PREVENTION OF REOFFENDING: A TRAINING TOOLKIT FOR LOCAL STAKEHOLDERS
Prevention of reoffending: A training toolkit for local stakeholders

This training toolkit has been produced by the European Forum for Urban Security (Efus) and the partners of the FALPREV project, which received funding from the European Commission, Lifelong Learning Programme, GRUNDTVIG training and education for adults sub-programme. The main authors are Nils Pagels, researcher at Zoom e.V, Göttingen, Germany, and Mark Burton-Page, project manager at Efus, France.

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10, rue des Montiboefs, 75020, Paris, France

Tel.: + 33 (0) 1 40 64 49 00
Fax.: + 33 (0) 1 40 64 49 10

contact@efus.eu

www.efus.eu
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Special thanks to: Urte Böhm for brilliantly starting us off on this toolkit and Nathalie Bourgeois for her important rewriting and revision.

NOTE TO READERS:
This training toolkit has been conceived to be read together with the E-learning platform.
www.efus.eu/stop-reoffending_module

There you will find complementary resources to this toolkit: training material, examples and practices from various local backgrounds, that can help you create your own training sessions.
Foreword / A local policy to prevent reoffending

For the past 25 years, member cities of the European Forum for Urban Security have been committed to building holistic and inclusive security policies, addressing all levels of prevention. As such, rehabilitation of offenders and prevention of re-offending is an integral aspect of a local security policy: while state-run criminal justice systems mainly lead the decision and implementation of sanctions, cities have an important role to play in providing community-based alternatives and support, and in striving to address in a balanced manner the needs of the individual and the community, of the victim as well as of the offender.

Guiding principles on this topic were recently reaffirmed by the European Forum through a resolution of its Executive Committee. Among them, it was stated that “The role of cities must be acknowledged as an essential part of the search for alternative solutions to imprisonment and of the reinsertion of former prisoners, in coordination with Justice and penal institutions. In order to be successful, the process of reinsertion must start the moment an offender is arrested, and be carried on during and after imprisonment.”

Translating this principle into a reality on the ground requires the development of specific partnerships. There are important gaps to bridge between the prison and the city, and answers can only be found in a comprehensive approach, involving a wide range of stakeholders. With often reduced teams and budgets, local stakeholders active in the process of reintegration and rehabilitation tend to fall back on their core functions, and cooperation must surpass the obstacles not only of lack of resources but also of mutual understanding between stakeholders from very different systems and organisational backgrounds.

True to Efus’ mission of supporting local action, notably through the development of tools and methodologies, the local authorities and experts mobilised within the FALPREV project have developed a methodology specifically addressed to the prevention of reoffending, the results of which are presented in this publication and in the corresponding web platform. Developing training sessions for local stakeholders becomes a tool for partnership working, a tool for better service delivery, a tool to prevent reoffending. Indeed, putting together specialised training sessions on prevention of reoffending will increase the cross-cutting knowledge of local partners and strengthen formal and non formal cooperation mechanisms.

We hope this publication as well as the web-based platform it accompanies will be of use to you and look forward to receiving your feedback, in order to continue our common work on the prevention of reoffending at a local level.

Elizabeth Johnston
Executive Director
Efus

1. Resolution adopted by the European Forum for Urban Security’s Executive Committee, at its meeting in Nantes (France) on October 13 and 14, 2011.
Introduction

Bridging the gap between prison and the outside world

The idea of this training toolkit stems from the needs expressed throughout Europe by actors involved in the prevention of reoffending, especially those who are faced with the difficult challenge of helping ex-prisoners reintegrate their community and society. Indeed, the transition process between living in prison and living outside raises many challenges. Upon being released, ex-prisoners face problems that affect their ability to become citizens respectful of the law, such as finding a job, a house, establishing a network of social relations, and having access to health care.

The high reoffending rates in Europe have a significant cost for society. One of the main missions of the criminal justice system is to reduce the risk of reoffending, and hence this cost. But local stakeholders, and at first local authorities working in the field of security, are also concerned. It is crucial that local services of national institutions, local administrations and civil society service providers work in a concerted and transversal manner in order to guarantee the best possible reintegration for ex-prisoners. Local elected representatives who have the mission to preserve social cohesion and peace in the community can create and support innovative initiatives aimed at reducing reoffending. What are these strategies? How can they be implemented and evaluated?

Finding innovative strategies for the prevention of reoffending

These questions have led the European Forum for Urban Security (Efus) to set up, from 2007 to 2009, a working group composed of five European cities - Brasov (Romania), Göttingen (Germany), Le Havre (France), Opava (Czech Republic), and Valencia (Spain) - as well as the Institute for Research and Training from Turin (Italy). Together, they worked on the SIPREV project that received financial support from the European Commission, the aim of which was to gather, implement and evaluate “innovative strategies for the prevention of reoffending”. The areas where this project identified interesting practices are those that have a greater impact on the lives of former inmates.

You can learn more about these strategies on the E-learning platform.

The journey towards reintegration does not start the day a prisoner is released but rather on the day he is detained. A coordinated reoffending prevention scheme must take into account the individual needs of prisoners, and encompass housing and employment, vocational training, access to health care - in particular if there are drug issues - family and social relationships, and other important factors like the management of personal finances. All these actions can either be implemented individually, and tailored to the needs and specificities of the local area concerned, or included in an integrated, comprehensive approach. While they certainly need significant human and financial resources, they also show the most promising results in terms of prevention of reoffending.

Such an approach that takes into account the various needs of former prisoners requires that local stakeholders work in a concerted manner, within a local partnership. But to set up such a partnership, and to make it work effectively in a sustainable manner, are challenges that depend upon a common understanding of the problem, and a common commitment to tackle it. It is also important to know who works in the different areas concerned, and to grasp the logic and organisational culture under which the partners are working.

Training local stakeholders in the prevention of reoffending

This is why Efus set up a second project (2010-2012), gathering almost the same partners - except for the city of Opava, which was replaced by a local Social Housing agency in Northern Ireland, the NIHE, located in Belfast - and entitled FALPREV (under its French acronym) which stands for “Training local stakeholders in the prevention of reoffending”. Twenty four training sessions were organised according to the partners’ local context and needs, and tested.

This training toolkit was created on the basis of the experience gathered during these training sessions in Belfast, Brasov, Göttingen, Le Havre, Turin, and Valencia. The purpose of such a training toolkit is not to recommend only one type of training. This would be unadapted given the fact that there are many differences in local realities.

- For instance, some local areas have already established prevention of reoffending partnerships, and actors there are quite able to face the challenges of daily network life. This is not the case in other areas where a partnership still needs to be built.

− In some cities, the cooperation between the local authority, the judicial system, prison and NGOs is well established, whereas in others, it still needs to be strengthened.

− In some places, there are good prerequisites for providing recently released prisoners with access to housing but poor access to employment. In others, it is the other way round. And in some, there are no initiatives about the process of reintegration into society.

− Situations also vary greatly in the type of schemes put in place to provide individual guidance after release: in some cities, guidance is provided in prison, and continues smoothly after release, when in others, such a scheme has not yet been implemented.

In any case, a local partnership has to be led by an organisation that will be able to unite the various stakeholders. In our project, this was the case of three cities (Le Havre, Brasov council, and the municipality of Göttingen), as well as two local institutions (Valencia Local Police and Northern Ireland Housing Executive), and one Research and training institute (SRF in Turin). For different reasons that are linked to local contexts, these organisations were the best placed at the time to create, strengthen, and develop local partnerships dedicated to the prevention of reoffending, as well as to deliver training sessions.

**Building a training programme in five steps - The ADDIE model**

In the next chapters, we will review the different phases of planning and realisation of training sessions. This training toolkit is structured around a very simple but effective model of system development called ADDIE, which is an acronym for Assessment, Design, Development, Implementation and Evaluation.

The ADDIE model can easily be applied in the conception of training courses in the field of the prevention of reoffending via local partnerships. Indeed, its five phases can be used to plan, implement, and evaluate training courses. These phases are “sequential but also iterative”

This means that one should start with the first phase, and then proceed with the following phases, but also stop along the way to take into account whatever new information may be relevant for a previous phase. In that case, it is recommended to go back to the previous phase. This means that when you are planning a training programme that includes several sessions, it is important to take the time to assess if the goals that were defined previously are still valid, or if it is necessary to change your assumptions. We will give more detailed information in the following chapters on how to use this method.

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3. see Molenda, 2003.
The main questions of the assessment phase are:

- Who are the potential beneficiaries of the training?
- What do they need to know in order to better accomplish their daily work?

In our specific field - the prevention of reoffending - another question must be asked before planning your training programme:

- What is the situation of your local partnership?

It is indeed necessary to answer this question so as to specify your target audience, and set the objectives of your training. You may want to ask yourself:

- Does your local authority already have a partnership working on the issues of prevention of reoffending?
- Does it include all the partners who should participate, according to you?
- Do they share the same position on what needs to be tackled in priority or improved?
- Are they committed to contribute to a common approach of prevention?

This assessment can be included in your local Safety Audit scheme, and you can find interesting guidelines on how to audit the specific topic of “Offenders and their reintegration” in Guidance on Local Safety Audits – A compendium of International Practice. You can also find advice on how to create a local partnership in the report Innovative Strategies for the Prevention of Reoffending.

Some of the partner cities of the FALPREV project did not have an existing partnership (in the sense described above), and thus had to first establish one. Others tried to introduce new approaches in existing partnerships, and others again had to train specific target groups. Here are some examples of two partners’ needs assessment that illustrate this point.

### Belfast

Over the last decades, organisations like NIACRO (the Northern Ireland Association for the Care and Resettlement of Offenders) had had experience working with ex-prisoners and identifying suitable programmes to meet individual needs, but prior to the FALPREV project, there was no broad partnership in Belfast on this subject. The first phase of the project enabled the creation of a RIO (Re-Integration of Offenders) partnership with representatives of all relevant stakeholders, including the Prison system and a wide range of community and voluntary groups that had not previously been included in formal exchanges. Based on local experiences, the Belfast team concluded that there was a need for a common commitment to a case management approach that would be the core focus of the RIO scheme.

To do so, it seemed necessary to give all members of the RIO partnership more in depth understanding of how the different partners involved were working. An assessment of the collective needs was made, based on the understanding and experiences of the service providers. A training programme was then created, the objectives of which were:

- To give each partner a better understanding of other partners’ roles and responsibilities in supporting reintegration, including representatives from each sector, such as Criminal Justice, Statutory, Voluntary and Community service.

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To break down barriers (mainly communication gaps) between criminal justice agencies and service providers, so as to improve their performance. In particular, magistrates of the Judicial system were involved in the training sessions in order to give partners a better knowledge of this institution, and to foster dialogue.

− To organise visits of the Belfast Hydebank prison for Young people for the target group (this had never been done before), and other institutions like the Police Service of Northern Ireland, and the Probation Board of Northern Ireland.

You can get more information in the RIO scheme and the Belfast experience on the E-learning platform: module 2 “Working with specific actors”.

The City of Brasov started to build a local partnership on the prevention of reoffending during the SIPREV (“Innovative strategies for the prevention of reoffending”) project in 2008, with the overall objective of improving the quality of the reception of prisoners, their integration into prison life, and the living conditions in prison. The objective was also to improve relations between prisoners and the network of services and other actors. All of these measures were meant to combat reoffending, and prepare prisoners for their release.

Three specific objectives were set for the period 2010 – 2011:

− Enlarge the partnership to the probation service.

− Develop and strengthen the partnership culture in Brasov.

− Find ways to better help recently released prisoners to reintegrate into society, particularly in the following areas: motivate them, strengthen their sense of accountability, and give them support in specific situations such as getting an ID, looking for housing, getting professional qualification and skills, and finding a job.

Based on these objectives, the city of Brasov assessed the training needs of its partnership, and concluded that future trainees would need information on how similar partnerships, already working successfully elsewhere in Europe, tackled these objectives. The assessment also showed that partners needed to share knowledge and understanding of what was being done in Brasov, and reflect together on what further steps and ideas could be envisaged.

The assessment also led to the idea of establishing social enterprises in the prison, so as to give work to inmates, and hence increase their employability after release.

Another finding of the assessment was the need to learn about evaluation methods in other areas, in order to better analyse practices led in Brasov, and to use the evaluation to demonstrate the value of cooperation.

You can get more information in the Brasov experience on the E-learning platform: module 1 “Building partnerships”.

If you are in a similar situation, such practices can provide an answer to the main question of the first “assessment-phase” of the ADDIE model. In order to create a partnership (as in Belfast), or to strengthen it (as in Brasov), and to work more efficiently, you need to precisely define the targeted audience of your training, and evaluate what your trainees will need in order to work better and more efficiently.

The assessment should be done as precisely as possible. Otherwise, the design and implementation of the training programmes may not match the needs and situation of local partners, and thus may not be as successful as expected.

There are several ways in which you can carry out the assessment, depending on the specific situation of your city. You may organise meetings with all the partners (like in the first phase of the Belfast RIO working group), or conduct interviews with all the relevant actors about their needs. In the FALPREV project, most partners used a questionnaire that included items about the situation in the local prison, the services available to inmates, and the activities already in place to prepare release from prison.

You can find this questionnaire on the E-learning platform.
Once you have determined your target audience, assessed its needs, and defined the objectives of the training programme, the next phase consists in designing the training.

**→ What form will you give to your training programme?**

This is the structuring question of the second phase. Some general decisions have to be taken before planning the detailed programme. For instance, you have to decide if the training sessions will be imparted in one go or through modules in several sessions, and how long an average module should last.

You need to take into account two factors:

- The needs of your target groups (that you have previously determined),

- The objectives you have defined.

The amount of time necessary depends on the objectives of the training. For instance, if your objective is to establish a new partnership, in which case you may want to present various models of partnerships and approaches, you will need more time than if your objective is to review information about the different partnership members and their work. You also need quite some time if your objective is to develop new, common approaches in an existing partnership, in which case you may need a series of two day sessions. But if your objective is to give general information about a single theme, you may need only one session that could last from two to four hours.

**Turin**

In Turin, there is a network of various actors working in the prevention of reoffending, and there are also different approaches to give support to former inmates for housing, professional qualifications, finding a job, having access to health care, etc. In spite of this, there was a need in Turin to better understand how other organisations work, in particular how educators working in prison could support outside organisations in their work and vice versa. Furthermore, local actors in Turin were (and still are) confronted with a situation of reduced financial resources, high incarceration rate, and overcrowded prisons.

The SRF (Società da Ricerca e Formazione or Society for Research and Training) called its training programme “Applying triage techniques to social issues”. The objective was to teach participants how to best use limited resources by selecting prisoners eligible for support schemes, either because they are most in need or because they offer the best potential for success after release. The training session focused on increasing the competence of the prison staff so as to enable them, on the basis of their daily experience, and also thanks to external participants, to better negotiate, implement, and test the procedure for the selection of prisoners entitled to benefit from social integration programmes, as well as to better allocate scarce resources.

Resources were allocated in four distinct areas:

- integration into work schemes inside the prison,

- integration into systems providing access to alternative measures,

- support systems at the time of release for people who have not had access to alternative measures,

- integration into an assisted repatriation scheme for illegal immigrants.
When the Italian partners were designing their training programme, they remarked that several participants from different organisations had limited time resources, that there was a need for more information about the different areas of work, and that it was necessary to allow time to discuss and develop new ideas.

They decided to organise a programme composed of eight sessions lasting 4 hours each. The group was split in two, which means that sessions were held twice except for the introductory and conclusion ones, which were held for the entire group.

You can get more information in the Turin experience on the E-learning platform: module 3 “Implementing specific actions”.

The design of the training sessions may be adapted according to the needs of the target group. For instance, you will probably have to plan shorter sessions if your audience is high up in the hierarchy of their institution or administration. Conciseness is particularly important to ensure that top decision-makers are involved in the process. In that case, it might be useful to design a session where, for instance, managers are only involved at the beginning, whereas field actors stay on for the remaining time of the session.

Two series of training sessions were imparted. The first one was aimed solely at police officers, and was devoted to “training police officers to stop reoffending”. Twenty-five participants were invited, mainly high ranking officers (the PLV is a very large institution with many different functions and areas of competence, and with a staff of some 1,700). The second session was geared towards community policemen, and was aimed at training future trainers. Another session entitled “Designing successful programmes for the prevention of reoffending and violence among young people” gathered a larger audience (214 participants). This interdisciplinary session was aimed at all the local actors involved in the prevention of reoffending and was focused on designing successful activities, and on acquiring skills to prevent reoffending.

The duration of the whole training programme was 40 hours: 16 for the police officers, and 24 for the wider audience, divided into four sessions of two days each (with two sessions per target audience). Courses were imparted by specialists in different areas, such as European experts, social workers, criminologists etc. The programme included presentations of the PLV’s community prevention and police mediation programmes. It focused particularly on the programmes of “Work on behalf of the community” (or TBC according to the Spanish acronym, “trabajos en beneficio de la comunidad”). Lastly, an interdisciplinary e-learning course was created for the PLV’s Webpol E-learning platform.²

You can get more information in the Valencia experience on the E-learning platform: module 2 “Working with specific actors”.

Valencia local police (PLV according to the Spanish acronym) designed a training programme with the objective of offering local solutions to global problems, in cooperation with other local actors such as prison authorities, Justice, education and social services. It was decided to focus on ex-prisoners, in particular those whose sentence included community work. Their reintegration was monitored by the social services of the prison, and by officers of the local police. Another work group focused on young people in general, and in particular those who had already committed an offence. The objective was to improve tertiary prevention in order to prevent reoffending including among young people who had not been condemned to jail, such as those who had committed a driving offence, or an act of vandalism or any other minor offence.

² WebPOL is the tool used as e-learning platform by Valencia local police.
Here is a chart showing how FALPREV partners have designed their training according to the needs they previously identified.

<table>
<thead>
<tr>
<th>Partner</th>
<th>Needs</th>
<th>Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belfast</td>
<td>Foster commitment to the RIO case management approach</td>
<td>Four training sessions of half a day to introduce the approach, and to know more about the work of different partners</td>
</tr>
<tr>
<td></td>
<td>Involve specific partners</td>
<td>A final session to summarise experiences, and discuss further steps</td>
</tr>
<tr>
<td></td>
<td>Understand better the role and responsibilities of each partner</td>
<td></td>
</tr>
<tr>
<td>Brasov</td>
<td>Enlarge the partnership, develop and strengthen the partnership “culture” in Brasov</td>
<td>A series of four training sessions of two days each</td>
</tr>
<tr>
<td></td>
<td>Find ways to better help recently released prisoners to reintegrate society, in particular by helping them to improve their professional skills (work inside prison)</td>
<td></td>
</tr>
<tr>
<td>Göttingen</td>
<td>Provide knowledge about different work approaches, and present new work approaches</td>
<td>Four single training sessions of one day with different target groups</td>
</tr>
<tr>
<td></td>
<td>Identify problems in cooperation</td>
<td></td>
</tr>
<tr>
<td>Le Havre</td>
<td>Keep up and strengthen the existing local partnership</td>
<td>A series of four training sessions of two days each</td>
</tr>
<tr>
<td></td>
<td>.Raise awareness within the institutions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Obtain information about approaches developed in other cities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Improve assistance in terms of housing, health care, and professional integration</td>
<td></td>
</tr>
<tr>
<td>Turin</td>
<td>Understand better how organisations inside and outside prison can work together</td>
<td>A series of eight training sessions of four hours, aimed at two groups of trainees. The two groups were joined for the first introductory session, and the last one.</td>
</tr>
<tr>
<td></td>
<td>Improve resource management in a context of reduced funding, high incarceration rate, and overcrowded prisons</td>
<td></td>
</tr>
<tr>
<td>Valencia</td>
<td>Raise awareness among police officers about the efficiency of prevention to avoid reoffending</td>
<td>Two training programmes, based on the needs of two distinct target audiences</td>
</tr>
<tr>
<td></td>
<td>Train police officers with other stakeholders on designing successful activities, and acquiring skills to prevent reoffending</td>
<td>40 hours of training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The programme was divided in four training sessions of two days each, each target audience attending two sessions.</td>
</tr>
</tbody>
</table>
Once decisions have been taken on the objectives and design of the training programme, you may start planning it in detail. In the ADDIE model, the question at this stage is:

**What content and what learning methods are adequate, in order to develop the training programme according to the objectives and design?**

This question leads to other questions:

- **What contents correspond to the goals set in the previous phases?**
- **What teaching methods are best for your target group, and your given objectives?**
  - Will it be a participative method, or more traditional lectures?
  - What material will you need to work given the chosen method?
  - How will you present the content? (power point presentations, on-site visits, print material?)
- **Do you need to invite experts to address certain themes?**
  - If so, do you have access to such experts within your own partnership, or do you have to contact people outside?
  - Is there a budget to pay expert fees?
- **Will you need a facilitator?**

Most probably, participants will come from:

- City or local authority: security and prevention services, social services
- Institutions: judicial and penitentiary systems, Police
- NGOs: active in the areas of health, housing, family relations...
- Evaluation

This is a very diversified audience, with people used to different working and learning methods. It is all the more important to conceive a training programme that will correspond to each participant’s needs and expectations.

The experience of the FALPREV project has shown that it is important to allow all participants to present their own working approach, and to discuss them in group. Indeed, one of the most positive aspects of these sessions is that they allow each participant to understand better the perspective of others. This in turn has a very positive effect on the partnership itself. It is something you should consider for each training session.

If, like Brasov, your objective is to broaden and consolidate an existing partnership, then you first need to convince participants that this is indeed a good idea. You will therefore need enough time to introduce the main idea, and explain what working in partnership means, and what benefits it can bring. In that case, it is very helpful to have external experts who are already working in cities where partnerships have been in place for a long time. They will probably be more convincing than you because they can answer questions with concrete experiences they have dealt with. This may incur some additional costs to your training sessions budget, but it is probably worthwhile.

Once everyone is convinced of the main goal, you will need some time to discuss and develop how this can be done. At this stage, the person who is leading the training must plan all the questions that will have to be definitely answered in order to proceed with the work. (This person may be either from the organisation that has coordinated the training, or an external facilitator). Also, this person will have to propose a method to run the different sessions.

**Le Havre**

As in Brasov, the creation of a local network for the prevention of reoffending in Le Havre had been the objective of a previous project. As Le Havre enrolled
in the FALPREV project, needs were identified within the partnership such as the need to keep networking (establishing a partnership culture), the need to raise awareness within a certain number of institutions, and the need to improve delivery of services related to housing, access to health care, and professional integration. In order to support such a process, four training sessions of two days each were planned.

The first session was devoted to creating a networking environment: the various organisations involved introduced themselves, their work approach, and the difficulties they face. A film was shown, and a lot of time was set aside during the session for discussion among participants.

In the second meeting, an external expert from abroad was invited to present his experience on how to solve problems related to housing, after release from prison. Other experts also intervened during this second session, some from the region of Le Havre, and others working at the national level in France. These discussions allowed to compare the situation in Le Havre with experiences elsewhere, and to discuss means to strengthen the local level.

With a similar structure (external expert, discussing the situation in Le Havre, and looking for new ideas), the third session was focused on the need to acquire a precise knowledge of the prison population in order to improve the delivery of services, particularly those related to health.

The fourth session was also organised around the intervention of external experts and discussions. The objective was to provide trainees with tools to help them better attend the public (defining addictions and their consequence on behaviour, establishing a helpful relation...). The theme of domestic violence was also addressed. Finally, the group defined a draft action plan to deal with the issues that had been discussed throughout the training.

You can get more information in the Le Havre experience on the E-learning platform: module 2 “Working with specific actors”.

If your objective is to deal with a concrete problem such as giving more support to recently released prisoners in their search for housing, you have different options at hand. You may organise a training session on this subject if everybody has agreed that this is an area that needs to be improved, and if participants have suggested ideas for change. Using didactic methods, the group can determine what needs to be changed in priority, and what practical solutions can be found. There is no need for an external expert in that case, as long as one person has the capacity to conduct the session, and guide participants towards a solution of the problem.

Another possible situation arising from the assessment can be that there is no consensus among partners on the need to improve access to housing, even if the local authority is keen to do so. Some partners may not think this is a priority area, or others may not have even contemplated this issue. In that case, another type of training is necessary. First, you can for example introduce the assessment that brought you to the conclusion that “we need to improve access to housing”, then present solutions put in place in other cities, a comparison with the local situation, and a debate leading to a consensus on the first steps that need to be taken to improve access to housing after prison.

If the general objective is capacity building, other options can be chosen such as, for instance, a series of information sessions with or without external experts, complemented with practical sessions to test methods or approaches that you would like to put in place in your local partnership.

Apart from the content of the training, and the methodological questions in the development phase, basic practical aspects such as schedule, venue, facilities, and equipments should not be underestimated because they have important consequences on the quality of the sessions.

Setting a date

Some of the cities partner of the FALPREV project took about four months to set a date for the training sessions, as participants had to be contacted individually in order to find a date fitting everyone’s agenda. Indeed, it is best to name an experienced coordinator in charge of schedule arrangements so as to make sure everybody will attend.

If you are not able to find a convenient date for all participants, you may want to include a training session in an existing meeting, regularly attended by your target group.

Göttingen

In Göttingen, the people responsible for the training programme decided to realise four different sessions of one day each.

The second session took place on the annual Day of Juvenile Justice in the state of Lower Saxony, which is devoted to exchanges among youth legal protection services in the region. The session was focused on the analysis of the level of cooperation between youth legal protection services and NGOs, particularly regarding the case of young people who are sentenced
to community work rather than detention. The aim was also to discuss a new model of individual coaching for young people who have been detained, and are recently released. The main focus was to answer the question: “Whose turn is it to intervene?”. The question seems easy enough, but the answer is difficult because there are many stages in the path of a young offender from inside the prison to the outside. The question led participants to discuss how they could better work in partnership.

You can get more information in the Gottingen experience on the E-learning platform: module 3 “Implementing specific actions”.

Training facilities

It is important to keep in mind that the success of a training session also depends on the atmosphere one is able to create. People are more willing to be open and to participate if “soft” factors are taken into account, such as the quality of the venue, the number of breaks, and the catering.
Implementation means that all the plans developed during the first three phases are now put into practice. One important element to keep in mind, though, is that things seldom happen exactly as planned. A certain degree of flexibility is thus required from the staff imparting the training, such as speakers and facilitators, to make sure the overall objectives are reached. The best way to illustrate this phase is to look at some examples of training sessions realised by FALPREV partners, such as Belfast (Northern Ireland), and Turin (Italy). You can also find some other examples on the web-platform.

**Belfast**

<table>
<thead>
<tr>
<th>Needs</th>
<th>Design</th>
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<tbody>
<tr>
<td>Foster commitment to the RIO case management approach</td>
<td>Four training sessions of half a day to introduce the approach and to know more about the work of different partners</td>
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<tr>
<td>Involve specific partners</td>
<td>A final session to summarise the experiences, and discuss further steps</td>
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<tr>
<td>Understanding better the role and responsibility of each partner</td>
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At the time of the implementation of the training in Belfast, the network coordinated by NIACRO (the Northern Ireland Association for Care and Resettlement of Offenders) was in the process of establishing the RIO project (Reintegration of Offenders), which aims to prevent reoffending amongst repeat young offenders who are released from prison without statutory support. The focus of RIO is to maximise the resources existing in prison and in the community, and to increase and improve cooperation so that these services offer a more integrated, holistic support to individuals. The Belfast network includes 29 partners.

Five training sessions were designed and implemented: four were focused on a detailed presentation of the RIO approach, as well as on exchanges among participants about their work. The last one allowed to summarise experiences, and discuss further steps.

**In the first session**, the RIO approach, its rationale and its aims were presented. The objective of this session was to encourage participants to commit to this approach. Therefore, partners were informed of what contribution each of them could make to the RIO project.

**In the second session**, four speakers intervened to explain different areas of work. A district judge presented the judicial system, explaining how different courts are in charge of dealing with different types of offences, the legal jurisdiction they have, and the main issues faced by most offenders. The Area Manager of the Northern Ireland Probation Board explained the role of the Board, and how and when probation can be used efficiently. Among other things, he presented the pre-sentence report, which is prepared to assist the Court after a finding or plea of guilty. An officer of the Youth Diversion Scheme presented this system set up in Northern Ireland to discourage young people from getting involved in crime in the first place. She talked about the numerous problems young people face today, and the lack of opportunity they suffer from. The fourth speaker presented the National Appropriate Adult scheme existing in the United Kingdom, whereby trained staff and volunteers accompany young people aged 17 or under, or mentally vulnerable adults, when they are detained to explain the meaning of legal terms, offer counsel, contact relatives, and ensure they are receiving the care they are entitled to.

**The third training session** consisted in a guided visit in a prison, which included a presentation on site of the various services offered to inmates, such as social responsibility programmes, and support for resettlement after release.

**The fourth training session** was held in NIACRO, and was also attended by 13 members of Community, Voluntary and Statutory organisations. Participants watched a film presenting the community work led by NIACRO with children, young people, prisoners, their families, and offenders. All the organisations attending the session also presented their work, and all presentations were discussed by the group.
The fifth training session was devoted to the RIO project: what had been achieved so far, common issues and findings from the work with the client group, and objectives for the near future.

The main purpose of the training was to allow members of the local partnership to better know each other, their work, their obligations and limitations, and what motivates their action.

Indeed, the project coordinator commented that one of the main benefits of the training was that it had brought partners closer together, thus fostering a closer cooperation among the various organisations involved in the project.

Turin

The training in Turin was designed with the aim of rationalising expenditure, and improve the efficiency of the actions implemented locally in a context of greater uncertainty due to the severe economic crisis, and the sharp increase of the prison population.

The objectives and design of the training sessions (see above, chapter III) were:

The training programme was entitled “Applying triage techniques to social issues”. The objective was to teach participants how to best use limited resources by selecting prisoners eligible for the support scheme, either because they are most in need or because they offer the best potential for success after release.

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<td>Understanding better how organisations inside and outside prison can work together.</td>
<td>A series of eight training sessions of four hours, aimed at two groups of trainees. The two groups were joined for the first introductory session, and the last one (conclusion, in session nº8).</td>
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<td>Improve resources management in a context of reduced funding, high incarceration rate, and overcrowded prisons.</td>
<td>A total of 40 people took part in the training sessions, in two groups of 20 participants each. (As a group of 40 people would have been unmanageable, it was decided to split it in two, which made exchanges easier, and was better to create a team spirit).</td>
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Attendants were:

- Educators from two prisons
- External social workers
- Psychologists, psychiatrists and other specialised professionals
- Inspectors of the Penitentiary Police
- Area managers

For each group, eight sessions of half a day were organised. The two groups were joined for the first and last meetings.

The first meeting was devoted to a presentation of the overall context of reoffending in Europe, reduced resources, prison overpopulation, and profile of the prison population, as well as to the objectives and different phases of the FALPREV project. All participants were able to present themselves during a round table, which was followed by a general discussion focused on the needs of participants.

The second session was dedicated to alternative prevention measures. The tools and approaches applied by surveillance courts were analysed. The meeting was led by a former surveillance judge, who explained the social and legal requirements of alternative measures.

The third session focused on the Italian “Law on Foreigners”, and its implications for foreign detainees. Led by a lawyer expert in legal issues concerning immigration, the meeting allowed to explore and answer questions related to the release of foreign prisoners, and their reintegration into their community of origin after repatriation.

The fourth session was devoted to active employment policies, and was led by an officer of the City of Turin and two social workers in charge of coordinating job placement programmes for prisoners.

The fifth session dealt with housing, and was coordinated by two officials of the City of Turin and the Territorial Housing Agency of the province of Turin. The needs of recently released prisoners and the possibilities of finding housing were discussed.

The sixth session was devoted to mental health issues and addiction. The training was led by the chief of the psychiatry unit of the prison, who presented in particular a study on drug addiction among convicts.

The focus of the seventh session was professional training and adult education for the general public, and for detainees. The meeting was led by an official of the adult education department of the Regional Institute for Educational Research.
During the eighth and last meeting, a summary and an evaluation of the previous sessions were made. Participants discussed how they could use the knowledge acquired through the training in their daily work with prisoners, and also how cooperation could be improved among the various actors and institutions involved. Using a brainstorming method, they suggested ideas for an action plan.

The president of the Società Ricerce e Formazione, partner of the FALPREV project, said: “It is difficult to talk about a successful training given the fact that circumstances are getting worse. People feel they have more to do, but with less resource. Nevertheless, participants learned how to deal with these circumstances, and how to guarantee the quality of the assistance they provide to prisoners who benefit from the reoffending prevention scheme.”
The evaluation phase is an essential part of the process. It is important to get feedback from participants:

→ What did they learn from the training?
→ Has it met their expectations?
→ What can be improved?

You do not necessarily need to hire an external auditor, but you should set up a structured method to obtain feedback, following the previous phases of the ADDIE model. This will allow you to evaluate if the decisions taken at each step were the right ones, and what elements need to be modified in order to improve the training programme.

There are many different methods to do so. We will briefly present four:

- Feedback questionnaire
- Flashlight
- Evaluation Gallery
- Expectation poster

The feedback questionnaire is one of the most widely used methods. At the end of the training session, each participant fills a questionnaire anonymously. Participants are asked to give their evaluation about the contents, didactical elements, and time management, on a scale from “highly satisfied” to “not at all satisfied”. They can also add short comments and suggestions. This method allows the coordinator to have a written feedback. The advantage is that each participant answers individually, without knowing what others say. On the other hand, the disadvantage of this method is that it does not allow for a group discussion.

The flashlight method tries to compensate this disadvantage in that it is an open oral method allowing everybody to follow the feedback of others. Each participant has a maximum of one minute to share their impression on the training session.

The evaluation gallery is another open method that allows each participant to see the feedback of the others. The facilitator or the host has to prepare a pinboard with some questions or symbols illustrating questions, such as:

- What will I take home after this session? (experiences, knowledge, new network partners). The symbol here is a suitcase
- What do I want to leave here (bad experiences, unfulfilled expectations). Symbol: a wastebasket
- What did I like most?
- What did I like less?
- What else do I want to say?

Each participant writes his comments on posters that are later pinned on the board and seen by the whole group. Keep in mind that this valuable method takes a bit more time than the above-mentioned ones.

The expectation poster is the most comprehensive of the four methods presented here. This evaluation starts at the beginning of the training. Each participant has to write on cards his comments about the following:

- This training session would be successful if...
  (section A)
- This training session would not be successful if...
  (section B)
The cards are pinned on a board in the meeting room where the training takes place. At the end of the session, they are used as a starting point for feedback and evaluation. The facilitator reviews the cards, and then asks the group if the conditions mentioned in the section A were achieved or not. Depending on the answers, he proceeds to section B. If all the conditions are met in section A, there is no need to go into section B.

Other methods of evaluation are available, and you may choose whichever you prefer. The important point is to have an evaluation and feedback. Given the fact that training in local partnerships to prevent reoffending should be an ongoing process, you will always have to plan new training sessions. This means that you will always need to have an evaluation, no matter what focus and design you have chosen for your programme in order to answer in the best possible way to the expectations of your target group.
Conclusions

After the assessment, development, design, implementation and evaluation stages, one could add two important points: dissemination and sustainability for this model to be complete. Dissemination of results is always an important part of local policies because it shows the citizens as tax payers and voters what is being done to work towards a more cohesive society, and to increase their security.

Explaining to the general public why training sessions leading to partnership working and targeted actions benefit the common good can sometimes be a challenge, especially in the area of rehabilitation of ex-prisoners where many prejudices against this population still exist.

Dissemination is also the first step to ensure sustainability of your work. If partners see that the work process is promoted and seen positively by the citizens, they will be encouraged and find motivation to pursue it.

Sustainability can also be ensured by finding diversified means of resources both financial and human. A few examples:

- In Belfast, due to the advocacy of the promoters, the criminal justice system in Northern Ireland is now considering the provision of mainstream funding to support the future roll out of the RIO project.

- In Brasov, with the help of a local leader, also Member of Parliament, a law is being put together to underline the need of partnership working aiming at creating better links between prisons and the local authorities.

- In Göttingen, the training programme resulted in a mentorship project with university students providing individual guidance to inmates released near the city. After successful pilot runs of this idea, it will expand and develop in months and years to come.

- In Le Havre, two activities developed during the training sessions on housing and health issues have become regular and received financial support from the municipality and a national French agency scheme.

- In Turin, after an experimental pilot phase, the “triage” approach has become the ordinary selection practice in the Penitentiary. The training programme and the innovative organisational approach experimented in the project has been disseminated during national training sessions held in Rome.

- In Valencia, the training programme has been disseminated in the local press and academic spheres, and adapted as part of a wider E-learning platform for local police forces, and will be available for them in the future.

As you have seen across this publication, there are many ways to build training sessions for local stakeholders on the prevention of reoffending. The examples that we have put together as a result of our project are all relevant to different backgrounds and different histories, different local contexts, but they also enabled us to bring forward a common method, that we hope will be used as a framework of reference. Beyond this common method, we also hope that local policy makers in European cities will be convinced of the efficiency of working in partnership and the importance of putting in place training sessions for local stakeholders in the sphere of reinsertion and rehabilitation of ex-offenders to help prevent reoffending.