements (information on the rights of the prisoner, organisation of life in prison, information about external services, etc.) and dynamic elements (qualifications, diplomas, certificates of work, etc.) – Idea of including exercises in the Guide in order to support the prisoner's work on his own behalf
Toulouse	March 2007	<ul style="list-style-type: none"> – Refinement of the conceptual framework – Final decision to create three versions
Pescara	July 2007	<ul style="list-style-type: none"> – Confirmation of the three versions of "My Guide to Liberty"
Lisbon	November 2007	<ul style="list-style-type: none"> – Final stages in the production of "My Guide to Liberty"

Budgetary and time constraints limited the speed at which partners were able to advance, and the extent to which they were able to refine their end-products. Inevitably, delays occurred along the way, which is why the short- and medium-term effects on the situation of prisoners of using the Guide were not evaluated.

3. From a common guide to three national versions

At the time of the conclusion of the transnational co-operation period in April 2005 in Lisbon, the objective of the partners was to motivate, involve and give responsibility to prisoners for their life following release. Development of a common tool, “My Guide to Liberty”, was the approach adopted.

In order for the Guide to be a genuine source of empowerment, the three partners had to take account of a number of aspects of prison life that affect eventual reintegration into society, and consider their roles in each country. These elements are presented below as issues that the partners all have to deal with, or that are specific to one or two settings.

3.1. Common principles

It was necessary to analyse the situation of each partner in order to identify problems affecting the construction of the Guide. Common principles based on this analysis are shown in Table 2.

TABLE 2 : Principles agreed at the birth of the Guide

First principle	People starting custodial sentences are not given appropriate information about their rights and obligations, or the opportunities for education, training and employment offered to them by the penitentiary services.
Second principle	Prisoners experience their sentences as periods of destabilisation (loss of social bonds, loss of identity, loss of cultural reference points, etc) and tend to perceive them as wasted time, whereas, in fact, imprisonment can constitute an opportunity to work towards a successful personal and professional life. Participation in existing training and employment programs often does little to change the situation
Third principle	People held against their will rarely have a realistic self-image and seldom speak about their skills and abilities. They are often characterised by a reduced capacity for action, which means their sentence is spent passively.
Fourth principle	At the time of their release, prisoners do not know what help they are entitled to, or who to ask for support if they need it. This results in a state of partial or total disorientation, which is likely to reduce their chances of successful reintegration.

3.2. Differences in context between countries

In addition to common factors, some issues specific to each country must be considered.

>>> Seysses Prison (Toulouse, France)

Legal and regulatory context

Like all French prisons, Seysses accommodates people on remand, convicted criminals whose remaining sentence is less than 1 year⁴, and those awaiting assignment to a detention centre or the central house.

The penitentiary system in prison differs from that in detention centres and central houses, due to the security necessary for imprisonment on remand. For example, communication with the outside is more tightly controlled, and use of the telephone and Internet are particularly strictly prohibited.

Institutional setting

The prison is located 25 km from the centre of Toulouse and near Muret Detention Centre. It comprises four prison buildings with a total of 596 places for remand prisoners and convicted criminals of either sex: two prisons for men, a women's quarter (maximum of 50 inmates), and 40 places for minors. Operational and legal issues mean that the duration of imprisonment is very variable and highly unpredictable.

Seysses prison functions under "mixed management", i.e. as a partnership between the public and private sectors. The prison authorities are responsible for security and social accompaniment while other services (maintenance, transport, institutional catering, cleaning, penitentiary work and training) are carried out on a conventional basis by bodies such as GEPSA (company managing additional services for prisons).

Involving prisoners

"My Guide to Liberty" is being developed and tested within the framework of training in floral art.

The aim is to provide ongoing support via a "FLORA referent", and to encourage participation in various modules under three main headings: training in botany, development of self-determination, and development of social and professional skills and abilities.

Participation of the prisoner in the accompaniment program must be considered and approved by a "commission of classification" comprising representatives from four different sectors: the prison authorities (director, guard), a socio-professional careers adviser (the FLORA referent), an adviser on reintegration and probation, and a teacher.

The project is coordinated by the socio-professional careers adviser, who also personally accompanies the prisoner during his training. Those accompanying prisoners make particular

⁴ Prisoners serving sentences of more than 1 year can be placed in a prison if, for example, the judgment is not final (appeal in progress) or if the prisoner is still being tried for another reason, or is awaiting transfer.

use of the "Synthesis of Assessment and Orientation", which makes it possible for the prisoner to undertake work on his own and prepare more effectively for release.

Target group

The development of "My Guide to Liberty" is essentially an offshoot of FLORA, training in floral art offered to female convicted prisoners. The Guide, in its local form, is aimed only at the 50 or so women in the prison, less than half of whom are involved in FLORA. Thus, the concerns addressed remain limited geographically and in terms of human resources. For example, only one socio-professional careers adviser (COSP, equivalent of the SPSE case-manager in Givenich) is involved.

>>> The five pilot penitentiary centres at Sintra, Leiria, Castelo Branco, Beja and Linhó (Portugal)

Legal and regulatory context

Penitentiary establishments in Portugal are classified into four categories depending on the level of security: high security, closed, open and mixed. The system emphasises the open mode whereby a prisoner serves his full sentence, but not all of it in prison.

The prison system consists of central services (the head office, a study centre, and training facilities) and 53 penal establishments. The project was conceived with the central prison authorities and five closed, open, or mixed pilot prisons.

Institutional setting

Social rehabilitation involves various activities such as work, teaching, professional training, leisure activity and contact with the outside world, all of which are organised within the establishments.

Instruction is given by Ministry of Education teachers who follow the same programs as those taught outside. Prisoners are registered in local schools in the community, which enables them to continue their studies without difficulty after release. Professional training is provided by an organisation under the supervision of the Ministries for Justice and for Employment.

Prisoners who are drug-dependent may be managed in a therapeutic community or one of several drug-free units. After signing a contract, prisoners can follow special treatment programs.

Involving prisoners

"My Guide to Liberty" was conceived to be integrated with existing programs in the various pilot penal establishments.

Each prisoner is supported by a rehabilitation officer, one of whose roles is to direct him towards appropriate programs (concerning, for example, management of dependence, sexual violence, or the use of "My Guide to Liberty"). Depending on his area of expertise, the rehabilitation officer may run the programs in which the prisoner takes part.

He may also affect the prisoner's sentence by providing a written report for the criminal leave.

Target group

"My Guide to Liberty" was conceived with and for the inmates of the prisons of Castelo Branco, Leiria, Sintra and Beja.

>>> Givenich Penitentiary Centre (Grand-Duchy of Luxembourg)

Legal and regulatory context

The Givenich Penitentiary Centre (GPC) is, like all prisons, committed to the security and management of its inmates. Its main mission is to prepare adult prisoners for social reintegration on release.

The rights and freedoms granted to convicted criminals are broader than those offered to people on remand. For example, communication with the outside world is governed by a series of laws and regulations. Convicted men living in the GPC have a right to use the telephone and the Internet.

Institutional setting

GPC is a semi-open prison that currently accommodates convicted adult men. It is housed in the buildings of an old farm in the Luxembourg countryside. The site is completely open geographically. No walls or barbed wire separate the prison from other dwelling houses in the village of Givenich. The capacity of the centre is 104 individual rooms, including 74 in two traditional cell blocks and 30 in five community houses where life is more autonomous. One of the five houses is reserved for drug-dependent prisoners taking part in a particular education program (a collaboration between the Luxembourg government and the neuropsychiatric hospital complex of Ettelbruck).

During the day, prisoners are occupied in various working environments within the centre: agriculture, horticulture, catering, joinery, ironwork, and cleaning. With the consent of the delegate of the general state attorney, some prisoners are allowed to profit from working for an external employer either via the "Defi-Job"⁵ initiative or under a semi-liberty regime.

Involving prisoners

"My Guide to Liberty" is being tested within the framework of an accompaniment project already set up at the GPC. In short, each prisoner is accompanied, from admission, by a psycho-socio-educational service (SPSE) case-manager, and a probation officer from the Central Assistance Service (SCAS). Both help prepare the prisoner for discharge. During his stay at the GPC, the prisoner can choose to take part in a series of accompaniment programs.

⁵ Official non-profit-making association involving the Ministry for Justice and the Ministry of Labour, and employing only prisoners or people just released from CPG

Target group

At GPC, "My Guide to Liberty" is integrated into the development and establishment of a new system of accompaniment for inmates. The aim is to involve the whole penal population, but prisoners are free to choose whether or not to use it.

3.3. Factors influencing the design of the Guide

The initial objective of the transnational partners was to design one guide for use in all three national contexts. However, differences in legal frameworks, regulatory issues, and preferred methods proved to be a barrier, and it was decided instead to create three national versions of "My Guide to Liberty" using the same conceptual framework:

- **Mon Guide pour la Liberté** in France
- **O Meu Guia Para a Liberdade** in Portugal
- **My Guide to Liberty** in the Grand-Duchy of Luxembourg

4. Conceptual framework of the Guide

Despite the many local differences that necessitated production of special versions of "My Guide to Liberty", the structures of each rest, on the whole, on the same theoretical foundations.

4.1. Values underpinning the Guide

- Active participation
- Accountability
- Transparency
- Confidentiality
- Co-operation
- Co-production

Development of the Guide was influenced by input from four different disciplines.

4.2. Theoretical foundations of the Guide

>>> Social work and social intervention in the context of constraint

Prison is undoubtedly the most constraining way of life. Individuals held against their will are not only deprived of their freedom, but must also obey many rules aiming at ensuring appropriate operation of the institution.

If the Guide is to empower prisoners, the system within which it operates must meet certain criteria, including transparency. Transparency is relevant at two levels: the operation of the prison, and the interaction between the prisoner and the professional using the Guide. Social work in the context of constraint, directed the forms, the contents and the use of the guides.

>>> Social work and empowerment

An important source of inspiration in the development of "My Guide to Liberty" was the large body of work relating to empowerment of people in vulnerable situations. The English term "empowerment" translates to French in several ways: to be capable of influence, psychosocial appropriation, enabling, capacity to act, etc. Each translation illustrates a different aspect for analysis. Related concepts include personal competence, awareness, motivation, information, and active participation.

The Guides are aimed at the development of three types of empowerment: individual, community and organisational.

>>> Social psychology and the concept of engagement

The notion of engagement remains imprecisely defined in the social psychology literature. It refers to the links between an individual and his or her behaviour, but pays no attention to the situation in which the behaviour occurs. In addition, it relates more to the consequences of engagement than engagement itself.

For an action to result in engagement requires certain situational conditions, such as free choice. This has implications for the design of the Guide, which can fulfil its potential only when the decision to use it remains entirely with the prisoner. Without freedom of choice, it cannot create the motivation to change.

A decision not to use the Guide should not result in sanctions, but may lead to the establishment of a contract.

>>> Works in pedagogy of the adults on the practices supporting the training

The person who supports the prisoner with the Guide should help ensure that its use reflects important determinants of his behaviour and choice.

4.3. Form, content and use of the Guide

The three versions of "My Guide to Liberty" are not only dependent on the same conceptual framework, but are also characterised by common forms and types of content:

- Presentation in portfolio form;
- "Static" and "dynamic" content. Static refers to material that does not vary, including, for example, information of value when starting a sentence or on release (organisation of prison life, different ways in which a sentence may be served, etc). In contrast, there is no dynamic material initially, but that part of the Guide fills up over time as the prisoner progresses through the course and gathers certificates, information booklets, etc.

4.4. Limitations, precautions and recommendations

The Guide constitutes an invaluable tool for those accompanying prisoners in order to prepare them for social integration and make effective use of their time in prison. However, certain limitations should be borne in mind:

> **Living conditions and the immediate environment**

Confidentiality of the Guide's content cannot be guaranteed if, for example, the prisoner concerned shares his cell.

> **Training of staff involved in accompaniment programs**

Staff who support prisoners using the Guide must receive appropriate training

> **Motivation of the prisoner**

Prisoners may decline to use the Guide, or use it in a manipulative way in the hope of gaining some sort of advantage in serving their sentences. It is necessary to work on their motivation to change, and encourage real involvement in making a new life. In order to do that, it is important to explain what the Guide can be used for and its value in preparing for social reintegration.

> **Skills and aptitudes of the prisoner**

We can assume that anyone who takes the Guide has the intellectual, social and linguistic ability to make use of it. The Guide must be designed for maximum legibility, and its size and shape should not be a barrier to potential users.

> **Duration of the sentence**

Depending on the length of his sentence, a prisoner will have more or less opportunity to use the Guide. It should be developed in such a way as to be useful immediately on entry to prison.

> **Coherent accompaniment system**

To make sense, the Guide should be seen as a tool to be used as part of a coherent accompaniment system agreed with, and respected by, all those involved. Evaluation will require ongoing feedback.

> **Data protection**

In order to ensure that the information collected in the Guide is not used against the prisoner, he or she should store it in a safe place. Supervisory staff should be informed about the objectives and use of the Guide. Importantly, they must understand that it is a tool to help the prisoner prepare for release, and not a threat to security.

5. Presentation of the three Guides

5.1. Guide for Seysses-Toulouse Prison

>>> "Mon Guide pour la Liberté " development team and the Equal-Flora project

Body/ organisation	Creation of a business consultancy	CISAME Scop	GEPSA	Maison de l'Initiative	Theatre Without Frontiers (TSF)
Overall objectives	"Creation of a business consultancy" refers to the development of a process of accompaniment involving the creation and management of commercial companies.	Co-operative of social and territorial engineering (conduct of studies, follow-up, and evaluation).	Within a framework of mixed management, GEPSA supports the prison authorities step by step in the reintegration process of prisoners.	Advice, training and support for projects providing economic, professional and social services to men and women leaving prison.	Created in 1983, TSF is derived from "The Theatre of the Oppressed".
Specific roles within Equal	Conduct of the modules concerning Social life, Professional life, and Knowledge about the economic environment and business culture	Transnational secretariat, follow-up evaluation	Assessment, evaluation and orientation (BEO); mediation for prisoners and training for outside contributors.	Conduct of the shop school.	Conduct of the Theatre module.
Individuals involved	Sylvie RICHE	Mathieu DAUPLEIX Bertrand JANNEL	Jenny NARBONNE	Marie-Christine PONS	Marie-José ERESEO-MARTINEZ
Responsibility SOMETHING MISSING HERE]	Consultant and Trainer	Project manager	Advice concerning socio-professional orientation (COSP)	Consultant and Trainer	Director and manager of TSF

>>> Objectives of the developers of the Guide at the beginning and end of the period of transnational co-operation

At the start of co-operation

At the time of the first transnational seminar, held in Lisbon, the idea that emerged was to work together in order to develop a guide for prisoners that focused on the concept of empowerment. We aimed to go one step further than simple evaluation and provide an opportunity for prison inmates to participate in the development of a tool that would facilitate and document the run-up to their release and reintegration. Rather than being like a school report, it would be a record of personal and professional progress developed with the involvement of the individual prisoner concerned.

Several questions arose:

- Who would "own" the Guide? How would prisoners obtain it? How might it be used at the time of a prisoner's release?
- What effect might the change of emphasis have on the prison system as a whole?
- How might the Guide differ between countries?
- Does the diversity of the contexts (France, Luxembourg, Portugal) represent an advantage or a disadvantage as far as working together is concerned?

At the end of the period of transnational co-operation

Work done during this period highlighted the benefits of transnational exchanges, principally the ability to set off on the road to common goals having become familiar with each other's professional practices and how to facilitate change for the better.

Although many tools already existed and were in regular use, the "post-Equal" version of the Guide formalised and enriched them by offering a more participative paradigm.

However, the real measure of the impact of the Guide remained its benefit to prisoners on their release and reintegration. Once the phase of design and experimentation is complete, it will have to undergo "quality control". Workshop 3 "Empowerment" will thus make it possible to supplement the documents by distribution of this Guide to other Gepsa Socio-professional Careers Advisers (COSP).

>>> Role of the Guide in the prisoner accompaniment program at Seysses-Toulouse Prison

Description of the accompaniment program

"Mon Guide pour la Liberté" was set up and tested under the umbrella of the Equal-Flora project.

The system was established to make it possible to accompany as closely as possible prisoners taking part in this training. It involves personal assistance by a "Flora referent" in using the Guide, and participation in a training program comprising several modules.

Several people are involved. Coordination is the responsibility of the “Flora referent”, who takes the role of Socio-professional Careers adviser (COSP). He is involved in the selection process and the individual and collective accompaniment of prisoners, as well as administration and planning (drafting of reports and assessments, participation in teaching meetings). The prisoner takes part in the process on a voluntary basis following an invitation by a “commission of classification”.

Four bodies take part in this commission:

- The prison authorities report on the behaviour of the prisoner.
- The COSP assesses the motivation of the prisoner and his or her aptitude to learn.
- A probation officer considers the prisoner's crime and the timing of changes in sentence.
- National education representatives assess whether the prisoner has the basic skills and abilities necessary to take part in the training.

Having been approved, the prisoner takes part in a series of training modules overseen by people from within and outside the prison. Modules fall into three groups: basic knowledge in botany; improving self-esteem; and professional and social skills.

N°	Training	Modules
1.	Basic botany	Botany
2.	Self-esteem	Theatre Applied art
3.	Professional and social skills	Social and professional life Computing Virtual boutique - Sales techniques Assessment and evaluation

While participating in the training, the prisoner is supported by his “Flora referent”, who provides personal assistance and takes care of assessment and evaluation. He facilitates the prisoner's work on self-esteem and helps him prepare for release.

The COSP also has a regulating function within groups of prisoners. He plans group sessions, conducts assessments both during the course and at the end of the training cycle, writes assessments and reports, takes part in teaching meetings and awards certificates.

Prisoners are adults who may vary widely in their level of education, and whose experience of being taught may have resulted in memories of failure. Any return to training must therefore be personalised and take into account the former experience and motivation of the person concerned. Training within Flora is not a matter of simply filling the gaps in primary or secondary, school education, but rather of providing individually adapted lessons.

The teaching activities suggested aim to instil motivation, bring previously acquired skills and abilities back to the surface, and reveal and reinforce the individual's capacity for training. That is why the teaching is organised in modules with themes such as the theatre, computing, and the culture of business.

Teaching within Flora depends on the capacity of prisoners to learn. The intention is to:

- develop the skills and abilities needed to communicate, to find and understand information in various situations, to make decisions, and to organise and evaluate activities;
- use material that is drawn from real situations and present real problems to be solved;
- develop abilities to clarify and conceptualise by encouraging dialogue and communication with other participants and the trainer; and
- provide opportunities for self-evaluation that allow prisoners to become aware of their assets and determine what is still to be done to achieve successful reintegration.

Role of the Guide in the accompaniment program

> For the Flora referent

"Mon Guide pour la Liberté" is intended to support the Flora referent, and provide the prisoner with a record of his progress.

- As a measure, it provides a permanent record of problems encountered and how they were managed.
- As an instrument of control, it facilitates concentration on preset objectives, even if they need to be adjusted as changes occur.
- As an Instrument of reference, it can (with the agreement of the Flora referent and the prisoner) be consulted by other professionals.

> For the prisoner

"Mon Guide pour la Liberté" is used to enable the prisoner to become actively involved in deciding what happens during his sentence.

It is a tool for:

- facilitating responsibility and supporting the prisoner in making his own choices, and coming to his own decisions about what his training consists of and how it is managed;
- focusing on employment by opening a dialogue on objectives while being aware of the potential need to adapt to changes along the way;
- empowerment that gives the prisoner permission to develop proposals, and make decisions and act on them;
- promoting self-knowledge and improving skills in presentation and public speaking.

>>> Format and content of the Guide

Format

The Guide is a ring binder with coloured leaves to separate the chapters. Prisoners can personalise the first page as they wish as part of the "applied art" or the "computing" module. The binder belongs to the prisoner concerned and is kept in his or her cell. Where necessary, the specific elements related to the training may be kept in the Flora room. The advantage of the modular arrangement is that trainees need have with them only the elements necessary at any one time. On release, potential employers can be shown selected documents - such as a summary of the prisoner's skills and abilities.

Components of the Guide

Preamble **My Guide and me**

- Practical information about the use of the Guide by the prisoner
- Prisoner's expectations during and after imprisonment
- Signed agreement to participate

Part 1 **Self-discovery**

- Working papers and comments concerning the BEO assessment and evaluation
- Results of tests undertaken
- Summary of discussions with the Flora referent (from the prisoner's point of view)

[!] *Some of the BEO working papers and summaries of discussions may be photocopied (with the prisoner's consent).*

Part 2 **Development of the employment project**

- Records of work done in this area
- The prisoner's curriculum vitae (CV)
- Record of advances made, and the resources the prisoner has at his disposal

Part 3 **Progress of training**

- Results of self-evaluation at the beginning of training, throughout its course and on completion
- Comments and observations made by the prisoner during training
- Comments and observations made by trainers (in discussion with the prisoner) on changes in behaviour and in abilities, both practical and in relationships.

[!] *The professionals keep photocopies of documents concerning self-evaluation in order to facilitate the drafting of a summary if the prisoner discontinues training early.*

Part 4 **On release**

- Useful information at the time of release: steps to be taken, addresses for lodging, renting a place to live, help with the assumption of responsibility for health, transport, professional life, family life, etc

>>> Use of the Guide by prisoners and professionals

General information

> **Where is the Guide when the prisoner starts his sentence?**

The Guide is given in person to each prisoner starting training.

> **Who explains the objectives of the Guide and how to use it?**

The binder contains a hard copy of this information, which is also presented by the Flora referent when training begins.

> **Are prisoners obliged to use the Guide?**

There is no contractual obligation, although prisoners who take part sign a letter of commitment to formalise their intention to participate. There are no negative consequences if a prisoner decides not to take the training. The Guide is intended to provide support during imprisonment and help the individual prepare for release. Anyone who refuses it will be asked why and his or her concerns addressed if possible.

> Who owns the Guide?

The prisoner is the owner, keeps it in his cell and takes it with him (if he wishes) when transferred or released.

Use of the Guide by professionals

> What does the case manager do?

The Flora referent explains the advantages of the Guide to the prisoner, encourages him to use it, to complete the exercises suggested, and to make the most of the opportunities it provides. He also acts as a mediator and facilitator if the prisoner does not start or complete a task. It is his job to provide explanations, support and encouragement.

> What is the role of the other professionals involved?

They are primarily trainers who (with the trainees) conduct and evaluate the modules for which they have responsibility. Evaluation involves a dialogue on changes in behaviour, and on newly acquired skills and abilities. It is also an opportunity for the prisoner to see things from the trainer's perspective, thereby facilitating self-evaluation and personal growth.

> Do security staff members have any control over the Guide?

For safety reasons, they may, when searching or inspecting a cell, open the Guide to check that it does not contain prohibited material. They must, however, respect the confidentiality of the information it contains.

Use of the Guide by the prisoner concerned

> Who is responsible for the content and arrangement of the Guide?

The prisoner decides what goes into the Guide and how it is organised. He is free to personalise it with drawings etc.

> What does that responsibility entail?

The prisoner agrees to:

- complete the Guide exercises as requested by his Flora referent or other trainer;
- organise and classify the documents he is given (coursework, information, assessments);
- use the contents of the Guide when opportunities arise.

> When and how should the prisoner carry out the exercises?

Within the framework of the BEO and its emphasis on accompaniment, every other week the Flora referent is available to help the prisoner complete Guide exercises in his cell. He begins by explaining what is required and checks that the prisoner understands. Other trainers may also check the comprehensibility of their modules. Anyone failing to complete an exercise will be asked why, in order to make changes if necessary.

> When and to whom should a prisoner present the material in his Guide?

He can take the whole Guide, or selected pages, to discuss with the Flora referent or other trainer as he sees fit.

5.2. Guide for the Portuguese prison authorities

>>> The development team

The project was conceived by a team of professionals from relevant disciplines and institutions:

- **Prison authorities** (Regina BRANCO, Head of Division, Centre for Teaching and Professional Training)
- **Penitentiaries:** Sintra (Amália COSTA, Coordinator of Education Services, Igor do VALE, Contract Worker); Leiria (Carla PRAGOSA and Joel HENRIQUES, Senior Rehabilitation Officers); Helena CARDOSO, Penitentiary Administrator); Castelo Branco (Cília MARTINS, Senior Rehabilitation Officer); Linhó (Lugero PANINHO, Penitentiary Administrator).
- **Coordination:** Centre of Penitentiary Studies and Training (Paula VICENTE, Director; Cláudia RESENDE, Senior Rehabilitation Officer; Pedro GOMES, Trainee).

The project was developed according to the principles of empowerment as they apply to four groups of prisoners in Castelo Branco, Leiria, Sintra and Beja Penitentiaries. It is proposed that the scheme be extended to a fifth prison, after which the details will be standardised.

Prisoners came together as a focus group with the aims of:

- elucidating needs and shortcomings that the Guide might address
- looking at the development team's proposals and discussing potential modifications
- trying out activities suggested by the Guide and evaluating the results
- deciding on the format of the finished product

>>> Objectives of the developers of the Guide at the beginning and the end of the period of transnational co-operation

At the start of co-operation

At the outset, and throughout the period of co-operation, the goal of the Portuguese penitentiary services was to help prepare prisoners for release. To that end, the development team aimed to devise an interactive tool with which to establish and improve the intra- and interpersonal skills and abilities necessary for reintegration.

It was proposed that a prison rehabilitation officer be trained to use the Guide.

At the end of the period of transnational co-operation

The transnational exchanges made it possible to look in more detail at the interactive nature of the "O Meu Guia Para a Liberdade" program, which comprises five workshops reflecting the content of the Guide. In addition, it was during that time that the development team decided to train all professionals accompanying prisoners in the program as "case managers" rather than having just one per prison. Most rehabilitation officers are educated to degree level in sociology, social work, or psychology.

Note: the program and the Guide on which it is based bear the same name.

The precise composition of the Guide emerges during ongoing communication between the professionals involved and the individual prisoner during alternating phases of conceptualisation, experimentation, and discussion with peers, partners and external experts. The objective is to truly match intervention to need. Input from prisoners makes a major contribution to the project.

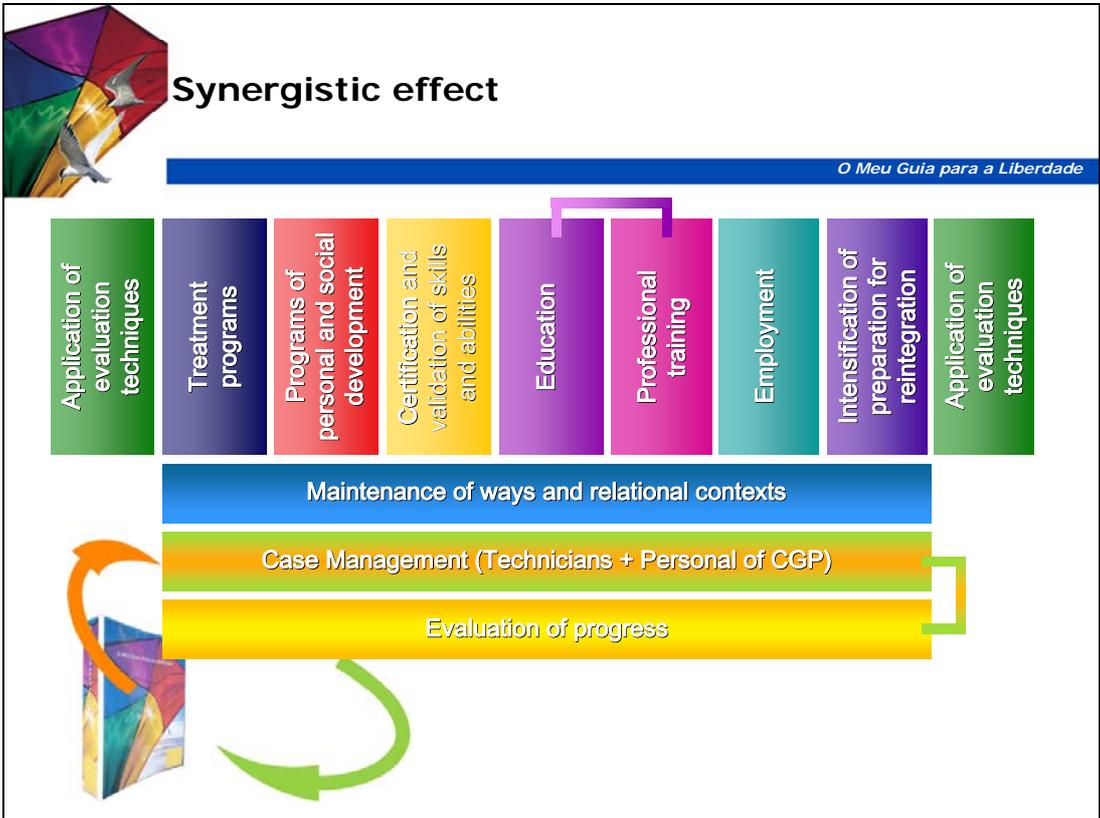
>>> **Role of the Guide in the prisoner accompaniment program**

Description of the accompaniment program

After a month of observation, the rehabilitation officer in charge of the accompaniment program makes an initial evaluation of whether the prisoner needs to address major issues such as dependence or sexual violence, or whether he is ready for the “O Meu Guia Para a Liberdade” program. Once the program starts, the officer follows the prisoner throughout his sentence, providing information, support and encouragement.

Role of the Guide in the accompaniment program

The Guide is designed to take account of all aspects of prisoner accompaniment programs. It can be used as part of current schemes in the expectation of enriching them synergistically (see graphic below). For example, the Guide suggests early integration of certain prisoners into programs aimed at the prevention of antisocial behaviour and rehabilitation of the person concerned.



The prisoner should be informed about “O Meu Guia Para a Liberdade” early, preferably at the beginning of his sentence. The requirements are:

- average cognitive ability
- voluntary agreement to take part in the program
- a sentence of at least one year

Prisoners are excluded if they:

- are dependent on a substance with an effect on the personality
- suffer from serious mental pathology
- have a clear cognitive deficit
- have a psychopathic personality disorder
- are expected to be released in less than one year
- have a semi-open system

During the selection process, prisoners are assessed for psychopathy (PAL-R), general intelligence, and psychiatric symptoms.

The Portuguese authorities have agreed that prisoners taking part in the program will not be transferred.

Components of the Guide

The Guide is a program of intervention aimed at the prison population. Each prisoner who takes part builds his own portfolio of skills and abilities while serving his sentence.

“O Meu Guia Para a Liberdade” consists of three parts:

- information to help prison managers understand, implement and use the project
- a technical handbook for professionals that presents each of the 12 themes in terms of proposed activities, suggestions for work, and guidelines for implementation
- a guide to offer prisoners encouragement and information in accessible language. After an introduction to the project, each prisoner is given a personal portfolio.



Product “O Meu Guia para a Liberdade”

O Meu Guia para a Liberdade

 <p>Kit for penitentiary uses</p> <ul style="list-style-type: none"> > Guide to implementing the program in penitentiary > Powerpoint Presentation for professionals and judges > Brochure explaining the project 	 <p>Technical manual for professionals</p> <ul style="list-style-type: none"> > Presentation of the project and underlying concept > 12 interleaves with: <ul style="list-style-type: none"> > Objectives and structure > Content et methodology > Bibliography and selected supporting texts > Powerpoint presentation for prisoners 	 <p>Guide for prisoners</p> <ul style="list-style-type: none"> > Presentation of the project > 12 interleaves with: <ul style="list-style-type: none"> > Page presenting objectives and methods > 4 blank interleaves
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“O Meu Guia Para a Liberdade”, a Guide for prisoners, is presented as follows:

- Part 1 Presentation of the project**
- a meeting of the professionals involved, with PowerPoint illustrations
 - a meeting for prisoners, again with PowerPoint
- Part 2 My life story**
- the prisoner's memories
- Part 3 How I see myself. How others see me**
- proposed participation in a course focusing on antisocial behaviour
 - introduction to phase I of the program concerning social rehabilitation of the prisoner
 - initial work on problem solving and decision making
- Part 4 My potential and my limits**
- skills and abilities
 - active citizenship and responsibility (collective conscience, health, family and social relations, road safety, environmental protection, etc)
 - motivation
- Part 5 My resources (family and community)**
- charting the prisoner's personal social network
- Part 6 Errors I have made in my life (results of criminal activity and its consequences; conscience/compensation)**
- workshop “repairing the damage”: work on lifestyle choices, focusing on negative options (social and dynamic factors that can change over time, despite a criminal history: for example, education, drug abuse, employment, and housing); “believing oneself to be a victim”; having less a feeling of responsibility ; awareness of the damage done by crime
- Part 7 My vision and my goals**
- workshop “building a personal vision”
 - workshop “taking action”
 - development of an IRP (individual readjustment plan)
- Part 8 My achievements/creations**
- for example, diplomas, photographs of work completed, prizes, medals, personal records, drawings, constructions, writing, musical compositions, results of courses)
- Part 9 Things that go well and things that go badly**
- workshop “development of a preventive contingency plan”
- Part 10 What will be useful to me outside?**
- how to actively find work
 - how to obtain timetables for public transport, etc
 - composing a curriculum vitae and covering letter
 - useful addresses (housing and employment)
 - basic information on opening a bank account, requesting information, completing an income tax return, speaking with the family doctor etc
 - rights and responsibilities of an employee

Part 11 Letters written during the project

- Collection of letters written by the prisoner during his participation in the project.
- [!] *The first letter might focus on expectations with regard to the project. Further letters might comment on the project and the methods used. These letters may or may not be shown to professionals taking part in the program.*

Part 12 What is useful to me here in prison ?

- Internal rules and regulations
- Opportunities provided (courses, schedules of activity, etc)

>>> Use of the Guide by professionals and prisoners

Use by professionals

> What does the case manager do?

Within the framework of “O Meu Guia Para a Liberdade”, the rehabilitation officer talks with individual prisoners. He will use the guide to structure group during personal and social development programs (ex: GPS), workshops (examples: to build a personal vision, to prepare a prevention plan and contingencies), discussions based on a theme (example: “conversations with... ”), meetings of active search for an employment, etc. The guide encourages the use of methods based on the group dynamic.

Rehabilitation officers follow groups of 8 to 12 people. There may be several groups in a prison, each looked after by a different case manager.

Meetings (individual and group) take place at least twice a month.

> What is the role of the other professionals involved?

During sessions involving group dynamics, the rehabilitation officer can ask for help from psychologists. He can also invite two prison warders to become the guards exclusively of the group of participating prisoners and to receive training as tutors from the case manager. They can then take part in relevant group activities and play a role in follow-up. At the request of the rehabilitation officer, they may help evaluate a prisoner who is progressing well. This evaluation appears in the Guide under the heading of “My achievements”.

For professionals, the Guide is an instrument that provides:

- a documentary record of the legal and organisational strategies established with a prisoner, in particular the individual IRP; it is also a tool with which to support the IRP
- an innovative way of facilitating the planning and follow-up of interventions aimed at the prison population
- a support for the implementation of more humane and more personalised interventions
- a means of communication and of interaction likely to improve relationships between groups of professionals involved in the project
- a handbook offering technical advice on how to improve adherence to new and existing programs
- a project that is flexible and open enough to cope with the changes inherent in the context of a prison population, but which remains the responsibility of the prison authorities and related organizations.

> Do security staff have any control over the Guide?

The Guide belongs to the prisoner concerned, it is his property and warders do not have the right to read it. It is kept in his cell or, if the cell is shared, in the case manager's office.

Use of the Guide by the prisoner concerned

> Who is responsible for the content and arrangement of the Guide?

The prisoner would expect to use the Guide during individual sessions with a professional, and group work. He should file in it information about, and results of, discussions with professionals, educational projects, training courses, participation in sports, work with a group, etc.

The Guide allows the prisoner to:

- take part in determining the content of the project, for example by expressing his expectations in a focus group
- play a role in decision making
- monitor changes in his behaviour in a very personal way
- actively contribute to the process of reintegration
- improve his or her self-knowledge
- benefit from two approaches to intervention (individual and group), which complement each other and have a cumulative effect stage by stage.

5.3. Guide for Givenich Penitentiary Centre

>>> Development team

The project was designed by:

- **Givenich Penitentiary Centre:** Jean-François SCHMITZ, Marie-Anne MERSCH (Co-director of CPG, with responsibility for EQUAL-RESET project), Claude LENTZ (Director of CPG), Michel KOEPP, Patrick HOLCHER, Laurent PETRY
- **University of Luxembourg:** Claude HAAS, Laure STUDER, Michèle BAUMANN (Scientific Officer), Marc SINNER
- **National Minister for Education:** Jean-Lou MAJERUS
- **Administration of Job:** Marc LIPPERT
- **Chamber of Commerce:** Roger THOSS.

>>> Vision for the Guide at the beginning and end of transnational co-operation

Initial vision for the Guide

At the beginning, the Guide was envisaged as an aid to co-ordination between members of the three professions that contribute to the preparation of people held in the GPC for reintegration into society:

- The Psychosocial Education Service (SPSE) of the prison authority, comprising a graduate psychologist, a social worker, two teachers and two sports supervisors;
- The Economic Service of the prison authority, whose workshop trainers co-operate in the education of prisoners; and
- The Teaching and Training Service (SEF), a group of independent teachers from the National Ministry of Education and Professional Training Services.

The SPSE has a central role to play in coordinating the services involved. The Guide could become an important tool in facilitating:

- co-ordination of the activities of the prisoner;
- discussion about and optimisation of existing activities; and
- establishment, with the prisoner, of what still needs to be done to achieve social reintegration.

Vision for the Guide at the end of transnational co-operation

Since the development, in 2007, of procedures and assessment grids for the new accompaniment process, the function of the Guide has been reconsidered. Rather than a coordination tool for SPSE, **it has become an aid to information exchange, communication and self-development for the prisoner.**

Previously, prisoners were "strongly invited" to consult the Guide, but the emphasis is now on "informed" use. The Guide provides support to a prisoner seeking to change, and helps

maintain motivation. Empowerment was central to the initial design and to the new versions that subsequently evolved. If the prisoner takes advantage of all the opportunities offered to him, he can be expected to benefit not only during his stay in prison but also afterwards.

>>> Role of the Guide in the GPC accompaniment process

The accompaniment program

Accompaniment is essentially personalised assistance by the SPSE case manager according to the principles of Empowerment Case Management (ECM; HAAS and SCHMITZ, 2006).

Social reintegration of a GPC prisoner is conducted in a series of phases:

- adaptation
- work and training within the GPC
- work within the Defi-job scheme
- work in semi-freedom
- preparation for release .

A prisoner's progress through this process is not necessarily linear; he or she may jump one or more phases or return to a former phase. Several factors affect the duration of the sentence, including the prisoner's skills and abilities, and his probable social situation on release. As he proceeds, the prisoner becomes more and more autonomous and responsible.

ECM is a key approach to the accompaniment of prisoners and to achieving the personal and professional development necessary for successful and lasting reintegration into society. The case manager uses techniques such as motivational interviewing to keep the prisoner's interest and maintain his commitment to the process of change.

The case manager fulfils four main functions in the provision of personalised assistance:

- assessment, or initial determination, of the needs, resources and requirements of the prisoner using standardised instruments developed within the framework of the EQUAL-Reset project;
- initial familiarisation of the prisoner with ongoing accompaniment programs: determination of his needs and priorities, the length of his sentence, his preferences and his interests;
- development of an integration strategy with the prisoner, and its translation into a plan for his period of imprisonment;
- regular evaluation of the prisoner's progress, and adjustment as necessary to achieve eventual reintegration into society.

Within the framework of ECM, the accompaniment process incorporates the following programs:

- Employment and employability
- Teaching and training
- Psycho-criminological issues
- Life skills
- Health and drug addiction

Each program is subdivided into several activities (or modules). "Employment and employability" includes, for example:

- Supervised work (in a workshop or autonomous Defi-job group);
- Accompanied work (with Defi-Job or a degree of reintegration);
- Autonomous work (on the open labour market).

Prisoners, who decide not to take part in the programs, and not to take advantage of personalised assistance, still have the opportunity to participate in other activities (sports, evening courses, etc). The skill of the case manager lies in his capacity to motivate the prisoner to stick with the accompaniment process. A decision not to take part should have no effect on the prisoner's sentence.

Accompaniment rests on the following major principles:

- empowerment (the development of an individual's capacity to control his own life);
- co-operation (involvement of the prisoner in setting and meeting successive goals on the road to social reintegration); transparency of decision making;
- involvement and adherence.

Place of the Guide in this process

"My Guide to Liberty" belongs in the inventory of basic items available in every prisoner's cell. It is the property of the prisoner and provides fundamental information about the organisation of life at the penitentiary, the rules and regulations, and a charter of rights and freedoms. As a source of information at entry to prison and release, the Guide helps reduce psychological problems. It represents a constructive process focused on social integration, and can be expected to prevent suicide attempts in periods of major change and doubt.

On arrival, groups of prisoners are told about the Guide by an agent of the SPSE. More details are provided by the case manager, who encourages them to read it and individually addresses any questions they may have.

The cognitive-behavioural exercises at the end of the Guide will help the prisoner develop self-awareness. They will lead him, little by little, to take an active part in the process leading to social reintegration and help him decide which programs to take part in.

During the course of personalised accompaniment, the case manager will provide additional exercises, the pages of which can be added to the Guide.

In parallel, the Guide is a means of documenting the prisoner's activities (participation in various programs) and a record of achievement (certificates of competence, diplomas obtained, etc). The Guide will enable him to evaluate his progress regularly and help him learn how to assess what needs to be done to achieve his goal of social reintegration. In that way he will realise that time spent in prison can be used effectively.

The Guide has several roles in the accompaniment process. It is:

- an aid to reflection;
- a motivational tool;
- a facilitator of participation in the development of the project of social reintegration;
- a means of collecting information and personal data.

Its aims are:

- direct: to improve our understanding of what prisoners need to prepare for release;
- indirect: to increase empowerment both in the context of the Guide and personally, by facilitating interaction with the case manager when both have access to full information.

>>> Form and content of the Guide

Form of the Guide

The Guide is an A4 format folder that is kept in a specific place in a prisoner's cell. The sheets of paper it contains are printed in colour in order to be clearly identifiable by members of the security service. The physical presentation of the Guide preserves the anonymity of the owner. Indeed, the Guide should not be able to be identified as such by an outsider; it is an instrument of information and work specific to the person concerned.

The use of a folder means that the prisoner need not carry the whole thing all the time but can leave behind those pages not immediately necessary. For example, he or she can show the Professional Assessment of Integration to a potential employer without having to take the other pages. Conversely, new elements can always be added.

Components of the Guide

The Guide comprises four parts, which have a chronological rationale. The first part covers entry to the prison, the second and the third parts are reserved for the accompaniment process, and the fourth and final part concerns increasing freedom within the prison. Colour is used to make the various parts easy to identify, and to make it possible to obtain specific information quickly.

- | | |
|---------------|---|
| Part 1 | Introduction <ul style="list-style-type: none">→ Reception→ Objectives of the Guide→ How to use the Guide |
| Part 2 | Information concerning prison life <ul style="list-style-type: none">→ Map of the site→ How life in the centre is organised→ Rules and regulations→ Yours Rights and Duties→ Application forms |
| Part 3 | The accompaniment program <ul style="list-style-type: none">→ Objectives of accompaniment→ Explanation of the accompaniment process→ Phases of reintegration |

- 3.1. **Personalised accompaniment**
 - Objectives of personalised accompaniment
 - Explanation of personalised accompaniment
 - Basic exercises
 - Empowerment case management exercises
 - Plan for social reintegration and penal issues
 - Conventions of accompaniment
 - Administrative decisions (disciplinary sanctions, decisions about sentencing, etc)
- 3.2 **Accompaniment programs**
 - Objectives of accompaniment programs
 - Content of accompaniment programs
 - Exercises conducted as part of an accompaniment program
 - Evaluations conducted as part of an accompaniment program
 - Certificates and other material obtained by participation in an accompaniment program
- Part 4 Information of use on release from prison**
 - Personal address book
 - Plan to avoid recidivism
 - Preparation for release

The content of the Guide evolves, allowing for adaptation to individual needs, resources and interests - thereby increasing motivation.

It includes material covering self-awareness, with exercises on self-evaluation and reflection intended to contribute to the personal development of the prisoner. Some items are included in the standard content (basic exercises). Others are more personal and are completed as the work progresses (for example, exercises related to empowerment case management and accompaniment programs).

>>> Questions about the presentation and use of the Guide

Use by professionals

> What does the case manager do?

The case manager encourages the prisoner to supplement his or her Guide while in the GPC and to use it, for example, to present to potential employers. His role is essentially that of a coach, to motivate the prisoner to make use of the Guide.

> What are the roles of the other professionals involved?

Other professionals (teachers, workshop trainers), contribute to the Guide as part of their normal role.

> Do security staff members have any control over the Guide?

When cells are searched or during inspections, officers are required to respect the confidentiality of the information contained in the Guide. They can open it to make sure it is not a hiding place for prohibited material, but they are not authorised to read the information it contains.

Use by prisoners

> Who is responsible for the content and arrangement of the Guide?

Each prisoner compiles his own Guide

> What does that involve?

The following:

- filing documents, certificates of competence, diplomas, etc;
- carrying out the exercises in self-awareness and reflection
- using the information provided to look for work or prepare for release from prison;
- completing the complementary exercises from the case manager or another professional taking part in the program.

> When and how does the prisoner carry out the basic exercises?

Whenever he wants to. It is simply a matter of following the instructions and answering various questions in writing. In the event of difficulties, the case manager will help.

> When and how does the prisoner carry out the exercises relating to empowerment case management or the accompaniment program?

As part of participation in the accompaniment process, a case manager or other professional involved in the program may ask a prisoner to carry out complementary exercises that do not appear in the basic guide. Of course, the prisoner is free to take part or not, but the consequences of not doing the exercise will be explained to him (for example, a missed opportunity for training). Completing the exercises involves answering various questions in writing - which the prisoner can do in his cell, with help if necessary from the case manager or other professional who set the work.

> When and how does the prisoner carry out the self-evaluations?

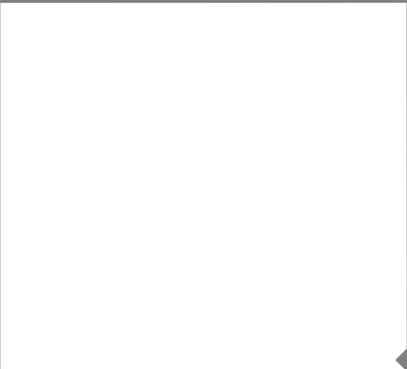
At various times in the process, the case manager (or another professional) may ask the prisoner to complete a self-evaluation exercise. The answers given are compared with those of the professional and a discussion is held about the results and the differences between them.

> When and to whom does the prisoner show his Guide?

The prisoner takes his Guide to discussions with his case manager or other professional. He can take it with him when released from prison.



APPENDIXES



1. Mon Guide pour la Liberté

Flora training –Toulouse-Seysse Prison, France

2. O Meu Guia para a Liberdade

Penitentiary Administration, Portugal

3. My Guide to Liberty

Givenich Penitentiary Centre



APPENDIX 1

1. Mon Guide pour la Liberté

Flora training –Toulouse-Seysse Prison, France

2. O Meu Guia para a Liberdade

Penitentiary Administration, Portugal

3. My Guide to Liberty

Givenich Penitentiary Centre



equal

« My Guide to Liberty »

Formation FLORA - maison d'arrêt de Toulouse-Seysses

Your reference person's name

Your name

Date on which Training began

GEPSA

How to use 'My Guide to Liberty'

Why 'My Guide to Liberty'?

The Guide that you have in your hands was designed to help you:

- deal with life throughout your sentence at Toulouse-Seysses prison
- prepare for your release
- make the best possible start to your reintegration into society

Why 'My Guide to Liberty'?

Because this Guide is YOURS, it BELONGS to you, it is your PROPERTY. It can provide support for you to call on right up to your release - and beyond if you want it to. It is yours to organise and personalise as you please.

This Guide will be a channel of communication through which you (the Trainee) can discuss with us (the Employment Training Service) the work we are doing together. It will be a record of the choices, agreements and decisions made during and after the Training. The Guide will enable us all to establish a dialogue and to better measure your personal progress together.

We expect you to become independent, to decide for yourself what your path will be and determine your own future. To that end, the Guide will help you learn about yourself and develop your skills and abilities.

How Do I Use My Guide?

You will receive your Guide on the first day of Training.

As you will have noticed, for now the Guide consists mainly of headings and gaps to fill: that is OK! Progressively, as the FLORA training proceeds, and the results of the 'bilan évaluation' orientation' (BEO) accumulate, it will fill up with the fruits of your work. Sometimes you will be asked to work in your cell, preparing for the next meeting with exercises or tests. It is essential that you carry out these tasks conscientiously so that we can work together as well as possible.

As you add your documents, your exercises and the results of your tests and evaluations, your Guide will grow. It is up to you to collect and organise the material you are given in order to carry out the work required of you.

Neither the FLORA Training nor the BEO require you to use the whole Guide. You select the documents you need at the time.

Do you have any questions, comments or suggestions? If so, do not hesitate to talk to your Trainer.

HOW IS 'MY GUIDE TO LIBERTY' ORGANISED?

1

Self-discovery

- > Self-evaluation of aspects of your life and personality
- > Your life-history and your reflections on it
- > Personality traits
- > Talking through what you are discovering with your 'My Guide' Trainer

2

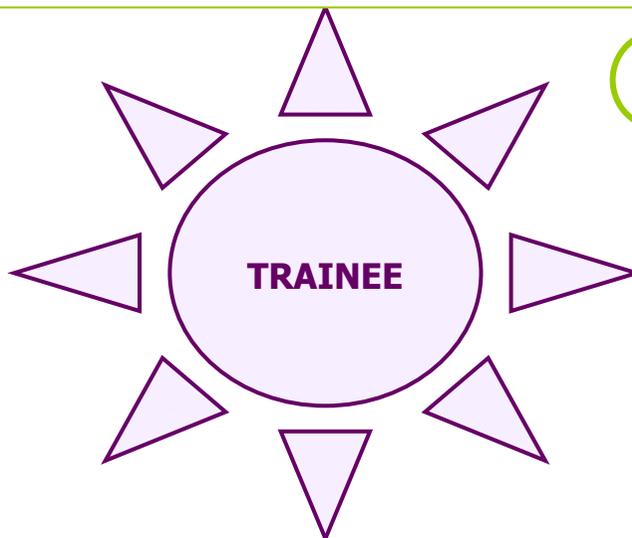
Working on employment

- > Choosing your trade, job or sector
- > Educational and vocational courses
- > Achievements and associated skills
- > Work history
- > Vocational profile
- > Evaluation of the suitability of training schemes
- > CV, discussion and first steps
- > Suggested action to take (in the short- and medium-term)

3

Progress of the Training

- > **Self-evaluation** (beginning, middle and end of Training)
- > **Self-awareness during the Training**
- > **Ongoing review of position and courses**
- > **Booklet recording your skills and abilities**



4

Once you are released...

- > **Personalized action plan**
- > **Useful addresses:** work, training, housing, health, family life, leisure, transport, etc.



Signale la présence de l'outil
à la fin du présent document

INTERACTIVE SUMMARY

*This summary is designed to enable you to note, in real time, how you are progressing through the various stages of the 'My Guide to Liberty' Training.
As soon as a stage is complete, you just tick the corresponding box.*

Acte d'engagement à la démarche « mon guide pour la liberté »

Part 1. Self-discovery

1

> Objective

To give you the tools you need to get to know yourself better, and to speak about yourself more easily. This section covers what you are learning about yourself as a person: your self-evaluations, personal reflections, life history, personality traits, strengths and weaknesses, values, etc.

Learning about yourself: aspects of your personality

- My strengths:** Self-rating of positive qualities on a graduated scale.
- My weaknesses:** Self-rating of negative qualities on a graduated scale.
- My values:** Exercise in which you use free expression to explore and explain how you see the world.
- My potential:** Self-evaluation of your physical, social, emotional and intellectual skills and abilities.
- My strong and weak points:** Exercise looking at what impedes your progress and what promotes it.
- 'If I were...':** You describe yourself using metaphors ('if I were an animal, a flower...', etc).
- 'Mirror, mirror on the wall...':** You take a 'photograph' of yourself at one precise moment.

Life-history and reflections on yourself

- Life-changing moments:** Looking at the key events of your personal and working life.
- Dealing with difficulty:** Identifying the emotional resources that are mobilised to deal with major events.
- Biogramme:** Drawing together all the information you have gathered about yourself (studies, training, events, projects, etc).
- Recidivism:** An opportunity to analyse the reasons why your offence happened and consider how to stop it happening again.
- Freedom:** What it means - in the context of your past, present and future.

Personality traits

- Personality test:** Self-completed questionnaire about features of your personality (QPPL OR GPP-I).
- Review of the personality test results.**

Review of my discussions with the 'My Guide to Liberty' Trainer

- Date :** _____
- Date :** _____
- Date :** _____
- Date :** _____

Part 2. Working on employment

2

> Objective:

To find out what vocation, trade or branch of industry would suit you best. This part will make use of all the work you will do on your education and working history, your experience of working, your current and potential skills and abilities, your motivations and ambitions, etc.

Choosing a trade, job or branch of industry

- Researching options:** Looking at what opportunities are available and how suitable they would be for you.
- A matter of taste:** Five occupations you would like to be in, and five you would not - and why.
- 'My dream job':** If you could have any job you wanted, what would it be?
- IRMR Test:** Evaluating your preferences regarding 12 aspects of working life: fresh air, technical, working with figures, science, personal contact with people, aesthetic, literary, musical, etc.
- Review of IRMR results**

Education and training

- My schooling and early training:** Preparing a 'mini-CV' as a basis for the full version.
- Training:** Occupational courses taken and qualifications obtained.
- Professional experience:** Your employers and the positions you have held.
- Brief details by company:** The work you did for your employers and the qualities you needed to do it.

Achievements and the skills and abilities they required

- Achievements to do with work:** What you have done, what the outcomes were, and how you dealt with problems.
- Achievements outside work:** As above but outside the field of work.

Work

- 'Why work?':** Debating the value of employment.
- Motivation to work:** How needing work relates to other priorities.
- How you see work:** Establishing what you expect from work

Professional profile

Self-evaluation of your:

- interpersonal skills:** Your potential to form relationships with other people.
- character:** The fundamental aspects of your character .
- ability to communicate:** How well you exchange ideas, listen to other people, and facilitate a dialogue.
- ability to negotiate:** Your capacity to negotiate with others and achieve your goals.
- initiative:** How good you are at making autonomous choices.
- organisational ability:** Your capacity to make arrangements and classify and order information.
- personal preferences:** Your favourite ways of doing things.
- Review of the professional profile**

Evaluation of potential for training

- Test battery NV7:** Measures (from level VI to level V) your intellectual aptitudes and how good you are at reasoning (deductive, inductive, practical, technical, spatial, etc).
- Review of the test results**

CV, discussion and first steps

- Curriculum vitae
- Interviews and procedure: You and the PPT (Professional Project Tutor) prepare a summary of what happens at every meeting you have outside, either with an employer or at a training centre. What you learn from looking carefully at what happens at those meetings will help you in the future
- Organization and follow-up: You will keep a note of any mail or other contact made, and of any prospects under consideration with the PPT.

Suggested action to take in the short- and medium-term

- Short-term:** Formulation of objectives in the months to come and review of their feasibility (advantages, disadvantages, how to make them happen).
- Medium-term:** Formulation of objectives in the years to come and review of their feasibility (advantages, disadvantages, how to make them happen).

Part 3: Progress of the Training

3

> Objectif de la partie

To find out where you are in your journey through the training, and the best way to go from there on. This part will gather information from the evaluations and assessments made during the Training, and your booklet of skills and abilities.

Self-evaluation at the beginning, middle and end of the Training

→ Looking at how well you are acquiring the essential skills and abilities in certain aspects of the Training:

- social and professional life**
- shop school**
- informatics**
- botany**

Self-evaluation during the Training

→ During the Training you will be invited to write 'introspective' reviews of changes in your personal life since starting the Training or beginning your sentence. This work will concern personal aspects (reflection on oneself, changes in behaviour, way of life, etc); relational aspects (rapport with the group, co-operation, tensions, etc.); and what you get from the Training (courses , how you get on with being taught and what you are learning, etc).

- Date :** _____
- Date :** _____
- Date :** _____

Progress due to Training



→ This is measured in each module using a grid (developed in collaboration with Trainees) covering 10 criteria: acquisition of theoretical and practical skills and abilities, integration into the group, team spirit, respect, investment, etc.

- Social and professional life**
- Shop school**
- Data-processing**
- Theatre**
- Botanical**
- BEO**
- Applied arts**
- Floral art**

Booklet of skills and abilities

→ The booklet of skills and abilities makes it possible to assess a Trainee's progress during and at the end of the training according to what he or she has been taught and what has been expected of him or her with regard to:

- Social and working life**
- Shop school**
- Data-processing**
- Theatre**
- Botanical**
- BEO**
- Applied arts**
- Floral art**

Part 4. Once you are released...

4

> Objective.

To give you everything that may help you reintegrate when you are released. (Housing, social culture, assistances, etc). This part makes use of the action plan, which you made before your release, and gathers all the addresses that may be useful for you once outside.

Plan of action

*

- Individualised and detailed list of the steps to be undertaken in various areas (occupational, social, family, health, welfare officer, 'juge d'applications des peines', etc.); list of meetings already attended (dates, results, etc.), agenda.

Information and addresses relating to employment

- Job seeking
- Training

Information and addresses relating to family life

- Organisations dealing with:
- Children and adolescents
- Handicapped people
- Elderly people

Information and addresses relating to personal and social life

- Health
- Culture and leisure
- Housing
- Transport
- Help at home
- Management of conflict
- Practical information

Contract to begin taking part in 'My Guide to Liberty'

The purpose of this contract is to establish objectives agreed by:

- The Trainee: _____
- The 'My Guide' Trainer: _____
- The person with overall responsibility for vocational training: _____

Principles of the Guide

- It is a document concerning employment that you can build throughout your imprisonment. It will help you on the path to self-discovery.
- This Guide is also a tool to help you look ahead to your release; it is your written memory, your reference and index of the work you do alone and with others. It is your property, you are responsible for its organisation, construction, and growth. It cannot exist without your total participation and your total commitment.

Reminder of the objectives of the Guide

- To show that you are responsible - your choices, your decisions, your agreements, your way forward
- To facilitate dialogue with other people (your Trainer, for example) in order to determine your course and your goals, and to help keep track of your personal growth.
- To promote independence so that you become able to formulate proposals, make decisions, and take action.
- To allow you to know yourself better, and speak about yourself more easily.

Reminder of your obligations

- You are responsible for your Guide.
- You must be conscientious in attending individual and group meetings associated with the modules you follow.
- You must carry out the exercises required of you.
- You must organise, maintain, and build your Guide.

☞ **Trainee's agreement**

- The Trainee named below has decided to take part in the activities associated with 'My Guide to Liberty', is aware of the objectives of the Training and agrees to adhere to it.
- He or she agrees to take part in the various stages of this Guide in order to achieve the following goals:

- The Trainee will inform his or her Trainer of any situation that may interfere with participation.
- Signature of this document constitutes agreement to begin the 'My Guide to Liberty' Training.

☞ **Trainer's agreement**

- The Trainer is the link between the Trainee and the Training Centre. He or she is committed to guiding the Trainee and helping him or her deal with any difficulties encountered.

I, the undersigned NAME _____ First name _____

'My Guide to Liberty' state that I understand the above and commit myself to respecting the obligations it contains.

Signed in Toulouse on (date): _____

Signature

'My Guide to Liberty'

1

**Self-
discovery**



Tool example

Autobiographical exercise: Life-changing events

Our life histories are marked by events with particularly profound effects on our personal and working lives.

Meetings, splits, departures, arrivals, new points of view, obstacles, springboards, tests, joys, failures, successes, etc. These moments form part of our history. Voluntary or not, they affect us and contribute to our personalities.

Select ten of these events and classify them by order of importance.

- 1] -----
- 2] -----
- 3] -----
- 4] -----
- 5] -----
- 6] -----
- 7] -----
- 8] -----
- 9] -----
- 10] -----

Thinking about the list will highlight some of your behaviours and attitudes.

The Table below proposes qualities you might make use of to manage the transitions related to these important moments. This list is not restrictive and can be supplemented.

Fill in the Table with your ten moments and indicate by a cross (or several crosses) those qualities that helped you deal with them.

Qualities \ Important events	Important events									
	1	2	3	4	5	6	7	8	9	10
Keep up morale										
Overcome doubt										
Be tenacious										
Take the initiative										
Call upon willpower										
Work harder										
Develop imagination										
Maintain self-control										
Define the objective										
Define the objective										
Know how to overcome										
Call on others										

My Guide to Liberty'

2

Working on Employment



Tool example

Personal and professional accomplishments

> **Objective:** This exercise will help you identify, on the basis of your own experience, the knowledge, qualities, skills and abilities that enabled you to overcome a problem at work or in your personal life.

Personal

Alone

Title: _____

Work-related

With others

Date: _____ Place: _____ Duration: _____

Description of the context: Explain the situation you encountered or the problem to be solved

What you did: Describe the action you took

Difficulties encountered: What hurdles did you have to overcome?

What happened: How was the situation when you left different from when you arrived?

Knowledge used	Skills and abilities required	Qualities you displayed
-----	-----	-----
-----	-----	-----
-----	-----	-----
-----	-----	-----
-----	-----	-----

'My Guide to Liberty '

3

**Progress of
the training**



Tool example

Use of the tool

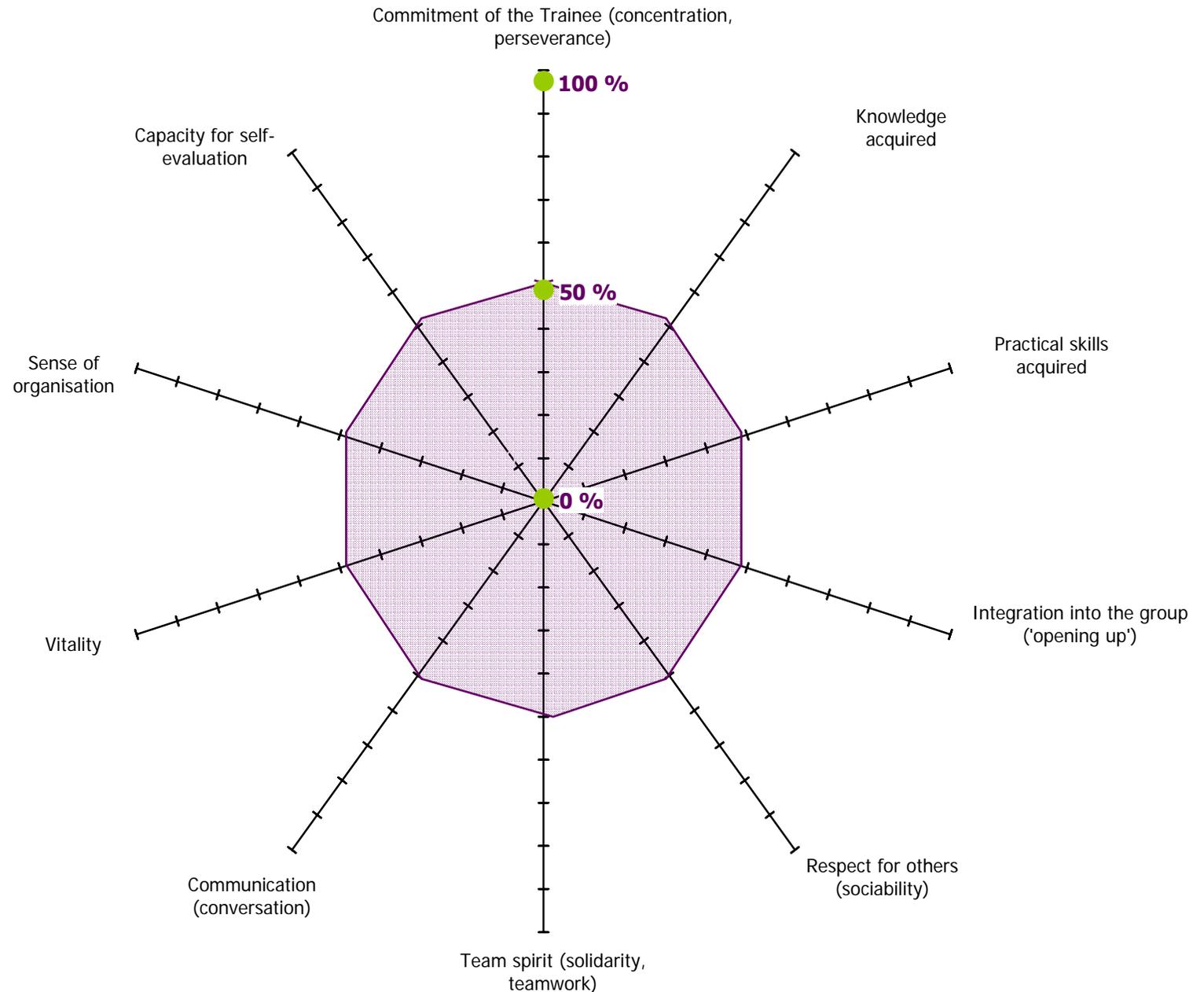
This diagram, **devised in collaboration with FLORA Trainees** in June 2007, makes it possible to evaluate prisoners on the basis of 10 indirect objectives of using the modules.

The trainee marks each objective on a scale of 0-100%.

Once each axis is marked, they can be connected to show at a glance how much of the journey remains. The theoretical example opposite shows the grid of a Trainee who is average in all the measures.

However, the real value of this type of tool is in revealing strengths and weaknesses very quickly and identifying where more attention is required.

Assesement of attitudes and learning progress



'My Guide to Liberty'

4

**Once you are
released...**


Tool example

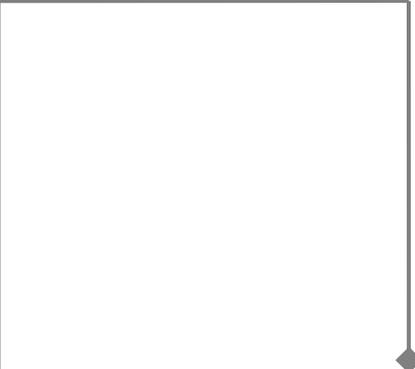
Personalised action plan

> **Objective:** This action plan is to remind you when you leave of what you wanted at the beginning of your sentence

> WORK/TRAINING			
Action	Predicted date	Actual date	Comments
> HOUSING			
Action	Predicted date	Actual date	Comments
> HEALTH			
Action	Predicted date	Actual date	Comments
> OTHERS			
Action	Predicted date	Actual date	Comments



APPENDIX 2



1. Mon Guide pour la Liberté

Flora training –Toulouse-Seysse Prison, France

2. O Meu Guia para a Liberdade

Penitentiary Administration, Portugal

3. My Guide to Liberty

Givenich Penitentiary Centre





MINISTÉRIO DA JUSTIÇA

DIRECÇÃO-GERAL DOS SERVIÇOS PRISIONAIS

O MEU GUIA PARA A LIBERDADE



Workshop: Developing a personal vision

Objective: To develop a personal vision and establish the necessary values

Expected results: At the end of the workshop, each prisoner should have defined a personal vision and identified his major values

Participants: between 8 and 12 prisoners

Duration: The workshop comprises five 90-minute sessions.

Meeting 1 - Personal vision

Meeting 2 - Personal values

Meeting 3 - Identification of personal values

Meeting 4 - Protective factors and risk factors

Meeting 5 - Confirmation or reformulation of personal vision and values

Room (arrangement): An informal atmosphere promotes reflexion on the future. Tables and chairs are laid out in a “U” shape or square in order to facilitate sharing and distribution of files.

Materials: A computer with a video projector, PowerPoint presentation “Developing a Personal Vision”, tables or clipboards, rubber bands or elastic tissues, paper, felt-tip pens, a CD player (if participants agree, soft music can be pleasant during periods of individual reflexion), and message cards.



Meeting 1 - Personal vision

The meeting opens with projection of the first PowerPoint slide “Developing a personal vision”

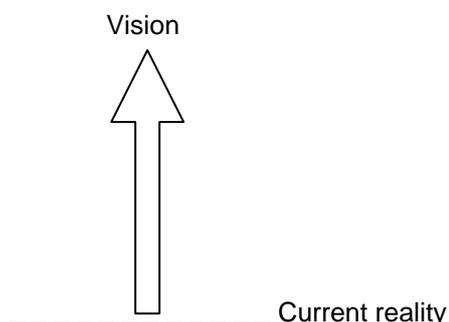


Presentation of the concept:

The workshop starts with a presentation by the organizer of the topic to be covered: Developing a personal vision. He clarifies the concept of vision: Our vision is our future - what we want to be, and the direction in which we want to go.

The organizer then uses the following drawing to illustrate how creative tension is necessary if we are to act in order to turn vision into reality.

Then the organizer makes on board this diagram:

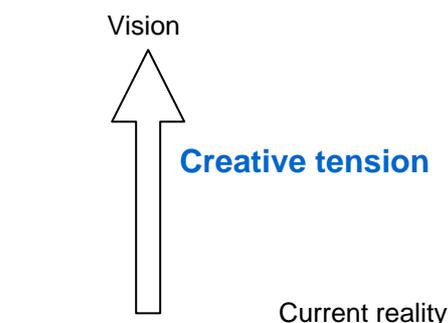


The organizer explains the diagram: here (- - -), we are in current reality and at the top, we find our vision, the direction that we want to follow.

Then the organizer takes the elastic tissue and stretches it above the arrow to the point of vision.



This effort represents the “creative tension”; that is what stimulates or influence the action, what permit to realize the vision.



However, it is important to stress that a rubber band stretched too tight may break. The vision should be realistic and achievable, not a utopian dream likely to lead to demotivation and lack of action.

This exercise should be illustrated by the elastic: the left hand holds the elastic at the base of the arrow and the other hand stretches it to the point of the vision. Then the right hand suddenly lets go of the elastic to show the failure.

One participant wanted to underline the need “for dreaming” and that “all is possible/realizable”. He also noted the value of having several visions. If one encounters obstacles in one direction, it is useful to have somewhere else to turn.

However, using the rubber band and the PowerPoint presentation, the organizer should be able to refute such ideas and explain the need for a strong vision and one clear direction. The destination must be borne in mind even if, sometimes, circumstances make it impossible to follow the preplanned route.

Cília Martins, psychologist, EPC Castelo Branco

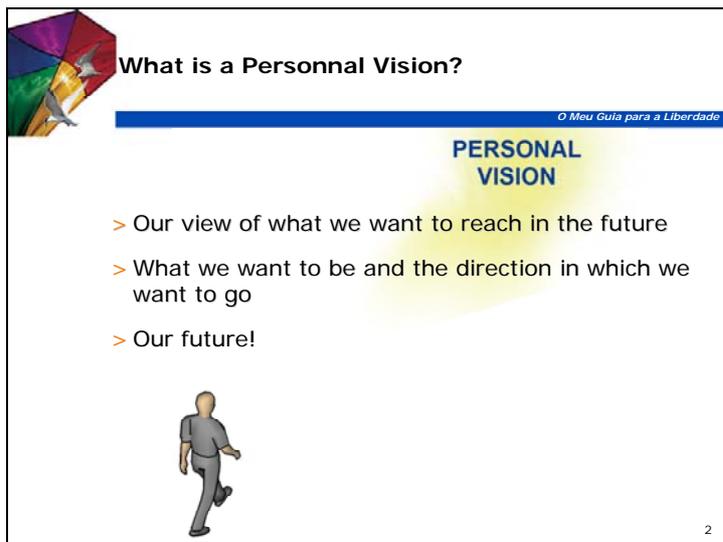
On the other hand, it is important to point out that the vision should not be too weak. If its realization does not require effort and it is easy to reach, it is not a challenge and provides no motivation to act (this can be illustrated by holding the rubber band at the base of the arrow with the left hand, and in the middle with the right hand, without stretching; let go with the right hand and the band falls slowly and gently, not reaching the vision).

Thus, it is important for the organizer to emphasize the link between having a strong vision and being successful, as has been proven by many companies (General Motors, for example), various countries (such as Ireland) and even in private life (for example, Figo). A company with no vision runs the risk of aimless wandering and a weak product. Having a vision helps identify the best way forward, define strategic priorities, make the most of available resources by avoiding unnecessary expenditure, and reach goals more easily.



Studies have also shown that young people with a clear and precise vision of the future are more successful educationally and at the professional level.

The organizer returns to the PowerPoint presentation to reinforce this message with the following slides:



What is a Personal Vision?

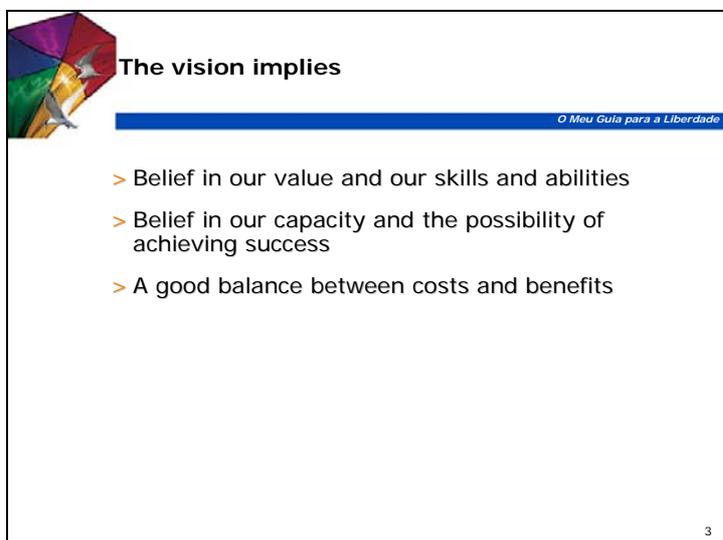
O Meu Guia para a Liberdade

PERSONAL VISION

- > Our view of what we want to reach in the future
- > What we want to be and the direction in which we want to go
- > Our future!



2



The vision implies

O Meu Guia para a Liberdade

- > Belief in our value and our skills and abilities
- > Belief in our capacity and the possibility of achieving success
- > A good balance between costs and benefits

3

Developing a personal vision implies:

- believing in our capacity to reach our goals, i.e. in having the skills and abilities to achieve success
- not employing avoidance strategies to avert confrontation
- perceiving that the relation between the costs and the benefit is balanced; if the perceived cost exceeds the benefit, the vision may become demotivating.



Why do we need a Personal Vision?

O Meu Guia para a Liberdade

- > To become aware of the opportunity to change our future
- > To see how to follow a path without deviating
- > To make our dream a reality
- > To become motivated to progress
- > To improve our self-esteem and self-confidence
- > To create goals for life
- > Because motivation is power

4



A good vision should be

O Meu Guia para a Liberdade

- > Clear (the key to success)
- > Precise and easy to understand
- > Easy to memorize
- > Possible and realizable
- > Inspiring and challenging - some will call it unrealistic
- > Positive

5



How do we formulate the Vision?

O Meu Guia para a Liberdade

- > Write in the present tense, not the future

Examples:

- "I do not take drugs and I have completed compulsory education"
- "I am carpenter, I have a job and a family"

6

Meeting 1 concludes with activity 1. The organizer may suggest a break at this time. If the participants are too tired for activity 1 or not well enough prepared, it can be deferred to the beginning of meeting 2.



Activity 1

Participants write down their personal vision on the basis of what they have just learned. It is a moment of individual reflection when they may return to their chairs or find somewhere more comfortable in the room. The idea is that they should concentrate in as private a setting as possible. They may even be able to leave the room (security permitting).

The organizer may choose to play peaceful music at this time, but must be aware of the risk of distracting participants with poor ability to concentrate.

The result of this activity is used in meeting 5, when the prisoners confirm or reformulate what they have written about their personal vision.

Ireland is a good example of this paradigm: the Irish economy has performed brilliantly on the basis of a strategy developed from a vision - it has moved from poverty in the 1930s to one of the strongest countries in Europe today.

Workshop: Achieving the Vision, Taking Action

Objective: Making a plan to achieve the vision

Expected outcome: At the end of the workshop, the prisoners should be able to present the plans they have made

Number of participants: 8 to 12 prisoners

Duration: The workshop comprises three 90-minute meetings

Meeting 1 - Concept “Taking Action”

Meeting 2 - From Vision to Action

Meeting 3 - Organization of Action

Room (arrangement): Tables and chairs are arranged in a “U” shape, leaving space for role-plays (group dynamics).

Materials: PowerPoint presentation “Achieving the Vision, Taking Action”, tables, paper, message cards, pens, repositionable adhesive pads (Blu-tack), CD player (if participants agree, soft music can be pleasant during periods of individual reflexion).

Meeting 1 - Concept “Taking Action”

At the beginning of the meeting, the first PowerPoint slide “Achieving the Vision, Taking Action” is shown.



Activity 1:

The workshop begins with each participant presenting the personal vision arrived at in the workshop “Building a Personal Vision”.

Presentation of the concept

The organizer announces the objective: to develop a plan to achieve the Vision. As presented in item 1 of PowerPoint slide 2 of PowerPoint, he explains the concept “Taking Action”.

It is truly necessary to take action to achieve the Vision: that implies a strong commitment and the need for compromise. If we do not act (without action), the Vision remains a simple dream that is never realized.

In addition, skills and abilities can be developed only by action: by acting we gain experience that enables us to evaluate situations and learn from them, providing a foundation for decision-making - “No-one can learn for someone else”.

The organizer then proposes to the participant that he share with the group his feelings during the exercise, focusing on the inhibitors of action. The organizer suggests a brief discussion about the inhibitors and a period of reflexion on their impact on action.



Suggested topics for discussion

O Meu Guia para a Liberdade

- 1. Vision without Action becomes a dream**
- 2. Action without Vision is a waste of time**

2

Activity 3:

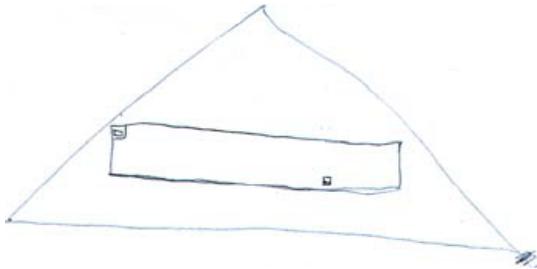
The organizer gives each participant a piece of white paper and a pen. He then asks them to make a drawing by following exactly the instructions he gives. It is important that participants concentrate on their own drawings and pay no attention to what the others are doing.

The instructions are:

1. start by drawing a line from left to right
2. at each end, draw another line going upwards
3. join the two lines you have just drawn together
4. draw two small squares inside the box you have made
5. draw a small upright rectangle inside
6. draw a triangle on top of your figure

The drawings are then stuck on the wall with adhesive pads, and each participant is asked to interpret what he has done. The drawings, and their interpretations, will all be different.

Presentation of a result obtained starting from the instructions given:



The organizer gives another piece of paper to the participants and says to them: “Now draw a house according to my instructions”. He then gives exactly the same instructions as before:

1. start by drawing a line from left to right
2. at each end, draw another line going upwards
3. join the two lines you have just drawn together
4. draw two small squares inside the box you have made
5. draw a small upright rectangle inside
6. draw a triangle on top of your figure

The new drawings are then stuck on the wall above the earlier set.
The second set of drawings will be very similar.

Presentation of a result obtained by following the instructions given:



The organizer leads the group in discussing the results of this exercise, and reflecting on what happened.

The question to be addressed is: “Why did we arrive at such different results by following identical instructions?” The action was the same, but the results were very different. This shows that action in itself is not enough, and that it is necessary to focus one's efforts on predetermined goals.

The group should understand that the results of an action with a preset objective (vision) are very different from those of an action without an objective.

At the end, the organizer gives participants two cards bearing the following messages: “Action without vision is a waste of time”; and “Vision with action can change your world” and uses the drawings as illustration.

He concludes that a clear vision can make a major contribution to the effects of our actions, by concentrating available resources and energy on a single goal.

Item 3 of slide 2 is presented to the group:



Suggested topics for discussion

- 1. Vision without Action becomes a dream**
- 2. Action without Vision is a waste of time**
- 3. Vision with Action changes our world**

2

APPENDIX 3

1. Mon Guide pour la Liberté

Flora training –Toulouse-Seysse Prison, France

2. O Meu Guia para a Liberdade

Penitentiary Administration, Portugal

3. My Guide to Liberty

Givenich Penitentiary Centre



European
Social Fund

Version of
15/11/2008

« My Guide to Liberty »

Givenich Penitentiary Centre

You

Your case manager

**EQUAL
RESET**

« My Guide to Liberty »

2

**Your stay
at CPG**

Organisation of daily life

Introduction

This document tells you about how everyday life is organised at Givenich Penitentiary Centre (CPG). We present answers to some of the most common questions people have when they arrive, but you should not hesitate to ask a member of staff if you need additional information.

Contents

1. How do I find my way around?
2. Who do I need to know about?
3. What happens on a typical day?
4. What are the living arrangements?
5. How are meals and orders organised?
6. What about money?
7. What are the arrangements for work at CPG?
8. What leisure activities are available?
9. Who can I talk to about health issues?
10. What other services are available?
11. How is information shared within CPG?
12. How can I communicate with people outside?

You will find these icons here and there. They refer to:



Important information



Supplementary information



Advice

How do I find my way around?



What are the living arrangements?

4

4.1. Where will I live?

You will live in a single room in building N or O (see : ①). An inventory will be taken when you arrive and when you leave to make sure you have everything you need (see the form attached).

Alternatively, you may live in a house comprising six bedrooms, a living room, a kitchen, a wash-house, and a bathroom. If you are interested, send a message to your section head (see the form attached).



In an emergency, you can contact the central guardroom via the intercom in your room.

4.2. How can I make my room more personal?

With the permission of your section head (requests should be made in writing) you are allowed certain electrical appliances (see the list attached) and up to six plants. You can use magnets to hang posters and photographs on the metal bars on the walls of your room. Magnets are available from the central guardroom.



Ask your section head if you have any other queries about arranging your room.

4.3. When can I take a shower?

The communal showers are open outside working hours.

4.4. Where can I do my laundry?

You can wash your linen and personal work clothes in the washing machines in your section. Other working clothes, bedding, towels and cloths provided by CPG can be exchanged at the wash-house at 21.00 every day, except Sundays and public holidays.

Code of conduct

Preamble

This Code of Conduct represents the general conditions under which the CPG operates. It conforms to the following documents, (both of which are available from the library):

- The Recommendation of the Committee of the Ministers to the Member States on the "European Prison Rules" of 2006.
- The Grand-Ducal ruling of March 24, 1989, concerning administration and regimes in penal establishments, as modified by the Grand-Ducal ruling of March 18, 1995.

Contents

This document covers five main topics:

- General rules
- Sanctions
- Disciplinary procedures
- Recourse in matters of discipline
- Rewards

When direct reference is made to the Grand-Ducal ruling of March 24, 1989, the number of the article concerned is given, for example, *art. 184*.

If you have questions concerning the Code of Conduct, do not hesitate to ask a member of the CPG staff or your case-manager for help.

General rules

1

Relations with others

You must obey instructions from CPG staff and, follow the normal rules of courtesy and propriety when dealing with any other person.

Your behaviour should not disturb order or upset your fellow prisoners. For example, you may not turn the sound up too high on your television, radio, hi-fi, etc.

You are forbidden to intervene in the business of fellow prisoners and to exert any form of violence in connection with it. You may not give, exchange or sell an object to a fellow-prisoner (other than when authorized to do so by a member of the CPG Management). *Art. 184- 186, 193 - 194.*

Your Rights and Duties

Preamble

Your rights and freedoms in prison

Being in prison does not mean you have no rights and freedoms. Unless deprived of them by a court order, you benefit from the same rights and freedoms as any other citizen of the Grand Duchy of Luxembourg (CDL). You even have certain additional rights specifically related to your stay in prison.

Your rights and freedoms while in Givenich Penitentiary Centre (CPG)

The Grand Duchy of Luxembourg, like other European countries, signed the Recommendation of the Committee of the Ministers to the Member States on the "European Prison Rules" of 2006. This recommendation describes the standards to be respected when imposing a custodial sentence and taking responsibility for prisoners. It does not have the status of a law, but is a major influence on the organisation and operation of European prisons, emphasising that: «All persons deprived of their liberty shall be treated with respect for their human rights».

All documents with a bearing on your rights and freedoms are available from the library. They include:

- The Universal Declaration of Human rights
- The Recommendation of the Committee of the Ministers to the Member States on the "European Prison Rules" of 2006
- The Grand-Ducal ruling of March 24, 1989 concerning administration and regimes in penal establishments, as modified by the Grand-Ducal ruling of March 18, 1995.

Content of this document

We will explain to you the rights and freedoms that we consider important while you are in the CPG. We have simplified some of the legal language in order to make it easier for the general reader to understand. When the rights and freedoms refer to the Grand-Ducal ruling of March 24, 1989, the number of the article concerned is given (for example, *art. 178*).

The document is organised into three chapters:

- Fundamental principles
- Your specific rights
- What to do if you think that your rights and freedoms are not being respected

If you have questions concerning your rights, do not hesitate to ask for advice from your case-manager or probation officer.

Fundamental principles

Right to equal treatment

How a person is treated should not be affected by prejudice relating to his or her race, colour, sex, language, religion, political (or any other) opinion, national or social origin, financial status, circumstances at birth, or any other factor beyond his or her control *Art. 178.*

Right to respect

Personnel employed by the prison authorities may not communicate with you using familiar or coarse language, nor may they insult you. *Art. 52.*

The religious beliefs and the moral precepts of the group to which you belong are to be respected. *Art. 178.*

Right to health

Prisoners have the right to healthy living conditions (food, bed, clothing, medical care, social services, physical activity). *Art. 251, 252, 258, 259, 262, 273.*

Right to safety

Acts of violence toward prisoners are forbidden. *Art. 52-179.*

Only the constraint directly and specifically necessary to maintain law and order is authorised. Instruments of constraint such as shackles and strait jackets should never be applied as a sanction. They can be used only under clearly defined circumstances, and their application must be limited to the time strictly necessary to overcome the resistance of the prisoner. *Art. 180.*

Right to confidentiality

Members of the prison authority staff may not transmit information about prisoners to people outside CPG without authorisation from the Director. *Art. 52.*

You can get information about the rights and freedoms related to your personal circumstances from:

1. Your case-manager or probation officer

You can ask for advice from your case-manager or probation officer. Although they are not lawyers, they have the expertise and qualifications to either answer your questions or direct you to someone who can.

2. The library

The CPG library contains copies of all the documents relating to your rights and freedoms. Those of specific interest are:

- European Prison Rules
- The Grand-Ducal ruling of March 24, 1989 concerning administration and regimes in penal establishments, as modified by the Grand-Ducal ruling of March 18, 1995.
- The penal code and the criminal instruction code.

3. Your lawyer

You can make an appointment to ask your lawyer for information about your rights and freedoms. If you do not have the financial means to do that, a lawyer can be provided to you free by the State. All you have to do is to complete a "Legal Aid" form and send it to the barristers president at Luxembourg LP 361 L-2013 Luxembourg. If you have difficulties filling in the form, ask your case-manager for help.

4. The state legal information service

What to do if you think that your rights and freedoms are not being respected?

1. Try to remain calm. You are not alone in facing your problem - solutions exist!
2. Speak to a member of CPG staff or your probation officer.
3. Write to the Director if the issue remains unresolved.
 4. Write to the Delegate.
 5. Write to the Mediator.

You can ask your lawyer to express your complaints or make requests.

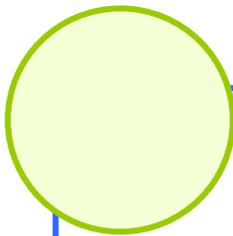
« My Guide to Liberty »

3

Monitoring Process

3.1

Personalized monitoring



Exercises
Empowerment
Case Management

My strategies to carry out my projects after my release

What are my resources and my competences to carry out my projects?

1

2

3

4

5

What obstacles or difficulties could I have to overcome?

1

2

3

4

5

What can I do to overcome these problems...

1

2

3

4

5

What I would like to do

Think of your future. Describe at this page your future projects.

In 1 year

1 _____

2 _____

3 _____

In 3 years

1 _____

2 _____

3 _____

In 5 years

1 _____

2 _____

3 _____

In 10 years

1 _____

2 _____

3 _____

My protective factors and my risk factors for relapse

I will not commit any other offence because ...

I am afraid of committing another offence because ...

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____

5. _____

5. _____

My safety plan in critical situation after my release

In case of problems, I...

1 _____

2 _____

3 _____

4 _____

5 _____

MY
GUIDE
TO
LIBERTY

To whom I can adress myself for aide after my release?

Housing

Financial matters

Administrative documents and personal documents

Work

Family

Personal problems

Others

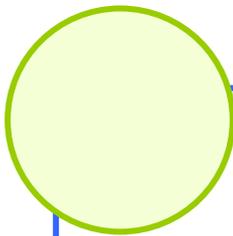
My drug use

Note the advantages and disadvantages of your drug use in the table

	Advantages	Disadvantages
Short term	1. _____ _____ _____ 2. _____ _____ _____ 3. _____ _____ _____	1. _____ _____ _____ 2. _____ _____ _____ 3. _____ _____ _____
Long term	1. _____ _____ _____ 2. _____ _____ _____ 3. _____ _____ _____	1. _____ _____ _____ 2. _____ _____ _____ 3. _____ _____ _____

3.2

Programs



Exercises
Work & Employability
Program

Advantages and disadvantages of working

Disadvantages of working

1. _____

2. _____

3. _____

4. _____

5. _____

Advantages of working

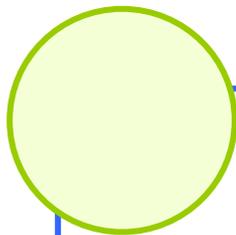
1. _____

2. _____

3. _____

4. _____

5. _____



Exercises
Life skills
Program

A typical day in my life before prison

Morning...

Afternoon...

Evening...

Night...
