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WORKPRIS

WORKSHOP TRAINING MODULE OUTLINE

Training design for TSOs and prison staff working together on reintegration, ethics, resilience and cooperation



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WORKPRIS

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Training design for TSOs and prison staff working together on reintegration, ethics, resilience and cooperation

WORKPRIS project, reg. no.: 2024-1-AT01-KA210-VET-000252330

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INTRODUCTION

The training module was developed through collaborative input from TSOs working in or with prisons, correctional professionals across 17 countries as part of Activities 1 and 2 of the WORKPRIS project. Its content has been shaped and validated through surveys, expert consultations, webinars, and an in-person workshop.

The outline supports the preparation of TSOs entering prison environments, focusing on essential legal knowledge, interpersonal skills, and reintegration planning.

Each unit is designed to strengthen practical cooperation between TSOs and prison staff, combining theory with experiential learning. Suggested methods include scenario-based training, peer exchange, and site visits. The outline materials and its annexes are also designed for use in self-study, increasing the opportunities for individuals to learn independently without direct instruction from a teacher, tutor, or guide. However, it is strongly recommended to connect with experts from the field and benefit from their support and experience in learning with the materials. This approach allows learners to set their own pace, explore topics at their own speed, and take responsibility for their education by using tools like books, online resources, own research and practical experiences to acquire knowledge on their own.

The workshop outline is shared here for continued validation and refinement by those working in the field.

List of workshop outline annexes:

Annex 1 **Skill and competency framework**
Annex 2 **Scenario-based learning training module**
Annex 3 **Syllabus and glossary of terms**
Annex 4 **Prison staff Competency <-> Workshop Unit Matrix**
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Target Groups

We recognise two main target groups:

1. Third Sector Organisation workers:

– TSOs working with incarcerated people

– TSOs currently operating in or planning to enter prisons

2. Prison staff/workers:

– Prison staff engaged in TSO collaboration

Workshop Objectives

Consolidate minimum knowledge (legal framework, entry rules, human rights, security), develop key skills (communication, de-escalation, coordination, case management) and strengthen attitudes (professionalism, respect, resilience).

Strengthen cooperation between TSOs and prisons through joint scenarios, „World Café" and living experiences („living library").

Core Competencies

Within the European Union and EU policy competencies are often framed using the KSA model. This approach assumes that competencies can be measured against established standards and strengthened through training and education (Hsieh et al., 2012). According to the Council of the European Union (2018) the Key Competencies for Lifelong Learning are described as a "combination of knowledge, skills, and attitudes," with each competence broken down accordingly.

For detailed information on Competencies and main goals/missions of each target group see Annex 1 **Skill and competency framework**

Workshop outline notes and cross reference to its annexes:

We prepared materials that can help you with organising the workshop yourselves.

For much needed **feedback** you can use Annexes 7 to 9:

– Annex 7 **Checklists for Participants & Trainers**

– Annex 8 **Evaluation & Feedback Forms**

– Annex 9 **Pre-Workshop Questionnaire**

For **study materials** (for both participants and trainers) please see Annex 6 **Recommended Resources & Study Materials** and Annex 3 **Syllabus and glossary of terms**

For further exploring the **ties between main goals and mission of each target group and units in the workshop outline** please refer to Annexes 4 and 5

– Annex 4 **Prison staff Competency <-> Workshop Unit Matrix**

– Annex 5 **TSO workers Competency <-> Workshop Unit Matrix**

For practical sessions and using the SBL training module please see Annex 2 **Scenario-based learning training module**

WORKPRIS – 5-Day Training Syllabus for TSO Workers & Prison Staff

Key Topics / Units:

Day 1 – Unit 1: Understanding the Prison System

Learning goals:

– Understand the structure and functioning of the prison and criminal justice system.
– Recognize the rights and responsibilities of incarcerated people and staff.
– Learn about the European Prison Rules and UN standards.

Core Competencies:

– **Knowledge (K):** Prison system, human rights frameworks, national and international legal and correctional regulations, trial phases, incarceration statistics.
– **Skills (S):** Ability to interpret legal processes; contextualize incarcerated individuals' experiences; analyse data to identify needs.
– **Attitudes (A):** Respect for human rights, fairness, openness to systemic perspectives.

Schedule:

1. Opening & Expectations (30 min) – Icebreaker activity and group agreements.
2. Foundational input and Q&A (1h 30m):
   – Overview of prison systems (nationally and internationally), European Prison Rules, and Mandela Rules.
   – The Prison System Framework (including prison processes and key stages; mandates and responsibilities; prison life dimensions)
   – Content adaptation to focus on specific groups (Bangkok Rules for Women in Prison; Convention on the Rights of the Child & Havana Rules for Youth in Prison; Mandate of the Independent Expert on the enjoyment of all human rights by older persons).
3. Data Lab (1h 30m): Small groups analyze incarceration statistics identifying patterns, trends, and disparities. Subsequently, groups present and discuss key insights and implications for daily operations and service delivery.
4. Expert Input (1h): Legal professional explains trial phases, legislative mandates of the prison service, and national rights of incarcerated people. The content should be tailored to highlight areas most relevant to TSOs' current or future roles, such as visitation rights, the legal framework for education, and key operational and security rules.
5. Interactive mapping (1h): Group Task – Map a "Day in the Life" and identify TSO roles, key interactions, challenges, support needs, and open questions.
6. Scenario-Based Learning (1h): Introduction to Scenario-Based Learning and scenario of the first contact with a newly incarcerated person and reflections.
7. Reflection circle (30m): Sharing perceptions, personal values, challenges, and learning needs.

Day 2 – Working in the Prison Context

Learning goals:

– Define and maintain professional boundaries and ethical attitudes.
– Develop effective communication, empathy, and assertiveness.
– Understand prison entry procedures and align expecta-

tions with staff and incarcerated people.

Core Competencies:

– **Knowledge (K):** Institutional culture, codes of conduct, confidentiality, prison entry protocols.
– **Skills (S):** Active listening, empathy, communication, managing boundaries, scenario-based problem-solving.
– **Attitudes (A):** Professionalism, impartiality, respect, patience.

Schedule:

1. Foundational input (1h): Professional roles & boundaries inside prisons (Key elements in practice, legal and ethical frameworks, and relational security)
2. Case Study Workshop (2h): Challenges in the roles and responsibilities of TSOs – group research, analysis and presentation.
3. Handling challenging conversations (1h): Introduction to situations, key principles (learning objectives), practical frameworks (success checks);

NOTE: Integrate three cycles of scenarios and reflections by introducing key principles and practical frameworks in smaller sections.

4. Entry procedures and safe conduct in prison settings (1h): Introduction to security and safety procedures, key principles (learning objectives), practical frameworks (success checks);

NOTE: Integrate three cycles of scenarios and reflections by introducing key principles and practical frameworks in smaller sections.

5. Group Reflection (30m): Discuss personal experiences of boundary challenges and strategies to maintain professionalism.

Day 3 – Prison Population Characteristics

Learning goals:

– Understand the diversity and dynamics of prison populations.
– Recognize prison subcultures and their impact on behavior.
– Explore root causes of offending and their implications for support work.

Core Competencies:

– **Knowledge (K):** Prison populations; criminological theories and perspectives on offending factors; typology of incarcerated people.
– **Skills (S):** Identifying individual needs; culturally sensitive communication; analysing data to inform practice.
– **Attitudes (A):** Empathy, openness, non-judgment, cultural awareness.

Schedule:

1. Foundational input (1h): Prison populations and criminological perspectives.
2. Focus Groups (1h): Discussions on personal experiences and perceptions of prison populations.
3. Living Library (1h 30m): Dialogue with formerly incarcerated people and practitioners.
4. Data Analysis Activity (1h 30m): Explore and interpret criminological theories in groups.
5. Understanding and supporting diverse profiles (1h): Introduction to diversity of prison populations (young people, foreign nationals, people with mental health needs), key principles on building rapport and adapting to needs (learning objectives), practical frameworks (success checks);

NOTE: Integrate two cycles of scenarios and reflections by introducing key principles and practical frameworks in smaller sections.

NOTE: Invite an expert on the specific target population to complement your scenario-based learning

NOTE: Avoiding stigmatisation and stereotypes and ensure an evidence-based reflection on diffe-

rentiated needs and available support.

6. Reflection (1h): Sharing learning points and strategies for cultural sensitivity.

Day 4 – Advocacy, Networking, and Relationship Building

Learning goals:

– Strengthen cooperation between TSOs, prison services, municipalities, and other stakeholders.

– Gain tools for advocacy and systems-level change.

– Practice building sustainable partnerships.

Core Competencies:

– **Knowledge (K):** Stakeholder roles; multi-agency cooperation models; advocacy frameworks.

– **Skills (S):** Networking, partnership management, facilitation, negotiation, communication across institutions.

– **Attitudes (A):** Collaboration, openness, willingness to share responsibility.

Schedule:

1. Foundational input (1h): Institutional cooperation framework and stakeholders in the local context
2. Networking (1h): Scenario-Based Learning through meetings with a variety of stakeholders (prison staff, managers, TSOs, and community partners).

NOTE: Integrate three cycles of scenarios and long reflections by introducing group scenarios and assigning different roles to each participant. This can increase awareness of perspectives, needs, and challenges of other stakeholders.

3. Group Mapping (1h): In small groups create a map of local networks and resources.

NOTE: Providing a list of sectors, stakeholders, organisations, or needs can help in engaging the participants.

4. Invited panel (1h): Practitioners, TSOs, and local authority representatives share best practices in collaboration.
5. Workshop (1h 30m): Design a collaborative project for supporting reintegration considering the different stakeholders and opportunities discussed.

NOTE: Be specific about the framework and topic of the collaborative project and provide specific questions the participants should work on.

6. Reflection & Action Planning (1h): Each participant outlines two cooperation actions to implement in their role.

Day 5 – Development of Social Competences, Ethics & Resilience

Core Competencies:

– (Re-)Integration support

– Professional ethics and resilience

– Communication & interpersonal skills

Learning Objectives:

– Integrate communication, empathy, and motivational skills into daily practice.

– Strengthen personal resilience and self-care strategies.

– Apply ethical principles consistently in challenging contexts.

Content & Activities:

1. Foundational input (1h):
    1. Professional ethics in prisons & TSO roles: Overview of international standards, national legal frameworks, and core ethical principles.
    2. Identifying challenges: Map out situations where ethical principles may be challenged in daily work.
    3. Group discussion: Share experiences and explore strategies to react to these challenges.
2. Building and maintaining professional boundaries (1h 15m): Introduction to professional boundaries and corruption, key principles on building and maintaining

professional boundaries (learning objectives), practical frameworks (code-switching);

NOTE: Integrate three cycles of scenarios and reflections by introducing key principles and practical frameworks in smaller sections. You can gradually increase the scenario complexity from everyday boundary questions to more challenging situations involving manipulative or potentially corruptive dynamics.

3. Crisis intervention (1h): Introduction to conflict dynamics and the role of TSOs in de-escalation, key principles of crisis communication (learning objectives), practical frameworks (verbal and non-verbal techniques, safety checks, five-minute-intervention skills);

NOTE: Integrate three cycles of scenarios and reflections by introducing key principles and tools in smaller sections. Gradually increase scenario complexity, starting from everyday disagreements, moving to heightened emotional confrontations, and ending with potentially volatile or threatening situations.

4. Crisis intervention – Response to risk of self-harm (1h): Introduction to self-harm risks in prisons, the duty of care, responsibilities and reporting pathways, key principles for safe and ethical intervention (learning objectives), practical frameworks (recognition signs, immediate response, referral protocols);

NOTE: Integrate two cycles of scenarios and reflections by introducing key principles and frameworks in smaller sections. Increase scenario complexity based on the needs and understanding of the participants.

5. Resilience Training (2h): Stress management, peer support circles, mindfulness practices, and resources.
6. Closing Session (30 min): Reflection & feedback, open questions and follow-up plans.

3-Day Workshop – Outline (compressed from 5-day version)

Day 1 – Understanding the Prison System & Working in the Prison Context

Learning goals:

– Understand the structure and functioning of the prison and criminal justice system.
– Recognize rights and responsibilities of incarcerated people and staff.
– Learn about European Prison Rules and UN standards.
– Define and maintain professional boundaries and ethical attitudes.
– Develop effective communication, empathy, and assertiveness.

Core Competencies:

– **Knowledge (K):** Prison system, human rights frameworks, legal and correctional regulations, institutional culture, codes of conduct, entry protocols.
– **Skills (S):** Interpret legal processes; contextualize incarcerated individuals' experiences; active listening, empathy, managing boundaries.
– **Attitudes (A):** Respect for human rights, fairness, professionalism, openness.

Activities (example timing):

– Opening & Expectations (30 min) – Icebreaker, group agreements.
– Foundational input & Q&A (1h 30m): Prison system overview, European Prison Rules & Mandela Rules.
– Interactive mapping (1h): Stages of criminal justice process, TSO roles.
– Case Study Workshop (1h 30m): Boundary challenges inside prisons.
– Scenario-Based Learning (1h 30m): Handling first contact + challenging conversations.
– Reflection Circle (30 min).

Day 2 – Prison Populations, Data & Legal Processes

Learning goals:

– Understand the diversity and dynamics of prison populations.
– Recognize subcultures and root causes of offending.
– Understand phases of the trial process and options for legal assistance.
– Use data and statistics to inform practice.

Core Competencies:

– **Knowledge (K):** Prison populations; socio-economic and psychological factors; trial phases; incarceration statistics.
– **Skills (S):** Identifying needs; culturally sensitive communication; analysing data; applying legal context to practice.
– **Attitudes (A):** Empathy, non-judgment, cultural awareness, fairness.

Activities (example timing):

– Foundational input (1h): Prison populations, criminological perspectives, trial phases.
– Guest Session (45 min): Legal professional on rights & legal support.
– Focus Groups (1h): Perceptions of prison populations.
– Living Library (1h 15m): Dialogue with formerly incarcerated people / practitioners.

– Data Lab (1h 30m): Analyse and present incarceration statistics.
– Scenario Workshop (1h 30m): Scenario-Based Learning with diverse client profiles.
– Reflection (30 min).

Day 3 – Cooperation, Advocacy & Resilience

Learning goals:

– Strengthen cooperation with prison staff, TSOs, municipalities and other stakeholders.
– Gain tools for advocacy and sustainable partnerships.
– Apply safety principles, ethics and resilience in practice.

Core Competencies:

– **Knowledge (K):** Multi-agency cooperation models; advocacy frameworks; post-release support systems.
– **Skills (S):** Networking, partnership building, negotiation, crisis intervention, stress management.
– **Attitudes (A):** Collaboration, resilience, openness, ethical responsibility.

Activities (example timing):

– Foundational input (1h): Institutional cooperation, advocacy frameworks, ethics.
– Networking Scenario (1h): Scenario-Based Learning with prison staff & community partners.
– Group Mapping (1h): Local resources and networks.
– Workshop (1h 30m): Design a collaborative reintegration initiative.
– Scenario (1h 15m): Crisis intervention Scenario-Based Learnings (aggression, de-escalation, self-harm).
– Resilience Training (1h): Stress management & peer support circles.
– Closing Session (30 min): Reflection & next steps.

Optional extension/supplement (for both the 3- and 5-day versions)

Preparation (online, 2x30 min): Needs discussion by trainers with trainees and relevant stakeholders.

Consultation (online, 1h): Presentation of needs and consultation of Workshop Outline with experts from the WORKPRIS Consortium.

Follow-up (online, 2×45 min, group/individual): Review of action plans, sharing of results/data, mini-supervision (TSO<–>prison).

Core Skills / Competencies for TSOs working with prisons services and vice versa in Annex 1 *(extensive indicative list in Annex 3)*

Suggested Training Methods

– **Foundational inputs**
  These short sessions provide TSOs with essential knowledge on prison systems, legal frameworks, rehabilitation approaches, and institutional structures. The goal is to establish shared terminology and a baseline understanding so that all participants can engage in later interactive activities with confidence.

NOTE: Rather than using the session purely for frontal teaching, facilitators can make the input interactive by:
  – Embedding **mini-quizzes** or "myth vs fact" questions to prompt reflection and check comprehension.
  – Using **short case studies or examples** to illustrate key principles in context.
  – Prompting **quick group discussions** or "think-pair-share" exercises to immediately apply the concepts to realistic scenarios.
  – Providing short pre-session self-study packs (e.g. readings, videos, infographics). This ensures they

arrive with a shared baseline understanding and common terminology.

This approach ensures that even a brief 45–60 minute session is **dynamic, practice-oriented, and participatory,** creating a strong foundation for deeper exercises like mapping, scenario work, or group problem-solving that follow.

- **Scenario-based learning**
  TSO staff can practice handling real-life situations they may encounter in prisons together with their peers in a safe learning environment (e.g., responding to conflict between incarcerated people, navigating prison rules, managing confidentiality). Scenarios help prepare them for the complexities of correctional environments by testing their reactions and reflecting on unknown situations.

- **Peer-to-peer learning/Workshops**
  TSO participants exchange experiences, strategies, and challenges from their own work. This method builds solidarity and collective problem-solving capacity, especially valuable when working across diverse prison settings.

- **Case studies**
  Practical examples (e.g., rehabilitation projects, crisis situations, TSO–prison cooperation successes or failures) and statistics are analyzed collectively. This helps participants reflect on applied lessons and develop critical thinking about what works and why in prison settings.

- **Supervision and mentoring**
  New TSO staff can receive guidance from more experienced colleagues, prison professionals, or external experts. Regular supervision helps them process difficult experiences (e.g., exposure to trauma, institutional resistance) and improve professional practice.

- **VR communication**
  Virtual reality tools can simulate prison environments and communication scenarios with staff or incarcerated people. This allows TSOs to safely rehearse sensitive conversations, conflict management, and role negotiation without risk.

- **Focus groups and living library (including people with lived experience)**
  Structured dialogues with formerly incarcerated people, families, and staff allow trainees to hear first-hand perspectives. This fosters empathy, challenges stereotypes, and grounds TSO work in the realities of prison life.

- **Prison and service site visits**
  Direct exposure to prison facilities and service providers builds familiarity with prison routines, security protocols, and collaboration opportunities. This helps TSOs better understand the institutional culture they will work within.

- **Experiential learning and teamwork**
  Group-based activities that simulate prison collaboration dynamics, resource limitations, or boundary challenges. Team exercises strengthen communication, trust, and resilience -essential for cross-sector prison work.

- **World Café**
  Experts from different prison departments (security, rehabilitation, health, education, administration) each present their work in short rounds to small groups of trainees. The groups rotate, creating an overview of the prison ecosystem. As a recurring practice inside

prisons, it helps break down silos and fosters interdepartmental understanding between staff, TSOs, and other stakeholders.

Suggested Assessment and Reflection Activities

- **Evaluation forms and feedback loops**
  After each training session, participants complete structured forms to evaluate the relevance, clarity, and applicability of the content. Trainers can then adapt the program in real time, ensuring it remains responsive to the needs of TSOs working in prisons.

- **Group reflection**
  Facilitated discussions allow participants to collectively process what they learned, share emotional or professional reactions, and connect insights to their own future prison-related work. This fosters mutual learning and builds a supportive professional community.

- **Scenario reviews**
  Following scenarios or role plays, groups review how situations were handled (e.g., conflict resolution, negotiating with prison staff, supporting incarcerated people). Reflection highlights good practices, blind spots, and possible improvements in real prison contexts.

- **Participant self-assessment**
  Trainees regularly reflect on their own learning progress, skills, and confidence levels. This helps them identify areas where they feel prepared to engage with prison services, and where they need additional training or mentoring.

- **End-of-session tests or quizzes**
  Short tests check understanding of essential concepts (e.g., prison regulations, safety procedures, ethical guidelines). These must not be punitive, but rather ensure participants have grasped the core knowledge needed before entering correctional environments. Participants should be approached and offered additional support after sessions.

Annex 1 – Skill and Competency Framework

WORKPRIS skill and competency list for TSO collaboration with prison services

The WORKPRIS project aims to support collaboration between third sector organisations (TSOs) and prison services by providing a competency and training framework that TSOs entering prisons can use and tailor to their own contexts and needs. In response to current EU labour market demands and human rights priorities, this framework identifies the core competencies needed by TSO staff working with incarcerated and formerly incarcerated people. It serves as a foundation for designing vocational education and training (VET) programmes that align with the operational realities of prison systems and the specific support roles TSOs provide.

The skills and competency list and its appendix was developed with the cooperation of professionals and experts working in and with correctional and justice systems from 17 countries, during Activity 1 and 2 of the WORKPRIS project. It has been gathered and validated through an online survey, expert consultations, online webinars, and an in-person workshop. By clarifying the skills required for effective TSO engagement in prisons, the framework contributes to improved access, increased capacity, and greater flexibility in VET provision across Europe.

Guidance on how to use the competency checklist for TSO-Prison Service Cooperation

This checklist is designed to support TSO professionals and prison staff in building effective, respectful, and rights-based collaboration within the prison system with and in support of incarcerated people.

The WORKPRIS project team suggests to follow these steps when using the competencies for preparing other professionals entering prisons or assessing TSO- prison service cooperations.

Step 1: Identify priority competencies
Review the list and highlight the competencies most relevant to your current role or context. Focus on areas where stronger skills could create the greatest impact in improving cooperation or outcomes for incarcerated people.

Step 2: Reflect on strengths and development areas
Use the checklist to assess which skills you already demonstrate confidently and where there may be gaps or room for growth, both individually and/or as a team.

Step 3: Engage with training and resources
Seek out learning opportunities (e.g. peer learning, supervision, formal training) related to the competencies identified. Many of the skills, such as trauma-informed communication or interagency collaboration, can be strengthened through practice and education.

Step 4: Apply and integrate learning
Put your learning into practice during day-to-day cooperations with TSOs and prison staff. Reflect regularly on what's working, what's challenging, and where you are evolving.

Step 5: Use the checklist as a living tool
Return to the checklist periodically. It is not intended to be a one-off exercise but a tool for long-term growth, reflection, and strengthening ethical, human-centred cooperation in detention environments.

5 CORE COMPETENCIES IDENTIFIED

(BASED ON MAIN GOALS/MISSIONS OF EACH TARGET GROUP)

TSO STAFF

Main goals / mission of TSO staff

1. **Providing social support and assistance** – addressing the needs of incarcerated people and their families through counselling, guidance, and advocacy.

   Workshop unit matrix reference:
   - **Unit 2: Working in the Prison Context:** *Communication, social work, empathy, assertiveness*
   - **Unit 5: Development of Social Competences, Ethics & Resilience:** *Resocialisation & reintegration (services, support after release)* Peer-to-peer learning, group discussions

2. **Legal and regulatory compliance *(& promoting human rights and dignity)*** – ensure that all support is delivered in line with human rights, legal, and institutional frameworks; also ensuring that incarcerated people are treated with respect and that their fundamental rights are upheld.

Workshop unit matrix reference:
- **Unit 1: Understanding the Prison System:** *Human rights & criminal justice; Legal framework; Trial phases Quizzes,* lectures, invited experts

3. **Facilitating (re-)integration measures** – supporting education, employment, family relationships and personal development of incarcerated individuals to prepare them for life after release.

   Workshop unit matrix reference:
   - **Unit 2: Working in the Prison Context:** *Motivation in a mandatory field; Balance between control & relationship*
   - **Unit 5: Development of Social Competences, Ethics & Resilience:** *Reintegration services, design thinking* Case studies, mentoring

4. **Building bridges between prisons and society, creating and strengthening networks** – creating opportunities for cooperation, reducing stigma, fostering community engagement and working closely with prisons, public institutions, and other TSOs to provide holistic support.

   Workshop unit matrix reference:
   - **Unit 4: Advocacy, Networking, and Relationship Building:** *Engaging with stakeholders; Networking with NGOs & universities; Building sustainable cooperation* World Café, networking events, peer exchange

5. **Professional ethics and resilience** – Develop and maintain strong professional ethics, resilience, and reflective practice to ensure sustainable and respectful service, with regard to own wellbeing and mental hygiene.

   Workshop unit matrix reference:
   - **Unit 2: Working in the Prison Context:** *Professional boundaries; Stress management*
   - **Unit 3: Prison Population Characteristics:** *Cultural awareness Supervision* & mentoring, group reflection, self-assessment

1. **Providing Social Support and Assistance**
   - **Knowledge:** Social support systems, prison services, family and community resources.
   - **Skills:** Case management, advocacy, guidance in

accessing social benefits and services, trust-building.
– **Attitudes:** Empathy, respect for dignity, patience, and commitment to social justice.

2. **Legal and Regulatory Compliance**
   – **Knowledge:** Legal frameworks relevant to TSO staff in prisons; human rights and justice standards; prison regulations and entry procedures.
   – **Skills:** Navigating prison rules; accurate documentation and reporting; informing clients about rights and available legal aid.
   – **Attitudes:** Accountability, integrity, respect for regulations and procedures.

3. **(Re-)Integration Measures**
   – **Knowledge:** (Re-)Integration pathways (housing, employment, education, social benefits); evidence-based programs.
   – **Skills:** Motivational interviewing (OARS), career counselling, co-design of reintegration plans with clients, family support strategies.
   – **Attitudes:** Optimism, sense of possibility, non-judgmental support, persistence.

4. **Building Cooperation and Networks**
   – **Knowledge:** Roles of prison staff, probation, municipalities, employers, and other TSOs; inter-agency cooperation frameworks.
   – **Skills:** Networking, building partnerships, advocacy, clear and respectful communication across institutions.
   – **Attitudes:** Collaboration, openness, cultural sensitivity, willingness to share responsibility.

5. **Professional Ethics and Resilience**
   – **Knowledge:** Ethical codes in social work and prison contexts; safeguarding principles; confidentiality standards.
   – **Skills:** Maintaining professional boundaries, reflective practice, stress management, self-care strategies.
   – **Attitudes:** Empathy, professionalism, resilience, commitment to human dignity.

PRISON WORKERS

Main goals / mission of prison worker

1. **Supporting (re-)integration** – cooperating in education, work, and social support programs that prepare incarcerated individuals for their release.

   Workshop unit matrix reference:
   – **Unit 2: Working in the Prison Context:** *Motivation in a mandatory field; Balance between control & relationship-building*
   – **Unit 5: Development of Social Competences, Ethics & Resilience:** *Resocialisation & Reintegration (services, re-entry support)* Case studies, mentoring, design thinking

2. **Ensuring safety and security** – protecting incarcerated individuals, staff, and the prison environment, maintaining a stable environment.

   Workshop unit matrix reference:
   – **Unit 1: Understanding the Prison System:** (safety rules, basic regulations)
   – **Unit 2: Working in the Prison Context:** (de-escalation, conflict resolution, balance between control and relationships)
   – **Unit 3: Prison Population Characteristics:** (understanding dynamics) Simulation & scenario-based training

3. **Upholding laws and regulations** – enforcing the legal framework, internal rules, and prison regulations.

Workshop unit matrix reference:

– **Unit 1: Understanding the Prison System:** *Legal framework & penitentiary regulations; Human rights and justice context; Trial phases & legal assistance* Lectures & quizzes

4. **Cooperating with professionals and external partners** – coordinating with social workers, psychologists, healthcare professionals, TSOs, and other institutions.

Workshop unit matrix reference:

– **Unit 2: Working in the Prison Context:** *Roles and responsibilities; Transparency & aligning expectations*
– **Unit 4: Advocacy, Networking, and Relationship Building:** Teamwork, World Café, peer-to-peer learning

5. **Maintaining a professional and ethical approach** – showing respect and dignity towards incarcerated individuals, strengthening the credibility of the institution, with regard to own wellbeing and mental hygiene.

Workshop unit matrix reference:

– **Unit 2: Working in the Prison Context:** *Professional boundaries; Stress management*
– **Unit 3: Prison Population Characteristics:** *Cultural awareness* Supervision & reflection activities

1. **Facilitation of (re-)integration**
   – **Knowledge:** Personal development approaches, educational/vocational training opportunities, (re-) integration pathways.
   – **Skills:** Motivational interviewing, supporting structured programs, progress monitoring.
   – **Attitudes:** Empathy, sense of possibility, belief in integration, professional boundaries.

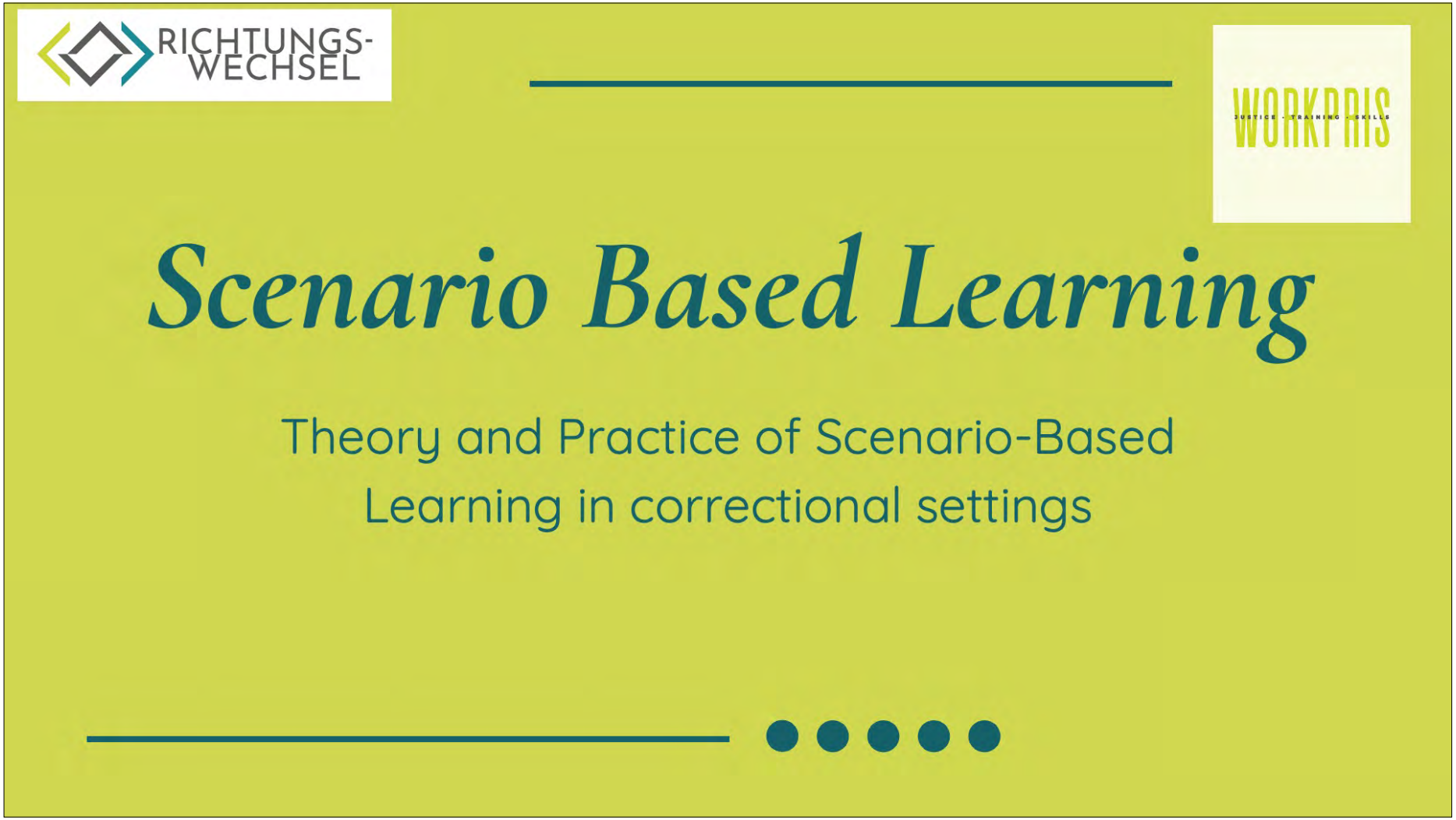
2. **Ensuring safety and security**
   – **Knowledge:** Prison security systems, risk factors, emergency procedures, conflict dynamics.
   – **Skills:** Monitoring, risk assessment, de-escalation techniques, incident response.
   – **Attitudes:** Vigilance, responsibility, commitment to protecting staff and incarcerated individuals.

3. **Legal and regulatory compliance**
   – **Knowledge:** Criminal law foundations, prison regulations, international human rights standards.
   – **Skills:** Applying rules consistently, accurate documentation, decision-making under pressure.
   – **Attitudes:** Integrity, impartiality, fairness.

4. **Interprofessional and interinstitutional cooperation**
   – **Knowledge:** Roles of all prison staff (including psychologists, social workers), TSOs/NGOs, probation services, other public institutions.
   – **Skills:** Teamwork, inter-agency coordination, clear communication.
   – **Attitudes:** Openness, respect for expertise, willingness to collaborate beyond prison walls.

5. **Professional ethics and personal resilience**
   – **Knowledge:** Ethical codes, anti-discrimination principles, stress management techniques.
   – **Skills:** Self-regulation, professional communication, managing boundaries, coping strategies.
   – **Attitudes:** Respect, resilience, dedication to human dignity.

Annex 2 – Scenario-Based Learning Training Module


RICHTUNGS-
WECHSEL
WORKPRIS
JUSTICE - TRAINING - SKILLS
Scenario Based Learning
Theory and Practice of Scenario-Based
Learning in correctional settings

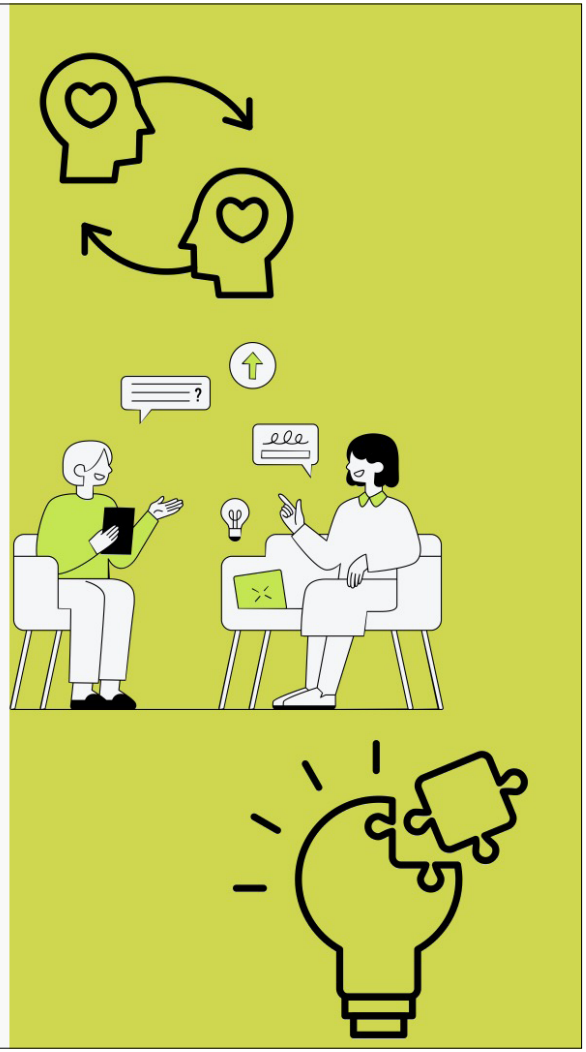
What is Scenario Based Learning?

Active Learning

- Participant takes an active part in the learning - they face a situation and have to make choices based on their subject knowledge and competencies to reach certain goals
- Trains competencies such as problem solving, critical thinking and emotional intelligence
- The situation is based on a realistic expectation of situations they would face in the role they are training for

Different types of scenario based learning

- Individual vs in groups
- Specific, prepared scenario vs open, unprepared scenario
- Outcome focused vs skill focused



Why use SBT?



Practice makes perfect

- 70:20:10 model - 70% of learning happens through experience
- Allows participants to practice scenarios they will face

Low risk + High reward

- Safe space to make mistakes and receive feedback and prepare for difficult and stressful situations
- Practical learning gives a higher learning outcome

Enganging

- Study found that 90% of participants found this to be an interesting and engaging form of learning - note this is in education (higher education medicine)

Feedback and reflection

- Feedback from other party - though their reactions
- Can also include self reflections, feedback from a mentor after or coaching on what could be improved

Learning Process



Theoretical Backround

Teaching of the fundamental goals of a task and how it should be carried out.
Outline both jailcraft and competencies.



Scenarios

Scenarios are carried out to practice the theory which has been taught and to allow trainees to experience situations and make mistakes.



Reflection and feedback

Trainees should be given the opportunity to self reflect or reflect in a group or with a mentor on their experiences.
Mentor can also give targeted feedback.

Components of a scenario



Scenario Design

- Pick a scenario which the participant might have to face in their role which requires the competencies or skills you want to practice
- Should be realistic, purposeful and focus on the trainee



Learning objectives

- Sets out the goals of what the participant should learn or practice through the scenario
- Tasks, competencies, qualities to show



Success checks

- Success checks are ways to measure if the trainee achieves the learning outcomes
- Can give Ideas of what should be said or how the trainee should behave
- Basis of feedback

Scenario Example

- **Goal**: Voicing concerns and Creating actions
- **Scenario**: As an educator in a prison you notice one of the prisoner is acting unusual, he doesn't speak as much, seems agitated and had a verbal altercation with one of the prisoners.
- **Roles**:
  - Educator (focus): Is worried about the prisoners well-being and want to flag him to an officer
  - Prison officer: You are bored of dealing with the same issues every day and have started cutting corners in your job as you have low motivation. You are collecting the prisoners on your wing from education, when one of the teachers asks you to have a chat. You don't have much patience for non-uniformed staff - you think they're easily manipulated and don't understand the pressure officers are under. You try to avoid the conversation. But when they insist, you agree to chat. **If the participant is polite, firm, and persuasive, then agree to take some of the following action**



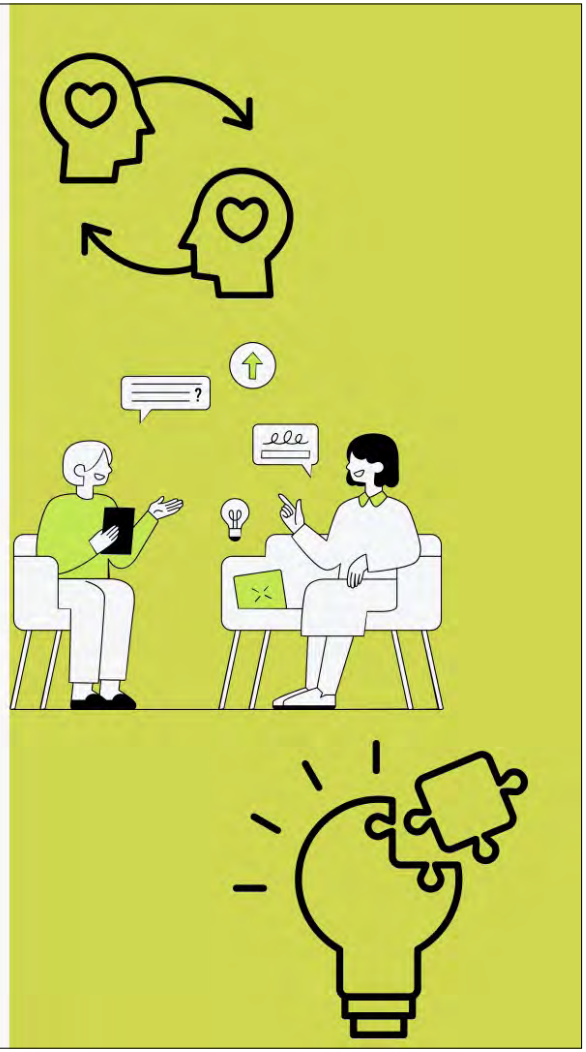
Scenario Example

Learning outcomes

- Successfully communicate concerns to and create action from prison officers
- Be assertive, firm, and polite

Success checks

- Clearly communicate concerns
- Be polite and patient
- Create an understanding of your actions and what you would ask
  - "I will do xzy, but for abc I don't have the same access to X that you do"
- Acknowledge their perspective
  - "I'm sorry, I realise you're already very busy and this is an addition to your workload"
- Remain firm about your concerns



Types of scenarios

- **Decision-making scenarios:** These types of scenarios present your learners with a situation and ask them to make a decision or solve a problem based on the information you have provided.
- **Interactive scenarios:** Interactive scenarios allow your learners to interact with the scenario itself. Learners typically do this by clicking on different elements to see how their decisions affect the outcome.
  - Branching scenarios: Branching scenarios provide your learners with multiple paths they can take depending on their choices. This means that each scenario has a variety of potential outcomes.
  - Story-based scenarios: Story-based scenarios use narrative to engage your learners and create a more immersive experience. This helps them to connect emotionally with their training content.
  - Simulation scenarios: Simulations allow learners to practise skills and tasks in a simulated environment. This typically happens through immersive technology or a computer programme.
  - Game-based scenarios: Game-based scenarios use gamification elements, such as Experience Points, Rewards, and Leaderboards, to engage learners and make the learning experience more enjoyable.



Links

- **Unlocked Graduates example / Test scenario based learning:** https://unlockedgrads.org.uk/forms/prison-scenario-test/
- **Why we should use scenario based learning in correctional institutions:** https://www.corrections1.com/corrections-training/articles/why-you-should-focus-on-scenario-based-training-ZDuLf7mUey3A5o5P/
- **Scenario based learning for beginners:** https://www.growthengineering.co.uk/a-beginners-guide-to-scenario-based-learning/



Annex 3 – Syllabus and Glossary of Terms

WORKPRIS Syllabus and glossary of terms – Annex 3 to the Workshop Outline

Syllabus and glossary of terms

This appendix is not only a glossary of terms, but also a working aid for trainers and workshop participants, providing an illustrative list of identified useful and necessary elements for successful and mutually beneficial cooperation between third sector organizations and prison systems when working with the target group of incarcerated individuals. It presents not only an indicative list of knowledge, competencies, skills, and attributes, but also their description and specifies the meaning in which they need to be understood and approached in training and self-development.

Name	Description	Type
Knowledge of legal framework	Understanding the national laws that govern incarceration, sentencing, correctional procedures, and the rights of incarcerated individuals, enabling professionals to operate within legal boundaries and advocate effectively.	Knowledge
Knowledge of human rights	Applying core international and national human rights principles, such as dignity, non-discrimination, and the right to fair treatment, in all interactions with incarcerated people and across institutional practices.	Knowledge
Knowledge of trial phases	Familiarity with the different stages of the criminal justice process (arrest, pre-trial, trial, sentencing, appeal) and how they impact the rights, needs, and experiences of incarcerated people.	Knowledge
Knowledge of legal assistance	Understanding the role and availability of legal aid, knowing how to support incarcerated people in accessing legal support and navigating legal procedures relevant to their cases.	Knowledge
Knowledge of the prison system	Understanding the structure, rules, and governance of detention institutions to operate effectively within them.	Knowledge
Knowledge of post-incarceration/ reintegration care	Being familiar with services and supports that assist incarcerated people in transitioning back to the community.	Knowledge
Knowledge of the prison environment	Understanding the physical, cultural, and administrative realities of the prison where work is being conducted.	Knowledge

Understanding integration and social inequalities	Recognition of how systemic inequalities shape incarceration and re-entry experiences and incorporating this awareness into program design and cooperation.	Knowledge
Knowledge of motivational interviewing techniques	Guiding incarcerated people toward positive behavioral change through strengths-based dialogue and goal--setting.	Knowledge
Good understanding of learners' educational needs	Designing and delivering learning opportunities that reflect the abilities and aspirations of incarcerated learners.	Knowledge
Clarity of roles and expectations	Ensuring all actors (TSO staff, prison personnel, incarcerated people) understand their responsibilities and boundaries.	Competency
Ethical conduct	Making choices that uphold institutional rules, TSO values, and the rights of incarcerated people with transparency and integrity.	Competency
Setting and maintaining boundaries	Establishing and upholding limits that protect both the practitioner and the incarcerated person while supporting trust and safety.	Competency
Human rights compliance	Ensuring that all activities and interactions align with human rights principles, even within restricted environments.	Competency
Transparency and accountability	Actively communicating and being open about actions, decisions, and limitations when working in sensitive and monitored spaces.	Competency
Teamwork and cooperation	Collaborating across roles, agencies, and cultures to achieve shared outcomes in justice reform or support.	Competency
Expertise (subject knowledge)	Applying deep, specific knowledge in fields such as psychology, social work, law, or education within the prison setting.	Competency
Openness to further education	Staying informed and up-to-date on relevant topics and advances in prison, justice issues, human rights, and reintegration.	Competency
Professionalism	Demonstrating consistency, competence, and ethical behavior across all roles and relationships in the prison context.	Competency

Social or cultural competence	The ability to understand and take into account the diverse life circumstances, cultural, social, and economic backgrounds of individuals, enabling respectful, empathetic, and effective communication & cooperation with various groups. The competence must be especially developed in vulnerable or specific situations such as with incarcerated persons.	Competency
Effective and respectful communication	Delivering clear, respectful messages that foster cooperation between prison staff, TSO workers, and incarcerated people.	Skill
Active listening	Paying full attention to the words and context of incarcerated people and staff, allowing them to feel heard and respected.	Skill
Strategic communication skills	Tailoring communication to align with institutional policies while advancing TSO goals and supporting reintegration efforts.	Skill
Trauma-informed communication	Using language and tone that acknowledges trauma histories and avoids re-traumatization during engagement with incarcerated people.	Skill
Duplex communication skill (two--way)	Fostering open, two-directional communication where incarcerated people and partners can both speak and be heard.	Skill
Presentation skills	Clearly conveying information to staff, incarcerated people, or external partners in structured settings such as training sessions or briefings.	Skill
Problem-solving	Collaborating across roles and departments to resolve institutional challenges and meet individual needs within complex systems.	Skill
Decisiveness / Strategic decision--making	Making timely and well-informed decisions, especially in dynamic or resource-constrained settings.	Skill
Awareness of conflict resolution	Recognition of early signs of tension and using appropriate strategies to de-escalate conflict constructively.	Skill
Organisational skills	Managing logistics, resources, and schedules effectively in a complex and time-restricted environment.	Skill
Stress management	Applying tools to prevent burnout and maintain well-being in emotionally demanding contexts.	Skill

Ability to work under psychological pressure	Functioning effectively in environments that involve unpredictability, emotional strain, or high security.	Skill
Relationship-building	Establishing trust and mutual understanding between TSOs, prison staff, and incarcerated people for long-term cooperation.	Skill
Advocacy skills	Representing the needs and rights of incarcerated people and TSOs within and beyond the prison system.	Skill
Networking and partnership development	Building and maintaining collaborative relationships with public institutions, TSOs, and community stakeholders.	Skill
Openness (absence of prejudice)	Approaching all individuals, regardless of their sentence, identity, or past, with fairness and a willingness to understand. Actively reflecting on personal stigma, biases, and stereotypes.	Attribute
Trustworthiness	Building credibility and rapport through reliability, discretion, and consistency in all interactions within the prison environment.	Attribute
Objectivity	Identifying and tackling personal bias when assessing situations or individuals, especially in emotionally or ethically complex cases.	Attribute
Self-regulation	Remaining composed and maintaining professional behavior in high-stress or confrontational encounters.	Attribute
Mental stability	Sustaining and nurturing emotional and psychological balance in challenging, restrictive, and sometimes volatile work environments. Identifying needs for support in yourself and others.	Attribute
Non-discriminatory attitude	Ensuring equitable treatment for all incarcerated people, regardless of ethnicity, gender, sexuality, religion, background,or any other protected characteristic .	Attribute
Non-judgmental attitude	A commitment to engaging with incarcerated people without moral bias, stigma, or assumptions instead focusing on support, dignity, and understanding.	Attribute
Integrity	Acting with integrity, precision, and fairness in carrying out responsibilities.	Attribute

Annex 4 – Prison Staff Competency <-> Workshop Unit Matrix

WS outline: Annex 4 - Prison Workers – Competency <-> Workshop Unit Matrix

Core Competency	Knowledge (K)	Skills (S)	Attitudes (A)	Related Workshop Units
1. Facilitation of (re-) integration	• Rehabilitation approaches • Educational/vocational training • Reintegration pathways	• Motivational interviewing • Supporting structured programs • Monitoring progress	• Empathy • Belief in rehabilitation • Professional support orientation	**Unit 2: Working in the Prison Context:** *Motivation in a mandatory field; Balance between control & relationship--building* **Unit 5: Development of Social Competences, Ethics & Resilience:** *Resocialisation & Reintegration (services, re-entry support)* Case studies, mentoring, design thinking
2. Ensuring safety and security	• Prison security systems • Risk factors • Emergency & safety procedures • Prison dynamics	• Monitoring & supervision • Risk assessment • De-escalation techniques • Incident/crisis response	• Vigilance • Responsibility • Commitment to safety	**Unit 1: Understanding the Prison System:** (safety rules, basic regulations) **Unit 2: Working in the Prison Context:** (de-escalation, conflict resolution, balance between control and relationships) **Unit 3: Prison Population Characteristics:** (understanding dynamics) Simulation & scenario-based training
3. Legal and regulatory compliance	• Criminal law basics • Prison regulations • Human rights standards	• Applying rules consistently • Accurate documentation • Decision-making under pressure	• Integrity • Impartiality • Fairness	**Unit 1: Understanding the Prison System:** *Legal framework & penitentiary regulations; Human rights and justice context; Trial phases & legal assistance* Lectures & quizzes
4. Interprofessional and interinstitutional cooperation	• Roles of psychologists, social workers, NGOs/TSOs, probation services • Institutional procedures	• Teamwork • Inter-agency coordination • Clear communication	• Openness • Respect for expertise • Willingness to collaborate beyond prison walls	**Unit 2: Working in the Prison Context:** *Roles and responsibilities; Transparency & aligning expectations* **Unit 4: Advocacy, Networking, and Relationship Building:** Teamwork, World Café, peer-to-peer learning
5. Professional ethics and personal resilience	• Ethical codes & standards • Anti-discrimination principles • Stress management techniques	• Self-control • Professional communication • Managing boundaries • Coping strategies	• Respect • Resilience • Commitment to dignity	**Unit 2: Working in the Prison Context:** *Professional boundaries; Stress management* **Unit 3: Prison Population Characteristics:** *Cultural awareness* Supervision & reflection activities

Annex 5 – TSO Workers Competency <-> Workshop Unit Matrix

WS outline: Annex 5 - TSO Workers – Competency <-> Workshop Unit Matrix

Core Competency	Knowledge (K)	Skills (S)	Attitudes (A)	Related Workshop Units
1. Providing social support and assistance	• Social support systems and services • Needs of incarcerated people and their families • Counselling and social work methods	• Case management • Advocacy • Guidance and support provision • Building trust	• Empathy • Respect for human dignity • Commitment to social justice	**Unit 2: Working in the Prison Context:** *Communication, social work, empathy, assertiveness* **Unit 5: Development of Social Competences, Ethics & Resilience:** *Resocialisation & reintegration (services, support after release)* Peer-to-peer learning, group discussions
2. Legal and regulatory compliance	• Legal frameworks relevant for NGOs in prisons • Human rights and justice standards • Penitentiary regulations and entry procedures	• Navigating institutional rules • Documentation and reporting • Advising on legal aid access	• Accountability • Integrity • Respect for regulations	**Unit 1: Understanding the Prison System:** *Human rights & criminal justice; Legal framework; Trial phases* Quizzes, lectures, invited experts
3. (Re-)Integration measures	• Reintegration pathways (housing, employment, education) • Labour market opportunities • Motivational approaches	• Motivational interviewing (OARS) • Career guidance • Designing and supporting reintegration plans	• Optimism, belief in change • Supportive approach • Patience and persistence	**Unit 2: Working in the Prison Context:** *Motivation in a mandatory field; Balance between control & relationship* **Unit 5: Development of Social Competences, Ethics & Resilience:** *Reintegration services, design thinking* Case studies, mentoring
4. Building cooperation and networks	• Stakeholders in reintegration (schools, employers, municipalities) • Partnership frameworks • Advocacy channels	• Networking, partnership building • Policy advocacy • Coordination with prisons and external actors	• Openness • Inclusivity • Collaboration mindset	**Unit 4: Advocacy, Networking, and Relationship Building:** *Engaging with stakeholders; Networking with NGOs & universities; Building sustainable cooperation* World Café, networking events, peer exchange
5. Professional ethics and resilience	• NGO ethical standards • Safeguarding and anti-discrimination principles • Stress management and self-care methods	• Setting professional boundaries • Reflective practice • Managing emotional load • Communication skills	• Respect, empathy • Resilience • Commitment to dignity	**Unit 2: Working in the Prison Context:** *Professional boundaries; Stress management* **Unit 3: Prison Population Characteristics:** *Cultural awareness Supervision* & mentoring, group reflection, self-assessment

Annex 6 – Recommended Resources & Study Materials

WORKPRIS – Recommended Resources & Study Materials

Foreword

These are general documents covering practices and regulations related to working in prison environments. It is therefore advised to align the workshop study materials with the national context of the workshop participants, where they plan to implement activities and establish cooperation between TSOs and prison systems. In preparation, desk research and expert consultations are recommended, particularly in the areas of law and legal aspects in the country concerned.

International Standards & Human Rights

- European Prison Rules (2020) + 2023 Guidance Document – Council of Europe standards for prison management and treatment of prisoners. https://search.coe.int/cm#%7B%22CoEIdentifier%22:%5B%2209000016809ee581%22%5D,%22sort%22:%5B%22CoEValidationDate%20Descending%22%5D%7D + https://cdn.penalreform.org/wp-content/uploads/2023/05/EPR-Guidance-Doc.pdf
- UN Standard Minimum Rules for the Treatment of Prisoners (Nelson Mandela Rules) – Core UN principles on humane treatment. https://www.unodc.org/documents/justice-and-prison-reform/Nelson_Mandela_Rules-E-ebook.pdf https://www.penalreform.org/resource/trainers-manual-introduction-to-the-nmr/ (Trainers Manual and Slide Deck on the Mandela Rules) https://cdn.penalreform.org/wp-content/uploads/2016/01/PRI_Nelson_Mandela_Rules_Short_Guide_WEB.pdf (Short guidance document) Guidance on Prisoner Rights by the COE : https://rm.coe.int/know-your-rights-in-ukraine-eng-2016/16806ab97c

Health & Wellbeing in Prisons

- WHO – Prisons and Health (2014) – Comprehensive guide on health care in prison settings. https://www.euro.who.int/__data/assets/pdf_file/0005/249188/Prisons-and-Health.pdf
- WHO – Prison Health Framework (2021) – A framework for assessing and improving prison health systems. https://www.who.int/europe/publications/i/item/9789289055488
- Penal Reform International - Mental health in Prison (2018) - A short guide for prison staff https://cdn.penalreform.org/wp-content/uploads/2018/05/PRI_Short_guide_to_mental_health_support_in_prisons_WEB.pdf
- Penal Reform International - Women in prison: Mental health and well-being (2020) - A guide for prison staff https://cdn.penalreform.org/wp-content/uploads/2020/02/PRI-Women-in-prison-and-mental-well-being.pdf
- Mental Health Awareness Training: AWARE Handbook on Developing mental health awareness and training in the correctional justice system – an overview of policy & practice recommendations https://www.cep-probation.org/wp-content/uploads/2021/03/AWARE_policy_and_practice_recommendations_handbook_final.pdf
- Council of Europe - Organisation and management of health care in Prison (2019) https://rm.coe.int/guidelines-organisation-and-management-of-health-care-in-prisons/168093ae69
- Council of Europe - Prison health care and medical ethics: A manual for health-care workers and other prison staff with responsibility for prisoners' well-being (2014) https://rm.coe.int/publications-healthcare-manual-web-a5-e/16806ab9b5

Rehabilitation & Reintegration

- Penal Reform International - Strategy (2024) https://cdn.penalreform.org/wp-content/uploads/2024/07/PRI_Strategy-2024-28.pdf
- UNODC – Roadmap for Prison-Based Rehabilitation Programmes (2017) https://www.unodc.org/documents/justice-and-prison-reform/17-05452_ebook.pdf
- UNODC – Introductory Handbook on the Prevention of Recidivism and the Social Reintegration of Offenders (2018). https://www.unodc.org/documents/justice-and-prison-reform/18-02303_ebook.pdf

Prison staff practices

- Correctional Practice Framework (Australia, 2024): https://files.corrections.vic.gov.au/2025-03/Correctional-Practice-Framework.pdf
- Correctional Officer National Occupational Framework (author: Urban Institute (USA))https://www.urban.org/sites/default/files/2023-09/Correctional_Officer_National_Occupational_Framework.pdf
- Guidelines for recruitment and training of prison and probation staff (author: Council of Europe) (2019) https://www.coe.int/en/web/portal/-/new-guidelines-for-recruitment-and-training-of-prison-and-probation-staff
- Council of Europe - Prison Management Booklet, Programmatic Cooperation Framework for Armenia, Azerbaijan, Georgia, Republic of Moldova, Ukraine and Belarus (2017) https://rm.coe.int/prison-management-booklet-eng/16807185bd - Specific on certain countries.
- Competencies and Training of Prison Staff: Similarities and Differences Between Groups of Prison Workers in Slovenia (2025) https://www.iksi.ac.rs/izdanja/life_in_prison_2024/life_in_prison_2024_3_hacin_mesko.pdf

Statistics & Research

- Council of Europe – Annual Penal Statistics (SPACE I & SPACE II) – Data on prison populations and community sanctions across Europe. https://wp.unil.ch/space/
- Penal Reform International - Global Prison Trends (2025) (links to various types of resources): https://www.penalreform.org/resource/global-prison-trends-2025/
- Penal Reform International - Non-Custodial Sanctions in the European Union (2022) https://www.penalreform.org/resource/non-custodial-sanctions-and-measures-eu-comparative-study/
- UNODC - Global Prison population and trends (2025): https://www.unodc.org/documents/data-and-analysis/prison/Prison_brief_2025.pdf

Communication & Motivation

- Five-Minute Interventions - https://assets.publishing.service.gov.uk/media/5a823b56e5274a2e8ab58309/prisoners-perception-of-care-from-prisoner-officers-trained-5-minute-interventionists.pdf
- Motivational Interviewing (MINT Network) – Resources on MI techniques (OARS, engagement, evocation, planning). https://motivationalinterviewing.org/

Conflict Management & De-escalation

- National Institute of Corrections (NICIC, USA) – Training materials on de-escalation in correctional settings. https://nicic.gov/
- NAMI – Crisis De-escalation Techniques – Practical guides for working with individuals in crisis. https://www.nami.org/Your-Journey/Individuals-with-Mental-Illness/Dealing-with-the-Criminal-Justice-System/Crisis-Guide

Collaboration & Networking

EuroPris – European Organisation of Prison and Correctional Services – Good practice examples, cooperation models.
https://www.europris.org/resources/

- Council of Europe & European Commission joint projects – Materials on cooperation between prison services and NGOs.
https://www.coe.int/en/web/criminal-law-coop/prisons-and-community-sanctions

Prison Populations

- Bangkok Rules - set of 70 United Nations standards adopted in 2010 that focus on the specific needs of women in the criminal justice system, from pre-trial detention to post-release.
https://www.unodc.org/documents/justice-and-prison-reform/Bangkok_Rules_ENG_22032015.pdf
- Havana Rules - United Nations Rules for the Protection of Juveniles Deprived of their Liberty, adopted in 1990, which provide international standards for juvenile justice systems to protect the rights, safety, and well-being of children in conflict with the law.
https://www.unodc.org/pdf/criminal_justice/United_Nations_Rules_for_the_Protection_of_Juveniles_Deprived_of_their_Liberty.pdf

Other useful resources and links:

- Older persons in detention: A framework for preventive monitoring (2021) https://cdn.penalreform.org/wp-content/uploads/2021/06/PRI_DMT-Older-persons_WEB.pdf
- LGBTI persons deprived of their liberty: a framework for preventive monitoring (2013) https://www.penalreform.org/resource/lgbti-persons-deprived-liberty--framework-preventive-monitoring/
- Guidance document on the Bangkok Rules (2021) https://cdn.penalreform.org/wp-content/uploads/2021/12/BR_Guidance_Doc_English_Second_Edition.pdf
- The rehabilitation and social reintegration of women prisoners Implementation of the Bangkok Rules (2019) https://cdn.penalreform.org/wp-content/uploads/2019/05/PRI_Rehabilitation-of-women-prisoners_WEB.pdf
- Ending Violence Against Children in Detention (2024) https://cdn.penalreform.org/wp-content/uploads/2024/11/WorkingPaper_VAC05.11.2024.pdf
- Towards LGBTI+ sensitive justice systems for children in Europe (2022) https://www.penalreform.org/resource/towards-lgbti-sensitive-justice-systems-for-children-in-europe/
- Positive behaviour management and children in detention (2016) https://www.penalreform.org/resource/positive-behaviour-management-children-detention/
- Technical brief: Transgender people and HIV in prisons and other closed settings (2022) https://www.unodc.org/documents/hiv-aids/2022/2225461_Transgender_HIV_E_eBook.pdf

Annex 7 – Checklists for Participants & Trainers

Day 1 – Understanding the Prison System

- ☐ I have a better understanding about the prison entry rules and safety regulations.
- ☐ I'm aware of the basic rights and responsibilities of incarcerated individuals and staff and know how to access relevant resources.
- ☐ I have a better understanding of the phases of trial and legal aid options and know how to access relevant resources.
- ☐ I feel confident in participating in the analysis of group data and statistics

Day 2 – Working in the Prison Context

- ☐ I am aware of my professional boundaries and ethical responsibilities.
- ☐ I practiced communication skills (active listening, empathy, assertiveness).
- ☐ I improved my techniques in the challenging conversations during scenarios.

Day 3 – Prison Population Characteristics

- ☐ I can describe prison populations.
- ☐ I reflected on my own biases and cultural assumptions.
- ☐ I took part in the Living Library or focus group exercises.

Day 4 – Advocacy, Networking, Relationship Building

- ☐ I mapped key stakeholders and cooperation partners and have an understanding of their roles and responsibilities.
- ☐ I can explain the foundations to advocacy and partnership-building.
- ☐ I practiced inter-agency meeting scenarios and learned to reflect on differing perspectives.
- ☐ I developed an idea for a sustainable cooperation project in my area.

Day 5 – (Re-)Integration and Resilience

- ☐ I know about available reintegration services & referral pathways and how to access them.
- ☐ I practiced crisis intervention and de-escalation techniques.
- ☐ I identified personal resilience and professional self-care strategies.

Annex 8 – Evaluation & Feedback Forms

Annex 8 – Evaluation & Feedback Forms

Daily Evaluation Form

(5–10 minutes at the end of each day)

1. Learning outcomes:

Today I learned something new:

☐ strongly agree ☐ agree ☐ neutral ☐ disagree

What are the 3 most important things you have learnt (in your own opinion)?

I can apply today's learning in my work:

☐ strongly agree ☐ agree ☐ neutral ☐ disagree

How do you plan to apply what you learned today in your work?

2. Training methods:

The activities (lectures, real scenario role-plays, discussions) were useful: ☐ yes ☐ partly ☐ no

Which activity helped you most today?

_____

3. Atmosphere & facilitation:

I felt encouraged to participate:

☐ strongly agree ☐ agree ☐ neutral ☐ disagree

The trainer/facilitator supported learning:

☐ strongly agree ☐ agree ☐ neutral ☐ disagree

4. Suggestions:

One thing I would improve/change for tomorrow:

_____

Final Evaluation Form (Day 5)

1. Overall workshop:

The training met my expectations:

☐ strongly agree ☐ agree ☐ neutral ☐ disagree

I developed useful knowledge, skills, and attitudes:

☐ strongly agree ☐ agree ☐ neutral ☐ disagree

2. Competencies:

I feel more confident in:

_____

_____

_____

3. Training delivery:

The mix of theory and practice was effective:

☐ yes ☐ partly ☐ no

If not - why not? Do you have any suggestions?

_____

Which training methods were most valuable?

_____

Would you add anything?

4. Practical application:

I already know where I will use the skills from this workshop: ☐ yes ☐ no

Example: _____

5. Open feedback:

What was the most important learning point for you?

_____

What would you recommend to improve future workshops, do you have any suggestions?

_____

_____

_____

Annex 9 – Pre-Workshop Questionnaire

Annex 9 – Pre-Workshop Questionnaire

Workshop title: .....

Date: .....

Your name (optional): .....

1. Background and Experience

– Have you ever participated in training related to prisons, social services, or work with incarcerated people?

☐ Yes

☐ No

If yes, please describe briefly: .....

– How would you describe your current role?

☐ Social worker

☐ Counsellor

☐ Educator/trainer

☐ Volunteer

☐ Other: .....

2. Knowledge and Skills

– Please rate your current level of knowledge/skills in the following areas:

(1 = very low, 5 = very high)

Area	1	2	3	4	5
Understanding of the prison system	☐	☐	☐	☐	☐
Human rights and ethical standards	☐	☐	☐	☐	☐
Legal framework & correctional regulations	☐	☐	☐	☐	☐
Communication with incarcerated people	☐	☐	☐	☐	☐
Cooperation with prison staff & institutions	☐	☐	☐	☐	☐

3. Expectations

– What are your main expectations from this training/ workshop?

.....

.....

– Which topics are you most interested in?

.....

4. Practical Application

– In your current role, where do you expect to use the knowledge/skills gained from this workshop?

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5. Other Comments

– Do you have any questions, concerns, or special needs (e.g., accessibility, language support)?

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