

INforEX

**“Innovative ways of including low qualified ex offenders
and ex prisoners to labour market”**

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PILOT TRAINING WITH FINAL BENEFICIARIES (106)

Final Report

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1. Introduction – the purpose of the INforEX Project

The goal of the INforEX project is to create a new active and practical training methodology focusing on low qualified adult ex prisoners and ex offenders. The issue of training is closely related to the integration of low qualified adult ex prisoners and ex offenders into the labour market. INforEX tries to give an answer to a problem which has a clear European dimension and affects social inclusion and quality of life of a broad category of citizens in many EU member states.

We organised the Pilot training courses with the final beneficiaries (offenders). The training course also to some extent also tested the trainers' preparation to work with this target group.

The Activity consisted of the organization and management of 6 pilot training paths (1 in each country involved), and of the finalization and standardization of the training methodology. Initially it was planned that in each country 12 entrepreneurs will train 2 people each, so in total - 144 beneficiaries.

The Piloting guidelines were prepared for entrepreneurs to successfully guide them through the pilot testing phase with ex offenders. Based on the results of this report, the piloting guidelines will be improved.

Each partner at the end of a pilot course has made a report containing evaluation and suggestions concerning the course as they have been collected during the course evaluation by entrepreneurs and tutors.

2. Methodology

The training methodology and approach used with ex-offenders – who are the final beneficiaries of the project and the primary subject of the training – is the one of non-formal education and training. Non-formal education and training was

defined as all education outside of the formal system (Rogers, 2004). According to Coombs and Ahmed (Rogers, 2004) its basic definition is 'any organised, systematic, educational activity carried on outside the framework of the formal schooling system to provide selected types of learning to particular sub-groups in the population, adult as well as children.'

The project's approach is also based on the 'Experiential Learning' theory (Kolb, 1984) emphasises the central role that experience plays in the learning process. The theory defines learning as 'the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience'.

Therefore, the training methodology used for the INforEX project was designed to actively engage participants in practical on the job training with employers, to ensure that trainees develop the relevant transferable skills that will make them employable and improve their life chances.

According to the initial plan, 24 detainees or ex-prisoners in total should have been selected in partners' countries, but due to local peculiarities and difficulties the number of beneficiaries is different. The report further elaborates on that.

The prisoners and ex prisoners were then included in training courses in selected companies whose entrepreneurs were previously trained.

The actual courses lasted approximately 320 training hours per person (some participants more hours, some less). Afterwards, each trainee received a certificate with the skills, knowledge and competences acquired.

In each country 3 tutors who participated in the training in Spain from partners' organisations supported the training activities of the 12 entrepreneurs by supervising and integrating the educational activity of the entrepreneurs as well as by sharing discussion and dialogues with the beneficiaries (trainees) so as to make them internalise and fully accomplish the competencies on which they have been working through the training path.

3. National report

In order to make the results comparable, a form has been produced that each partner has completed.

The table used for the national reports of each partner is provided below.

3.1 Lithuania

3.1.1 Pilot Training Courses National Report

Section 1: Introduction to the Pilot Training Course	
<p>Purpose: <i>(Aim of Pilot Training Courses, Objectives, achieved goals during Pilot Training Courses)</i></p>	<p>The aim of the pilot training was to test the created on the job training methodology with final beneficiaries – offenders and ex-offenders and at the same time to receive feedback from employers on the methodology, training received.</p>
<p>Local Context <i>(Ways of participant selection to Pilot Training Courses, organization details, etc.)</i></p>	<p>During the training course for employers (11 2017 – 01 2018) we had 12 participants from different organisations. However, when we started thinking of the pilot training with final beneficiaries it became clear that only Šiauliai Remand Prison is willing to try out the methodology in practice with their inmates serving in maintenance department (who are serving a lighter sentence). All in all, 22 final beneficiaries decided to join the project.</p> <p>As their supervisors 12 persons (Šiauliai Remand prison staff) were involved. 1 person from them was in constant contact with partner organisation’s representative, giving feedback from final beneficiaries as well as trainers / supervisors. The communication between partner organisation (ZISPB) and the employer’s main representative was carried out through face to face meetings and telephone conversations.</p> <p>Most of the participants finished their on the job training in April 2018 (some at the beginning of the month (08-04-2018), others decided to fill in the workbook (record skills)</p>

	<p>until the end of the month (27-04-2018)).</p> <p>The number of hours spent on the training is also individual (from 211,5 hours to 420 hours).</p>
<p>Preparation <i>(Engaging with participants etc.)</i></p>	<p>At first, representatives of ZISPB were invited to present the methodology and training documentation to the larger group of staff of the Remand Prison (06-02-2018) and then during another meeting ZISPB invited final beneficiaries to join the programme, fill in the created workbook in order to get their skills, knowledge and competences certified. The official start of the pilot training is considered 09-02-2018, however, some final beneficiaries (offenders) started recording their skills several days later.</p> <p>The beneficiaries corresponded to the main criteria – they all were willing to get their skills certified and did not have high qualification and had a supervisor (employer’s representative) who helped them in the process of on the job training and confirmed the skills gained.</p>
<p>Issues/constraints</p>	<p>Due to the chosen target groups (final beneficiaries who are still doing lighter sentences) and prison restrictions we were not able to test KUDOS system (trying to determine where they would wish / have capabilities to work);</p> <p>Also, the INforEX methodology has been offered to be used with the offenders who have already been selected by the prison staff to work in the maintenance department and already ascribed duties /job positions (based on the internal evaluation), INforEX offered them an opportunity to get their skills, knowledge and competences which was positively met by both the prison administration as well as participants themselves.</p> <p>What is more, since beneficiaries started their on the job training, we have not performed initial training with them.</p> <p>Another thing which should be mentioned is that the trainers for supervising the on the job training have only been introduced with the main principles of INforEX methodology (how to guide participants through this process of recording their skills and certify their skills).</p>

However, the trainers within the prison have not participated in the training of trainers organised before pilot training with final beneficiaries of the project. Thus, they were not able to properly assess the training methodology since they were just acquainted with one of the final steps—conducting on the job training and certifying the skills acquired by participants. However, all of them have experience of working with offenders.

We focused on the main thing – to get the skills of low qualified participants certified in order to provide them with a non-formal education certificate.

Section 2: Methodology and Pilot Training Courses programme

Design of the Pilot courses in each country

(Description of Pilot Training Courses, etc.)

ZISPB has a long-term cooperation agreement with Siauliai Remand Prison also due to personal data restrictions (since earlier it was planned to work together with Labour Exchange Office in the recruitment of final beneficiaries) it was decided to try out the INforEX methodology with offenders still doing their sentence. The participants were selected by prison administration, however, the participation in the programme was voluntary. 22 participants have agreed to try out INforEX methodology and record their skills obtained while working.

The training started in February and finished at the end of April. Participants were suggested to record 320 hours of work, however, for each of them the duration was different. Some participants were quite successful in recording their skills whereas others had problems with that.

As mentioned above, we did not use KUDOS system and initial training of participants. Also, the trainers were different than the ones who participated in the training of trainers. But the trainers involved had experience of working with offenders and have been introduced to the skills recording and certification process.

<p>Date of Pilot courses <i>(Start and finish)</i></p>	<p>2018-02-08/2018-02-09 until 2018-03-30/2018-04-27</p>
<p>Meetings between trainers and final beneficiaries <i>(Number of meetings with each person or group, etc.)</i></p>	<p>Meetings between representatives of the employer / trainers and final beneficiaries were carried out as planned. The number of meetings depended on the duration of the training path (which was different for each participant);</p> <p>The main purpose of the weekly and monthly meetings was to certify the skills gained; some supervisors/ trainers even wrote a positive comment about participant's job.</p>
<p>Main points from employers' reports to partners <i>(Concerns, feedback, etc.)</i></p>	<p>The communication between partner organisation (ZISPB) and the employer's main representative (Irma Bukantienė) was carried out through face to face meetings and telephone conversations. She in turn communicated with the rest of the trainers.</p> <p>The main attention was paid to recording skills, knowledge and competences by final beneficiaries, to see if the work done is in the right direction.</p> <p>Also it was agreed that final beneficiaries can describe their activities in their own words (if they decide not to follow the job descriptions).</p> <p>It was also agreed with the employer that they would share with the participants the job descriptions existing in the Remand Prison.</p> <p>Partner organisation in their turn provided many examples of job descriptions to help offenders in this process.</p>
<p>Purpose <i>(Main reasons and discussed points during meetings, etc.)</i></p>	<p>See above.</p>

<p>Details of venues</p> <p><i>(Where meetings were held? Placement addresses, etc.)</i></p>	<p>Refer to Annex No. (1 Trakų g. 10, LT-76286 Šiauliai, Lithuania)</p>
<p>Lists of participants</p> <p><i>(Name, Surname of Final Beneficiary, Job, Employer)</i></p>	<p>Refer to Annex No. 1;</p> <p>Jobs:</p> <ul style="list-style-type: none"> <i>Electrician's helper</i> <i>Kitchen's help</i> <i>Locksmith-welder</i> <i>Carpenter</i> <i>Garage worker / help</i> <i>Plumber</i> <i>Cleaner</i> <i>Food distributor, cleaner</i> <i>Laundry worker</i> <i>Barber</i> <i>Builder</i> <i>Helper</i> <i>Warehouse help</i> <i>Courtyard help</i>
<p>Details of participants</p> <p><i>(Employment sectors, etc.)</i></p>	<p>Final beneficiaries involved worked in the maintenance department of Šiauliai Remand Prison. Their work performed was within the premises of the prison (taking care of the infrastructure).</p>
<p>Resources (if applicable)</p> <p><i>(equipment, particular material, etc.)</i></p>	<p>The trainees used the resources available within the prison under the instructions of the trainers.</p> <p>ZISPB asked the staff of the prison to share the job descriptions already existing in the prison in order to help participants record their skills.</p> <p>ZISPB also provided many examples of job descriptions based of the list of available positions in the prison.</p>

Issues/Constraints

Section 3: The training activities and the way they have been performed

Activities

What has been undertaken during Pilot Training Courses (meetings, adult skills evaluation, etc.)

The on the job training was been carried out as planned, certification has been conducted, ZISPB prepared certificates to the participants.

Strategy

Particular ways of performed activities, etc.)

ZISPB decided to collaborate with Šiauliai Chamber of Commerce, Industry and Crafts and present them the created methodology in order to get their logo on the certificate issued to the participants in order to give more relevance, importance to the certificate itself and recognition by employers.

Benefit/Impact

(What was achieved during particular activities, how it has influenced participants, etc.)

The participants found the certificate useful (especially when we offered an opportunity to prepare the certificates in the English language) since many of them after their release are planning to go abroad.

Also some of them decided to join the programme after we explained that the certificate will be a good supplement to their CV.

Also the participation in the projects contributes positively in their characteristics description.

Some participants asked to issue their certificates earlier since they have been released.

Issues/Constraints

(Any problems or special cases met during Pilot Training Courses regarding training activities, etc.)

Section 4: Trainee's Records of Attendance

Please, attach scanned copies of all your participants records of attendance	Please find attached.
Issues/Constraints <i>(Any problems or special cases met during Pilot Training Courses regarding completing records of attendance, etc.)</i>	It is recommended to improve the workbook to be able to write not weeks but concrete date (so that it would be then easier to calculate the total number of hours spent on the job training) since it was observed that sometimes (based on weekly and monthly reports) the real no. of hours is different.

Section 5: Findings by each target group

<i>(Summaries of the quantitative and qualitative data responses based on the evaluation questionnaire (Annex No. 3))</i>	The trainers have been different than those who participated in the training of trainers sessions so they were not given evaluation questionnaires. The trainers in the Remand Prison have previous experience of working with offenders and they were just introduced during one meeting with them with the main principles how participants record the skills obtained and how they need to confirm if the skill has been actually obtained. On the basis of their confirmation the participant is then issued a non-formal education certificate by us.
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Section 6: Recommendations and suggestions

Pilot Training Courses organization

(Feedback and suggestions)

Since the job description composition process has proved to be not so easy, ZISPB decided to use the descriptions existing within each organisation (“pareigybių aprašymas”) and also collected examples of job descriptions to help participants in the process of skills, knowledge and competences acquired.

It is worth mentioning that we have tested the INforEX methodology with another group of low qualified persons. A group of persons from Social Services Centre were sent to different Šiauliai city kindergartens, schools and social services centres to acquire a new job skill, knowledge and competences. They were quite successful in completing the workbooks according to the job descriptions existing in the organisations they work at. Some of them expressed wish to continue the recording of skills during summer. This group of people will also receive certificates about their skills acquired. This is beneficial to them since the job is new (they do not have formal qualification) thus a certificate listing skills, knowledge and competences acquired of, for example, teacher’s assistant will be valuable for their future search for job.

Improvement

Suggestions for the amelioration of the training course for adult trainers and the certification system

It is not easy to develop job descriptions based on Level 3 of EQF. Is the skill that is asked of the higher / lower level? Is it suitable for Level 3 or it is already Level 4 or 5? Since employers and ZISPB are not very much acquainted with EQF we had doubts in job descriptions composition; the job descriptions’ composition according to level 3 EQF should be elaborated more in the methodology.

Also, IO4 should be include with additional target groups – offenders still doing their sentence since in our case it proved to be possible. Participants were certified for approx. 320 hours, however, most of them have the possibility to work until their release thus the skills acquired are not lost.

3.1.2 Summary

The training in Lithuania started in February and finished at the end of April. 22 prisoners from the “Šiauliai Remand” prison were involved in the pilot training. The training has been done within the handling/maintenance department. All prisoners have completed training. Inside the prison a supervisor was involved who was constantly in contact with partner organization's representative.

3.1.3 Methodology and training activity

Training for prisoners took 320 hours of work. However, for each of them the duration was different. Some participants were quite successful in recording their skills whereas others had problems with that.

3.1.4 Feedback of the training

The trainers were different than the ones who participated in the training of trainers. But the trainers involved had experience of working with offenders and have been introduced to the skills recording and certification process, training methodology.

3.1.5 Recommendations

In addition to prisoners from the “Šiauliai Remand” prison, ZISPB has tested the INFOREX methodology with other vulnerable and low-skilled workers. A group of persons from Social Services Centre were sent to different Šiauliai city kindergartens, schools and social services centres to acquire new job skills, knowledge and competences. They were quite successful in completing the workbooks according to the job descriptions existing in the organisations they work at.

3.2. Spain

3.2.1 Pilot Training Courses National Report

Section 1: Introduction to the Pilot Training Courses

Purpose:

(Aim of Pilot Training Courses, Objectives, achieved goals during Pilot Training Courses)

The general objective of the Project is to put the INforEX methodology into practice, training 24 young people, in a series of labor competencies acquired through labor practices, facilitating their employability and favoring their labor insertion.

To do this, a training will be carried out in 2 phases:

PHASE 1: general and basic skills training will be carried out in which skills such as 1.- Basic skills for life (management of a bank account, money management), 2.- Employability skills (how to apply) Likewise, teamwork ..) (2 months), these skills improve their employability, since they improve their personal capacity to face any job.

PHASE 2: Training phase in the workplace, where you can acquire specific skills of the job, each job profile will have specific skills that must be acquired during the job.

<p>Local Context</p> <p><i>(Ways of participant selection to Pilot Training Courses, organization details, etc.)</i></p>	<p>The selection of the participants in the project has been the result of collaboration with the coaches, selecting young people according to:</p> <ul style="list-style-type: none"> a) The motivation for their labor insertion b) Involvement in previous training. c) Personal skills. (communication, respect for authority ...) <p>2. Each technician selected candidates that met the profile</p> <p>The training has taken place in parallel in two different Autonomous Communities, assuming a greater effort in the coordination</p> <p>As more significant incidents: 6 young people did not finish, two of them for changing their address and not being able to continue with the work. Three for voluntary retirement, since they did not want to continue working and one for problems at work, which meant their automatic withdrawal.</p> <p>Taking into account the age of the boys, the greatest difficulty was the personal instability translated into: difficulties to maintain a job, making it considerably difficult, both the selection of candidates who met the criteria of the program, and then the maintenance of employment, with an average of 3 months in a job, for voluntary retirement or not exceeding the trial period.</p>
<p>Preparation</p> <p><i>(Engaging with participants etc.)</i></p>	<p>An informative session was held, with young people who had already been pre-selected because they were finalizing their precautionary measure and for showing greater motivation towards employment.</p> <p>The conditions of participation of the project were explained to them, explaining their personal commitment since it was a voluntary participation. A first list of pre-candidates was made.</p> <p>Individual interviews were conducted with the preselected young people and the final participants were selected.</p>

Issues/constraints	<p>The main difficulty is the instability of the personal situation of the users reflected in fluctuations in the motivation and involvement in the work.</p> <p>Five candidates who were interested in participating, before starting the project renounced it because it did not interest them, or they felt unable to comply with the 5 months due to personal insecurity.</p>
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Section 2: Methodology and Pilot Training Courses programme

<p>Design of the Pilot courses in each country</p> <p><i>(Description of Pilot Training Courses, etc.)</i></p>	<p>Level 1: 2 weeks</p> <p>1.1. Informative talk with interested, pre-candidates.</p> <p>1.2. Selection of candidates. Among the volunteers, those who had the profile proposed by the entrepreneur were selected. Personal competences were taken into account, such as: social and communication skills, motivation and initiative, previous experience and specific training (food handler card, driving license, etc.).</p> <p>Level 2: Skills for Life. Through 6 workshops (month + 2 weeks) (2 hours per week) the objectives are:</p> <p>2.1. Management skills (financial control, banks ...), simulation exercises, videos ...</p> <p>2.2. Improve self-confidence and self-esteem, psychoeducation exercises with which to improve self-awareness and self-esteem improvement.</p> <p>2.3. Labor culture and effective communication: role playing exercise where basic communication and interaction skills with colleagues and clients are put into practice, as well as labor values.</p> <p>Level 3: Employability skills: knowing how to present oneself, (role playing), teamwork ((group dynamics to work on cooperation).</p> <p>Level 4: Work with employee (5 months duration)</p>
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	Monitoring of work activity.
Date of Pilot courses <i>(Start and finish)</i>	Start: 01/01/2018 Finish: 01/08/2018
Meetings between trainers final beneficiaries <i>(Number of meetings with each person or group, etc.)</i>	Of the 3 trainers, two of them were responsible for the training of 11 users in the Community of Andalusia. And a trainer for the community of Madrid who trained 7 users.
Main points from employers' reports to partners <i>(Concerns, feedback, etc.)</i>	<p>Most significantly by entrepreneurs was the problem with three kids, for the following reasons:</p> <ol style="list-style-type: none"> 1. Lack of punctuality when starting work, they had to be reprimanded, they needed a lot of supervision, although their work performance was adequate. 2. Another complaint was that the users who coincided, made a group, negatively affected their work performance, so they had to be changed during working hours so that they did not coincide Both improved in their performance and they integrated better with the rest of the companions since they interacted more 3. Regarding the treatment of customers, some were close to them, having to influence an attitude of greater respect or distance with customers, which were accepted by the 3 users in which this complaint was detected.
Purpose <i>(Main reasons and discussed points during meetings, etc.)</i>	<p>By users, 99% agreed that their main fear was rejection because they come from detention centers. They live it as a social stigma and they have it internalized.</p> <p>Other fears were about how they react with clients, conscious some of their lack of skills, worried about not</p>

	reacting well, losing control in difficult situations.
Details of venues <i>(Where meetings were held? Placement addresses, etc.)</i>	<i>Refer to Annex No. 1</i>
Lists of participants <i>(Name, Surname of Final Beneficiary, Job, Employer)</i>	<i>Refer to Annex No. 1</i>
Details of participants <i>(Employment sectors, etc.)</i>	<p>The labor sectors in which the users were trained were:</p> <ul style="list-style-type: none"> -Fruit and vegetable packaging and distribution warehous - Sale of agricultural products - Supermarkets - Hostelry - Printing - Gardening
Resources (if applicable) <i>(equipment, particular material, etc.)</i>	<ul style="list-style-type: none"> - An interview room has been used, - Multipurpose room for group and workshop tasks - A projector and computer equipment.
Issues/Constraints	<p>The most significant difficulties were the motivational instability of the young people. They require an effort of supervision since it costs them to be autonomous when they face the work activity, above all, the referent in the schedule and norms of the work.</p>

Section 3: The training activities and the way they have been performed

<p>Activities <i>(What has been undertaken during Pilot Training Courses (meetings, adult skills evaluation, etc.)</i></p>	<p>Regarding the methodology, it has been an important effort, having to define all the activities, since the content is very general. It would be necessary for the methodology to be more structured, defined sessions, with objectives and activities to be worked on, to facilitate its implementation and to test the validity of the program.</p> <p>It is so open that it is not possible to draw conclusions about its efficiency or know what aspect to improve.</p> <p>The implementation of the project supposes an important effort of preparation of the material.</p>
<p>Strategy <i>(Particular ways of performed activities, etc.)</i></p>	<p>Dynamic workshops have been developed, with continuous role playing, to be more active and work from practice</p> <p>Projection of audiovisual material, has been used in some sessions, although, they must be of short duration</p> <p>The discussion groups are also interesting when the group has already been consolidated, because if not, it is difficult to manage and to be productive.</p>
<p>Benefit/Impact <i>(What was achieved during particular activities, how it has influenced participants, etc.)</i></p>	<p>It was possible for some young people to create positive alliances, where they were encouraged and motivated to continue working. They were an important emotional support to continue in the project.</p>
<p>Issues/Constraints <i>(Any problems or special cases met during Pilot Training Courses regarding training activities, etc.)</i></p>	<p>In some cases, training and counselling had to be completed individually due to the lack of time of one of them.</p>

Section 4: Trainee's Records of Attendance

<p>Please, attach scanned copies of all your participants records of attendance</p>	<p><i>Attached as a separate doc.</i></p>
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<p>Issues/Constraint <i>(Any problems or special cases met during Pilot Training Courses regarding completing records of attendance, etc.)</i></p>	<p>It is a little difficult to fill since it requires a lot of signatures.</p> <p>In some cases, the follow-up was done by telephone, due to lack of viability of the entrepreneur, trips or meetings.</p>
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Section 5: Findings by each target group

<p><i>(Summaries of the quantitative and qualitative data responses based on the evaluation questionnaire (Annex No. 3)</i></p>	<p>Regarding the methodology, it is important to deepen in sessions such as coaching, conflict resolution, and social skills The users perceive organizational culture sessions as less relevant since they consider that they handle it well.</p> <p>The Manual is assessed as not very concrete, very general the information that is provided. So, the methodology is valued at 3.5 average. Improvable.</p> <p>Where more score is achieved is in the support of the trainers of the organization, 5-6 points of valuation.</p> <p>As for the adjectives, values such as stress and effort stand out, but the most chosen adjective is pleasant and satisfying.</p> <p>As for suggesting the participation of other professionals, the score is medium high.</p>
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Section 6: Recommendations and suggestion

<p>Pilot Training Courses organization <i>(Feedback and suggestions)</i></p>	<p>The time of duration, 5 months, has been difficult to meet with the boys, since in addition to this time, it has been necessary to carry out a basic training that has extended the training time to 7-8 months and it has been difficult to work continuity with young people who have little emotional stability, assuming an important effort.</p> <p>The content of the general skills is well stated, but we believe that it is necessary to be broader, in terms of working organizational culture; It would also be interesting to address individual motivation and preparation sessions for the practical part.</p> <p>Entrepreneurs suggest individual sessions, more adapted to their needs due to the problems of time.</p> <p>The weekly face-to-face sessions have been difficult to meet in some cases, and the follow-up with the employer has to be more flexible, being telephone, in some occasions, to be carried out.</p>
<p>Improvement <i>Suggestions for the amelioration of the training course for adult trainers and the certification system</i></p>	<p>Deepen in coaching techniques at a practical level.</p> <p>The weekly evaluation of the advances in competitions is difficult to estimate</p>

3.2.2 Summary

The training in Spain started on the 01/01/2018 and was over 01/08/2018. It has been carried out in two distinct regions: Andalusia and Madrid, in the community of Madrid were formed 11 users and in the community of Andalusia were formed 9 users.

The selection of the participants in the project has been the result of collaboration with the coaches/ trainers. The elements taken into consideration for the selection were:

- a) The motivation for their labor insertion.
- b) Involvement in previous training.
- c) Personal skills (communication, respect for authority ...)

3.2.3 Methodology and training activity

The course was divided into two parts.

In the first part the candidates were informed of the opportunity and then their interest was examined.

In the second part was on-the-job training: also this part was accompanied by training meetings on Management, Labor culture and effective communication. The selected participants had personal skills such as: social and communication skills, motivation and initiative, experience.

3.2.3 Feedback of the training

The Spanish partner working with young beneficiaries encountered some difficulties. For them it has been necessary to carry out a basic training that has extended the training time to 7-8 months finding difficult to work continuously with young people who are not emotionally stable. This required a lot of efforts. Moreover, 6 young people did not finish the course.

3.2.4 Recommendations

With young users the session to address individual motivation and preparation for the practical parts suggested.

3.3. Cyprus

3.3.1 Pilot Training Courses National Report

Section 1: Introduction to the Pilot Training Courses

<p>Purpose:</p> <p><i>(Aim of Pilot Training Courses, Objectives, achieved goals during Pilot Training Courses)</i></p>	<p>The aim and objectives of the Pilot Training Courses were:</p> <p>Introduce the INFOREX Project, its methodology, aim and objectives</p> <p>The beneficiaries completing 320 hours of work based training (basic labour competences; personal and social skills, employability skills etc.)</p> <p>Provide initial and final assessment of skills gained.</p>
<p>Local Context</p> <p><i>(Ways of participant selection to Pilot Training Courses, organization details, etc.)</i></p>	<p>In the Training of trainers stage we selected employers and managers from companies that have a strong corporate social responsibility background and are open, or already working with people from disadvantaged groups and ex offenders.</p>
<p>Preparation</p> <p><i>(Engaging with participants etc.)</i></p>	<p>After the Training for trainers and employers finished, we provided them with the material developed in the INforEX project and other useful material to equip and motivate them to participate in the project and support them in their work with the ex-offenders and people from disadvantaged groups.</p> <p>In addition, we sent all the material through email.</p> <p>We employed the follow-up procedure set in the INforEX project, a monthly call and email communication to all the employers and managers involved in the project's activities. The aim of this was to receive updates by the employers and managers, throughout the training, about its progress and any issues arising. An additional measure we took was to arrange personal meeting with the employers and managers in case they needed any extra support.</p>

Issues/constraints	<p>There were no major issues in the progress of the piloting. One issue we faced from the beginning of the project was confidentiality. The final beneficiaries preferred to remain anonymous so as not to feel stigmatized.</p> <p>Also, we were not able to use the KUDOS system. Though the platform is very user-friendly and can provide interesting analytics, there were language constraints.</p>
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Section 2: Methodology and Pilot Training Courses programme

<p>Design of the Pilot courses in each country <i>(Description of Pilot Training Courses, etc.)</i></p>	<p>We tried to follow the INforEX methodology structure, differentiating a bit to adjust to the local needs of the companies involved. As we had selected employers and managers from companies that have a strong corporate social responsibility background and are open, or already working with people from disadvantaged groups and ex offenders, they found the participants.</p>
<p>Date of Pilot courses <i>(Start and finish)</i></p>	<p>February- July 2018</p>
<p>Meetings between trainers final beneficiaries <i>(Number of meetings with each person or group, etc.)</i></p>	<p>We suggested that the trainers (employers and managers) meet once a week with their trainees in order to check their progress and their concerns, if any.</p>
<p>Main points from employers' reports to partners <i>(Concerns, feedback, etc.)</i></p>	<p>From the monthly follow-ups with the employers the following were noted:</p> <ul style="list-style-type: none"> - How to ensure the smooth integration of the trainees in the work environment - Issues with the soft and social skills (especially for

	those working in customer care)
Purpose <i>(Main reasons and discussed points during meetings, etc.)</i>	To check their progress and their concerns, if any.
Details of venues <i>(Where meetings were held? Placement addresses, etc.)</i>	<i>Annex No. 1</i>
Lists of participants <i>(Name, Surname of Final Beneficiary, Job, Employer)</i>	<i>Annex No. 1</i>
Details of participants <i>(Employment sectors, etc.)</i>	<p>The participants worked in the following sectors:</p> <ul style="list-style-type: none"> - Trading Companies - School/Education providers - Delivery & Messengers Service - Retail trade (supermarket)
Resources (if applicable) <i>(equipment, particular material, etc.)</i>	
Issues/Constraints	-

Section 3: The training activities and the way they have been performed

Activities <i>(What has been undertaken during Pilot Training Courses (meetings, adult skills evaluation, etc.)</i>	The training activities on the job have been implemented successfully; however, the skills of the participants have still not been validated with an official certificate.
Strategy <i>(Particular ways of performed activities, etc.)</i>	Eurosuccess decided to provide the material to the company and act as a supporting actor in the training activities.
Benefit/Impact <i>(What was achieved during particular activities, how it has influenced participants, etc.)</i>	As described by the trainers, the experience of the on the job training was beneficial both for them and for the participants, as it enabled them to develop in many areas. An additional measure we took to validate the INforEX methodology is that we tried and managed to validate the INforEX training programme (Training the Trainers) with the Human Resource Development Authority of Cyprus (HRDA). HRDA is a public-law body that aims to create the conditions for planned and systematic training and development of the human resources of Cyprus at all levels and in all areas to meet the needs of the economy within the framework of the social and economic policy of the state.
Issues/Constraints <i>(Any problems or special cases met during Pilot Training Courses regarding training activities, etc.)</i>	

Section 4: Trainee's Records of Attendance

<p>Please, attach scanned copies of all your participants records of attendance</p>	<p><i>Attached the participants' workbook</i></p>
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<p>Issues/Constraints <i>(Any problems or special cases met during Pilot Training Courses regarding completing records of attendance, etc.)</i></p>	
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Section 5: Findings by each target group

<p><i>(Summaries of the quantitative and qualitative data responses based on the evaluation questionnaire (Annex No. 3))</i></p>	<p>Overall, the feedback we received from all the participants was very positive.</p> <p>All of them noted that the training content were relevant for their preparation and the majority mentioned that they would not add anything else. One person added that they would like to have more psychological support related contents. Another participant stated that learning more about handling risk situations when working with ex-offenders would be useful.</p> <p>The INforEX training methodology used prepared them to become a trainer/mentor was rather appropriate (average 4.75). One of them noted that they would prefer to include in the training more role-plays and specific presentations by trainees. Another mentioned that it would be nice to organise exchange field visits to the other organisations and companies that work with people from vulnerable groups or within the project.</p> <p>They consider themselves effective as trainers (average 4.25). Among the difficulties they encountered was that it was difficult for the person to not realise what you are trying to do and coaching is difficult when the other</p>
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	<p>person is not aware. Also, it was difficult to psychologically support the trainees and understand their problems. Another issue, was how to initially approach them and adapt to their individual needs and problems. In addition, they found it challenging to help the trainees with their life skills.</p> <p>All stated that the support given by the partner organisation was very helpful (average 5.25) and that their needs were covered. One mentioned that the partner was always available for support.</p> <p>Moreover, they used mostly positive adjectives to describe their experience as trainer/mentors: committing, useful, motivating, rewarding, pleasurable, fun, resourceful, demanding and consuming.</p> <p>Finally, they would recommend this initiative to one of their entrepreneur colleagues or friends to join (average 4+6+6+6+5). One said that this was a great experience for their personal and work development.</p> <p>A participant mentioned that this experience was very rewarding as you support a person in need to develop.</p>
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Section 6: Recommendations and suggestions

<p>Pilot Training Courses organization</p> <p><i>(Feedback and suggestions)</i></p>	<p>We had to adapt the methodology to address the needs of the particular companies that participated in the project's activities. This has to be taken into account and will be valuable feedback for anyone that wants to test the INforEX methodology.</p>
<p>Improvement</p> <p><i>Suggestions for the amelioration of the training course for adult trainers and the certification system</i></p>	<p>The skills assessment and certification process has to be more structured.</p>

3.3.2 Summary

The training in Cyprus started in February and was over in July 2018. 5 beneficiaries were involved. They completed the training for 320 hours. EUROSUCCESS has formed 5 users.

The training companies were selected that had a strong corporate social responsibility background and have already been working with people from disadvantaged groups and former offenders.

The participants worked in the following sectors:

- Trading Companies
- School / Education providers
- Delivery & Messengers Services
- Retail trade (supermarket)

3.3.3 Methodology and training activity

During the training the INFOREX methodology was used differentiating it to the local needs of the companies involved. It was not difficult because we selected employers and managers from companies that have a strong corporate social responsibility background and are open, or have already worked with people from disadvantaged groups and ex offenders. In addition, the process was alleviated because the trainers (employers and managers) met once a week with their trainees in order to check their progress and their concerns, if any (as planned according to INforEX methodology).

3.3.4 Feedback of the training

Generally, the training was evaluated positively and most of the participants appreciated the contents and the results. Although some difficulties have been found.

The greatest difficulty was encountered by coaching, not all the identified beneficiaries were allowed to accompany the training path easily.

It was then difficult to psychologically support the trainees and understand their problems. try to understand their needs and individual problems.

Finally, identify their life skills and enhance them in the training course.

3.3.5 Recommendations

Some of the participants suggested it might have been useful to organise exchange field visits to other organisations and companies that work with people from vulnerable groups or within the project.

3.4. Italy

3.4.1 Pilot Training Courses National Report

Section 1: Introduction to the Pilot Training Courses	
<p>Purpose: <i>(Aim of Pilot Training Courses, Objectives, achieved goals during Pilot Training Courses)</i></p>	<p>The main objective of the pilot training was to test the INforEX methodology training 24 inmates and ex inmates in a series of labor competencies acquired through labor practices, facilitating their employability and favoring their labor insertion and at the same time received a feedback from employers involved.</p>
<p>Local Context <i>(Ways of participant selection to Pilot Training Courses, organization details, etc.)</i></p>	<p>The final beneficiaries of the pilot training were all identified inside the Pozzuoli Women's Prison, with which the cooperative has been collaborating for 10 years.</p> <p>In collaboration with the educational sector of the prison, all women were identified who could have access through legal benefits to work outside the prison.</p>
<p>Preparation <i>(Engaging with participants etc.)</i></p>	<p>Two information sessions were held on the objectives of the project and on the methodology that it was intended to experiment with the prison management and the prison educational sector,</p> <p>Another information session was held with the women prisoners who could participate in the training, a constant and serious commitment was requested.</p> <p>Participation in training was voluntary by prisoners.</p>
<p>Issues/constraints</p>	<p>We had some difficulties with the KUDOS system, since the prisoners were not allowed to use the internet. Many of them did not have an e-mail to register for the portal and not the English</p>

	<p>language of the Kudos portal.</p> <p>We solved by printing KUDOS fields, translating them by compiling them offline and then reporting the information back to the KUDOS system.</p> <p>This gave us the opportunity to understand the sectors in which to insert the selected prisoners.</p>
<p>Section 2: Methodology and Pilot Training Courses programme</p>	
<p>Design of the Pilot courses in each country</p> <p><i>(Description of Pilot Training Courses, etc.)</i></p>	<p>The meeting between employers and inmates was facilitated by a tutor from the cooperative to familiarize themselves with them and with the structure of the training, with the tasks they would have to perform.</p> <p>Employers told the prisoners what they expected, what their tasks would be, and their schedules etc.</p>
<p>Date of Pilot courses</p> <p><i>(Start and finish)</i></p>	<p>Start: March 2018</p> <p>Finish: July 2018</p>
<p>Meetings between trainers final beneficiaries</p> <p><i>(Number of meetings with each person or group, etc.)</i></p>	<p>The trainers met with the prisoners at the workplace. The purpose of the meetings was to check the progress of work and to answer possible questions from the trainees. The meetings were also an opportunity for the employers to provide feedback on the trainees.</p>
<p>Main points from employers' reports to partners</p> <p><i>(Concerns, feedback, etc.)</i></p>	<p>From the meeting with Employers have been identified the following issues</p> <ul style="list-style-type: none"> - difficulty to arrive punctual (in the case of prisoners who came out of prison, it was often not their fault, but of the bureaucracy) - difficulty in relating to customers - lack of confidence in their abilities
<p>Purpose</p> <p><i>(Main reasons and discussed points during meetings, etc.)</i></p>	<p>.</p>

<p>Details of venues</p> <p><i>(Where meetings were held? Placement addresses, etc.)</i></p>	<p><i>Annex No. 1</i></p>
<p>Lists of participants</p> <p><i>(Name, Surname of Final Beneficiary, Job, Employer)</i></p>	<p><i>Annex No. 1</i></p>
<p>Details of participants</p> <p><i>(Employment sectors, etc.)</i></p>	<p>The labor sectors in which the users were trained were:</p> <ul style="list-style-type: none"> -Hostelry -Cooking - Agri-food. - Printing. - Service.
<p>Resources (if applicable)</p> <p><i>(equipment, particular material, etc.)</i></p>	<p>The employers guaranteed the apprentices proper work outfit, if it was needed to do the job.</p>
<p>Issues/Constraints</p>	<p>-</p>
<p>Section 3: The training activities and the way they have been performed</p>	
<p>Activities</p> <p><i>(What has been undertaken during Pilot Training Courses (meetings, adult skills evaluation, etc.)</i></p>	<p>The training activities on the job have been implemented successfully. Certification has been conducted, Lazzarelle prepared certificates to the participants.</p>
<p>Strategy</p> <p><i>(Particular ways of performed activities, etc.)</i></p>	<p>Lazzarelle decided to organize an initial workshop, then provided all the material and constantly followed the training activities</p>

<p>Benefit/Impact</p> <p><i>(What was achieved during particular activities, how it has influenced participants, etc.)</i></p>	<p>The training had a positive impact on the inmates, strengthening their awareness.</p> <p>Training in the company has shown them that they are able to work in a context of legality.</p> <p>That can become autonomous and be protagonists of their future once they are released from prison</p>
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<p>Issues/Constraints</p> <p><i>(Any problems or special cases met during Pilot Training Courses regarding training activities, etc.)</i></p>	
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Section 4: Trainee's Records of Attendance

<p>Please, attach scanned copies of all your participants records of attendance</p>	<p><i>From participants' workbooks</i></p>
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<p>Issues/Constraints</p> <p><i>(Any problems or special cases met during Pilot Training Courses regarding completing records of attendance, etc.)</i></p>	<p>-</p>
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Section 5: Findings by each target group

<p><i>(Summaries of the quantitative and qualitative data responses based on the evaluation questionnaire (Annex No. 3)</i></p>	<p>The feedback received were all quite positive</p> <p>The INforEX training methodology used prepared them to become a trainer/mentor was rather appropriate</p> <p>thanks at The INforEX training methodology They consider themselves effective as trainers and the support given by the partner organisation was very helpful and that their needs were covered. One mentioned that the partner was always available for support.</p> <p>Some of them would recommend an INFOREX project to colleagues and most of them positively evaluated contact with the</p>
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	tutor (partner's representative).
Section 6: Recommendations and suggestions	
Pilot Training Courses organization <i>(Feedback and suggestions)</i>	<p>We had to adapt the methodology to address the needs of the particular companies that participated in the project's activities.</p> <p>The employers were satisfied with the training, but they stressed several times that the issue was of completing the project documentation because was to much, not because it is difficult. For them it became a waste of time.</p>
Improvement <i>Suggestions for the amelioration of the training course for adult trainers and the certification system</i>	-

3.4.2 Summary

The training in Italy started in March and finished at the end of July. The final beneficiaries of the pilot training were all identified inside the Pozzuoli Women's Prison, with which the cooperative has been collaborating for 10 years. In collaboration with the educational sector of the prison, 15 women were identified and selected who could have access through legal benefits to work outside the prison.

The labor sectors in which the users were trained were:

- Hostelry
- Cooking
- Agri-food
- Printing
- Service

The companies involved in the training are part of the Italian partner's network. The training activities on the job have been implemented successfully. Certification

has been conducted, Lazzarelle prepared certificates to the participants. All the beneficiaries involved ended the 320 hours of training.

3.4.3 Methodology and training activity

Before starting the training activities, meetings were held with the prison educational staff and with the prison management to explain the INforEX project, the objectives of the training and the methodology that was intended to be used.

Moreover, meetings were held with prison inmates to understand the motivation to participate in the courses.

Participants were asked to take a constant and serious participation in the course.

3.4.4 Feedback of the training

The training had a positive impact on the inmates, strengthening their awareness. Training in the company has shown them that they are able to work in a context of legality. That they can become autonomous and be protagonists of their future once they are released from prison.

From the meeting with Employers the following issues have been identified:

- difficulty to arrive punctually (in the case of prisoners who came out of prison, it was often not their fault, but of the bureaucracy)
- difficulty in relating to customers
- lack of confidence in their abilities

3.4.5 Recommendations

There were no recommendations offered since the participants expressed their satisfaction with the content of the training and the way it was handled.

3.5 Great Britain

3.5.1 Pilot Training Courses National Report

Section 1: Introduction to the Pilot Training Courses

<p>Purpose:</p> <p><i>(Aim of Pilot Training Courses, Objectives, achieved goals during Pilot Training Courses)</i></p>	<p>The aim and objectives of the Pilot Training Courses were:</p> <ul style="list-style-type: none"> - Introduce the INFOREX Project, its methodology, aim and objectives - The beneficiaries completing 320 hours of work based training (basic labour competences; personal and social skills, employability skills etc.) - Provide initial and final assessment of skills gained
<p>Local Context</p> <p><i>(Ways of participant selection to Pilot Training Courses, organization details, etc.)</i></p>	<p>Initially when the project started we began contacting a variety of organisations and stakeholders who work with the target group for the project (ex-offenders) to support the project.</p> <p>It became apparent that in order to work with this target group we would need to adapt the training methodology to suit the local context.</p> <p>As such we began to work with St Giles Trust, who are a specialist organisation working with ex-offenders and supporting them to develop skills for the workplace and certifying beneficiaries to EQF Level 3 in Advice and Guidance. This is highly applicable to the INforEX project.</p> <p>St Giles Trust identified offenders who were suitable for the Peer Advisor programme, a level 3 certified training course with on the job training within the prison environment, and ex-offenders in the community at a St Giles Trust community centre in London.</p>
<p>Preparation</p> <p><i>(Engaging with participants etc.)</i></p>	<p>Working through St Giles Trust staff and trainers, participants were identified and selected for the programme.</p>
<p>Issues/constraints</p>	<p>CASCAID were not able to have direct contact with the beneficiaries in the prison setting owing to safety and compliance constraints.</p> <p>We have limited contact with the beneficiaries in the community (1 meeting and feedback session.)</p>

Section 2: Methodology and Pilot Training Courses programme

<p>Design of the Pilot courses in each country</p> <p><i>(Description of Pilot Training Courses, etc.)</i></p>	<p>The courses structure is as follows:</p> <ol style="list-style-type: none"> 1. Introduction to programme 2. Understanding the qualification 3. Dynamics of advice and guidance work 4. Communication skills 5. Inclusivity, boundaries and non-judgemental practice 6. Prejudice, stereotyping, values & beliefs 7. The Interview 8. Documentation & information recording 9. Safeguarding 10. Making Referrals & Signposting 11. Dealing with difficult situations 12. Goals, aspirations & progression 13. 3 month work placement 14. Assessment <p>Please see appendix “Scheme of work” for details.</p>
<p>Date of Pilot courses</p> <p><i>(Start and finish)</i></p>	<p>March - September 2018</p>
<p>Meetings between trainers final beneficiaries</p> <p><i>(Number of meetings with each person or group, etc.)</i></p>	<p>The programme involves regular meetings between the training tutor and the beneficiaries. This includes monthly assessment during the 3 months work placement.</p> <p>We demonstrated the templates from IO4 to tutors who advised that they have their own materials they use as part of the programme.</p>
<p>Main points from employers’ reports to partners</p> <p><i>(Concerns, feedback, etc.)</i></p>	<p>Feedback from trainers showed that the beneficiaries were very engaged with the programme.</p> <p>They all felt that taking part in the programme is a big opportunity for them to gain practical work related skills and experience that will help them to turn their lives around.</p> <p>Given that the programme focussed only on the advice and guidance profession, it was felt that the programme was not right for all participants as some wish to enter other industries.</p>

<p>Purpose</p> <p><i>(Main reasons and discussed points during meetings, etc.)</i></p>	<ul style="list-style-type: none"> ● To check the participants were on track for the programme ● To identify any issues ● Support the participants and answer any queries of concerns
<p>Details of venues</p> <p><i>(Where meetings were held? Placement addresses, etc.)</i></p>	<p>Most meetings take place in the prisons themselves or at St Giles Advice centre in London.</p>
<p>Lists of participants</p> <p><i>(Name, Surname of Final Beneficiary, Job, Employer)</i></p>	<p>Unable to provide names owing to data protection.</p> <p>12 plus 2 at St Giles London Centre</p>
<p>Details of participants</p> <p><i>(Employment sectors, etc.)</i></p>	<p>12 - Advice and guidance trainees</p> <p>1 - Employment coaching trainee</p> <p>1 - Contact centre advisor trainee</p>
<p>Resources (if applicable)</p> <p><i>(equipment, particular material, etc.)</i></p>	<ul style="list-style-type: none"> ● Handouts ● Exercise worksheets ● Cards for role play ● PDP ● Action Plan ● Questionnaires ● Evaluation forms ● Quiz ● Legislation handouts ● SGT policies ● Exercise ● Handouts
<p>Issues/Constraints</p>	<p>Not being given access to all the participants except one initial meeting with them made it hard to deliver the project.</p>
<p>Section 3: The training activities and the way they have been performed</p>	
<p>Activities</p> <p><i>(What has been undertaken during Pilot Training Courses (meetings, adult skills evaluation, etc.)</i></p>	<ul style="list-style-type: none"> ● Presentation ● Whole group discussion ● Small group tasks ● Q & A ● Individual writing ● Peer presentations ● Reaction cards

	<ul style="list-style-type: none"> • 121 meetings
<p>Strategy</p> <p><i>(Particular ways of performed activities, etc.)</i></p>	<ul style="list-style-type: none"> • Using experienced tutors to conduct the initial training who have experience with ex offenders is crucial to the success of the programme.
<p>Benefit/Impact</p> <p><i>(What was achieved during particular activities, how it has influenced participants, etc.)</i></p>	<ul style="list-style-type: none"> • Explain the background to the St Giles Trust peer advisor programme and how it supports services within the specific delivery context • Outline the structure and content of the peer advisor training programme and describe how this supports the work of peer advisors • Explore the impact of prior life, work and learning in relation to the peer advisor programme • Identify aspirations for future study and employment and plan actions for addressing these • Identify learning preferences, support and development needs and plan actions for addressing these • Mutually agree a positive working practice • Define key terminology in relation to information, advice and guidance and outline the purposes of IAG services • Identify the attributes of an effective advice and guidance worker • Appreciate individual differences and preferences in relation to clients • Explain the components of an appropriate interview environment, including reference to seating arrangements • Outline the importance of appropriately documenting advice and guidance work • Define key aspects of communication using relevant terminology • Identify different types/aspects of verbal and non-verbal communication • Discuss how types/aspects of communication might impact on interactions between people • Explore cultural differences in relation to communication • List barriers and difficulties in relation to communication and identify strategies for overcoming these • Define professional boundaries and explain their importance within the context of the peer advisor and other working roles • Identify the personal attributes, local/ organisational policies, procedures and practices and national/professional codes of practice and legislation that shape professional practice and boundaries for peer advisors • Explain the importance of complying with national, local, professional and organisational requirements and the potential consequences of non-compliance • Apply knowledge of policies, procedures and legislation to peer advisor practice

- Explain the actual or potential effect of own values, beliefs, attitudes and behaviours when working
- Define and give examples of prejudice, stereotyping, values and beliefs
- Describe potential impact of prejudice and stereotyping on advice work
- Reflect on the potential impact of own values, beliefs and behaviours on role as a peer advisor with reference to boundaries and professionalism
- Outline a process for effective interviews
- Explain the components, knowledge and skills involved in effective interviews
- Explain what is involved in effective contracting
- Identify the potential implications of not contracting effectively
- Compare and contrast 'open questions' and 'closed questions'
- Apply interviewing skills to case studies
- Explain why it's important to confirm the autonomy of the client
- Describe a system for recording interactions with clients
- Explain how to help clients in giving and getting information, assessing it and confirming requirements
- Identify appropriate sources and types of information for different clients and suitable formats for it
- Explain how to explore options with clients
- Apply knowledge and produce an option review record/action plan
- Define key terminology in relation to safeguarding
- Identify what makes someone particularly vulnerable in specific context(e.g. advice and guidance clients, people in prison)
- Identify the organisational policies, procedures and practices and legislation that define safeguarding roles and responsibilities and explain their importance
- Explain own responsibilities in relation to safeguarding
- Identify the consequences on non-compliance with policy, procedure and legislation in respect of safeguarding for clients, workers and organisations
- Identify responsibilities and actions in relation to safeguarding scenarios
- Assess own skills, knowledge and abilities in relation to aspirations for work, study and life progression
- Reflect on, and give and respond to, constructive feedback about work performance
- Identify own development needs and the activities, support and resources needed to address these
- Identify future goals and take responsibility for planning actions to achieve these through completion of a Personal Development Plan

<p>Issues/Constraints</p> <p><i>(Any problems or special cases met during Pilot Training Courses regarding training activities, etc.)</i></p>	<p>n/a</p>
<p>Section 4: Trainee's Records of Attendance</p>	
<p>Please, attach scanned copies of all your participants records of attendance</p>	<p><i>From participants' workbooks</i></p>
<p>Issues/Constraints</p> <p><i>(Any problems or special cases met during Pilot Training Courses regarding completing records of attendance, etc.)</i></p>	<p>We were unable to use the templates from the project as the programme uses its own materials and we did not have access to the participants directly.</p>
<p>Section 5: Findings by each target group</p>	
<p><i>(Summaries of the quantitative and qualitative data responses based on the evaluation questionnaire (Annex No. 3)</i></p>	<p>On the whole, feedback on the methodology was positive.</p> <p>All participants said that the training was relevant and informative, however a couple of participants mentioned that the administration materials and process was quite cumbersome and therefore would not fit with the existing model already in place based on existing programmes.</p> <p>Most of the participants (average 5) felt that they were effective in delivering training to the target group following the training and providing support to emotional needs for beneficiaries was one area that participants felt was lacking in support and that this was a challenging area for development.</p> <p>More and more services that support ex-offenders are expected to support a wide range of emotions, behavioral and educational needs requiring professional training and support.</p> <p>Participants felt that they received adequate support from partners (average 4.9) however that they would have liked to have been involved in the project proposal stage to make sure that the methodology was possible to deliver to the local context to avoid issues in delivery of the pilot.</p>

Section 6: Recommendations and suggestions

Pilot Training Courses organization <i>(Feedback and suggestions)</i>	In general, the project context and aims are a very positive step towards supporting more vulnerable groups to gain skills and become positive contributors to society, however it was felt that the project methodology was too rigid for the UK context and therefore parts of the programme were not possible to deliver effectively.
Improvement <i>Suggestions for the amelioration of the training course for adult trainers and the certification system</i>	More guidance is needed towards the recruitment of participants and perhaps expanding it from just ex-offenders to any low skilled adults earlier on in the project would have helped with recruitment for the pilot.

3.5.2 Summary

The training in Great Britain started in March and was over in September. No having direct experience with inmates, the partner CASCAID, involved for the training St Giles Trust, who are a specialist organization working with ex-offenders and supporting them to develop skills for the workplace and certifying beneficiaries to EQF Level 3 in “Advice and Guidance”. Through St Giles Trust staff and trainers, 14 participants were identified and selected for the programme.

3.5.3 Methodology and training activity

The programme involved regular meetings between the training tutor and the beneficiaries. This included monthly assessment during the 3 months work placement. The success of the programme was to involve expert tutors who already had experience with this kind of users.

3.5.4 Feedback of the training

Feedback from trainers showed that the beneficiaries were very engaged with the programme. They all felt that taking part in the programme is a big opportunity for them to gain practical work related skills and experience that will help them to turn

their lives around. All participants said that the training was relevant and informative.

3.5.5 Recommendations and suggestions

In general, the project context and aims are a very positive step towards supporting more vulnerable groups to gain skills and become positive contributors to society, however it was felt that the project methodology was too rigid for the UK context and, therefore, parts of the programme were not possible to deliver effectively.

3.6 Poland

3.6.1 Pilot Training Courses National Report

Section 1: Introduction to pilot training	
<p>Purpose:</p> <p><i>(Aim of the Training Courses, Objectives, goals achieved during the Training Courses)</i></p>	<p><u>Purpose of the Training:</u> Acquiring professional skills by ex-prisoners.</p> <p><u>Targets assumed:</u></p> <ul style="list-style-type: none"> - completing by 24 former convicts max. 320 hours of the on-site professional training at the employer's; - receipt by the 24 ex-convicts of the certificates showing special skills they acquired during the training courses; - support for the people with low qualifications and gaining by them professional competences; - developing basic skills and competences that will improve the employability of the former convicts; - developing social skills and the self-esteem of the ex-convicts, which will increase their effectiveness in the labour market; - gaining theoretical knowledge about the tasks performed, practical and soft skills as well as the competences related to the work completed. <p><u>Goals achieved:</u></p> <ul style="list-style-type: none"> - 21 ex-convicts conducted a max. 320 hours of the on-site professional training at the employer's; - 21 ex-convicts obtained the certificates showing special skills they had acquired during the training courses; - people with low qualifications were supported by enabling them to obtain professional competences;

	<ul style="list-style-type: none"> - basic skills and competences developed by former convicts will improve their chances for employment in the future; - social skills and self-esteem which have been developed by former prisoners will increase their effectiveness in the labour market; - former convicts have acquired theoretical knowledge, practical and soft skills and the competences related to the work they have done; - the degree of motivation regarding occupational and social activation of ex-convicts has increased.
<p>Local context:</p> <p><i>(Ways of selecting the participants for the trainers' training, details of organization, recruitment of participants, etc.,)</i></p>	<p>The former convicts were recruited by Monika Skrzetuska, the tutor, who personally and by phone discussed with them their participation in the project. Ms Skrzetuska had already met those people at the premises of the penal institution, that's why she had the information concerning their professional and educational background.</p> <p>The project was also attended by former convicts who had been selected for the project by the employers with whom they had cooperated earlier. As the employers were satisfied with their work, they proposed them participation in the project. The project participants were selected for action (for individual positions) in accordance with the job description and the characteristics of the person, the portfolio the employers had previously created for the purposes of information and recruitment activities.</p>
<p>Training preparation</p> <p><i>(Involving employers, recommending the training to acquaintances, helping with the participants recruitment)</i></p>	<p>The employers were involved in, among others, introducing the ex-convicts into the scope of their duties (they held interviews with the ex-convicts and showed them the work posts, as well as instructed them on how to perform their duties). They demonstrated a high level of empathy and willingness to establish cooperation with the prospective trainees. They also signalled to the tutor that they were informing their friends about the project (direct conversations, telephone/e-mail contact). By filling in the job description and the characteristics of the person, the employers contributed to the recruitment process.</p> <p>Owing to the detailed information, the tutor had the knowledge on what kind of "employee" the employer needs. The job description was prepared before the final beneficiary joined the vocational training. It was developed during the training for employers and was designed in such a way so as to help track the skills acquired by the beneficiary and serve as a hint for the former criminal, which would facilitate the assessment of his skills after completing the training path.</p>
<p>Problems</p>	<p>Not applicable</p>

Section 2: Methodology and the training program

<p>Training preparation <i>(Training program, how it was created, why such issues were raised, etc.)</i></p>	<p>The employers met with the former convicts in person in order to get acquainted with them and the structure of the training (starting work on the basis of the agreed task description, holding meetings regarding the weekly and monthly progress, filling in the workbook and reporting on self-assessment, the final assessment of the skills and certification). Before performing their duties, the ex-convicts were familiarized by the employer with the applicable regulations and the work rules in a given company/organization. The employers specifically indicated what they expected from the former prisoners during the training. Based on constant observation of the ex-convict the employers raised the issues which they discussed on an ongoing basis with the above mentioned during personal meetings/telephone conversations. The discussed issues concerned mainly the quality of work, motivation and discipline.</p>
<p>Date of the training <i>(Start and finish)</i></p>	<p>The trainings were held from January until April 2018 and during that period the ex-prisoners were employed in various months and participated in the training from one to three months.</p>
<p>Meetings between the trainers and the convicts <i>(The number of the meetings, etc.)</i></p>	<p>The trainers met with the former prisoners (at the employer's office) or kept in touch by phone max. 3 or 4 times each month. The purpose of the meetings was to check the progress of work and to answer possible questions from the trainees. The meetings were also an opportunity for the employers to provide positive feedback on the trainees and report any comments directly related to their work.</p>
<p>The main topics addressed by entrepreneurs during the contact with project partners <i>(feedback, complaints, compliments)</i></p>	<p>The employers addressed the issues related to the work of former convicts, sharing their observations and showing interest in the new team member. The employers also expressed their willingness to hire former convicts after completing training by them. Project documentation (its completion by the employers) was a frequent subject of conversations.</p>
<p>Purpose <i>(The main reasons and discussed issues during the meetings, etc.)</i></p>	<p>The employers had a problem with completing the project documentation. Very often, they reported on the lack of time to fill such a large number of documents. They expressed significant dissatisfaction with the above problem (a clear decrease in motivation and willingness to participate in the project).</p>
<p>The details of the meeting place <i>(Where were the meetings)</i></p>	<p><i>The information included in Annex 1</i></p>

<i>held?)</i>	
The list of the participants <i>(Names and surnames of the beneficiaries)</i>	The information included in Annex 1
Details of the participants <i>(In which sector were they employed?)</i>	<ol style="list-style-type: none"> 1. Tramwaje Szczecińskiej Spółka z o.o – Szczecin Tramways Ltd. (service sector - workshop work) 2. Fundacja resocjalizacji i readaptacji społecznej TULIPAN – TULIPAN Social Resocialization and Readaptation Foundation (service sector– therapeutic activities) 3. Fundacja – Instytut św. Brata Alberta – St Brother Albert Foundation (service sector – cleaning and catering work) 4. Szczecińskie Centrum Profilaktyki Uzależnień - Szczecin Drugs Dependence Prevention Centre (service sector – cleaning and maintenance work) 5. Stowarzyszenie “SOS” dla Rodziny – The SOS Association for the Family (service sector – cleaning, household and hotel work) 6. Spółdzielnia Socjalna MIEDWIE – MIEDWIE Social Cooperative (service sector – catering work) 7. Zakład Stolarski PINOKIO – The PINOKIO Carpentry (service sector – woodwork) 8. Stowarzyszenie Feniks Alberta – The Feniks Alberta Association (service sector – cleaning and catering work) 9. Agencja Redakcja “Dobrze Napisane” – Editorial agency “Well written” (service sector - office work) 10. Gabint Kosmetyczny Ewa Dąbrowska – Beauty Studio – Ewa Dąbrowska (service sector – cosmetics work) 11. Omijus- (Consulting, business intelligence, IT)
Materials (if any) <i>(workplace equipment, etc.)</i>	All the employers were well prepared, i.e. they had the necessary equipment that was needed to perform work by the former convicts. The work stations were equipped with appropriate materials. The employers guaranteed the apprentices proper work outfit, if it was needed to do the job.
Problems	Not applicable

Section 3: Training activities and their implementation

<p>Activities</p> <p><i>(What topics were raised during the trainers' training, the information meetings, evaluations, etc.)</i></p>	<p>The employers met with the ex-convicts in order to get acquainted with them and get introduced into the structure of the training (starting work on the basis of the agreed job description; the meetings concerned the weekly and monthly progress, filling in the workbook and evaluating the trainees' self-assessment; presenting the final skills assessment and certification).</p> <p>Before commencing their job duties, the ex-convicts were informed by the employer about the regulations and rules obligatory at the given work post. The employers specifically indicated what they expected from the ex-prisoners during the training. Following the ongoing observation of the ex-prisoners, the employers raised the issues, which they discussed with the apprentices during personal meetings or telephone conversations. The issues related mainly to the quality of the work they performed, as well as their motivation and discipline.</p>
<p>Strategy</p> <p><i>(The route to the implementation of the activities- which order?)</i></p>	<ol style="list-style-type: none"> 1. <u>The recruitment process of the ex-prisoners for the Project.</u> They were personally recruited by Ms Monika Skrzetuska, the tutor, who had met with them or talked over the phone about their participation in the Project. Since she had already met them at the penal institution, she had the knowledge concerning their professional and educational background. Moreover, the ex-prisoners who had already worked with the employers, who appreciated their work, were invited by them to participate in the Project. The participants of the Project were chosen for particular job positions in accordance with the job description and the characteristics of the trainee which the employers had previously developed for the information and recruitment purposes. 2. <u>Presentation of ex-convicts with the employers.</u> When the final beneficiaries were selected, a job description was agreed on and the contract was signed. The participants were introduced to the training structure (the assumptions of the program were mentioned). 3. <u>The internship was commenced - max. 320 hours.</u> The previously agreed job description was the basis for beginning the work. Regular weekly and monthly meetings regarding the trainees' progress were held. Also the workbook, which the interns received at the beginning of their training path to document their progress, was completed. The workbook contains a job description, attendance sheet, weekly reports and a general description of the tasks being assessed and the perspectives of the final beneficiaries). 4. <u>Max. 320 hours of on-the-job training</u> at the employers' premises were completed and the final assessment and certification were

carried out. In order to assess the trainees the trainers received an assessment form, which they used at the end of each of the five months to estimate how the trainees achieved the required knowledge, skills and competences based on the description of their position. After the completion of the training, the forms were reviewed in order to define the final list of competences. Achievement of those competences was the condition of granting the interns the certificates showing special skills they had acquired. If, for various reasons, the participant did not complete the entire training, he was awarded a certificate with only those skills that the employer signed in the weekly / monthly report.

Benefits / Effect
(What was achieved in the course of particular activities, how did that affect the training participants, etc.?)

1. Recruitment - thanks to the selection the people who met both the project conditions and were suitable candidates for employees for employers were chosen. In the course of this action, the convicts experienced healthy competition, and many of them set themselves the goal to get to the training as part of the project. .
2. Presentation of the former convicts with the employers. Getting to know the employers and being introduced to the training resulted in an increase of motivation among the former convicts.
3. The internship was started - max. 320 hours. During the training, the ex-prisoners acquired theoretical knowledge about the tasks performed, practical and soft skills as well as the competences related to the work done.
4. Following the completion of the training (full internship – 320 hours, however there could be fewer hours depending on an individual situation), the trainees received their certificates exhibiting particular skills which they gained during the training. Obtaining a certificate meant that they felt more confident in the labour market.

Problems /restrictions
(Did you encounter any problems with the participants during the training, or other problems that made it difficult for you to conduct the classes?)

Not applicable

Section 4: Participants' Timesheets

Please attach a scanned presence log	Sign-in-sheets
Problems / restrictions	Not applicable
Section 5: Training evaluation	
<i>Summary of evaluation surveys</i>	<p>The employers responded and evaluated the training in the questionnaires as follows:</p> <ul style="list-style-type: none"> - Employers and exprisoners were satisfied from pilot training - Employers used rarely the IO6 Guidelines - Most of employers assessed pilot training as follows: useful, rewarding and demanding - Most of employers would recommend an INFOREX project to colleagues - Most of employers positively evaluated contact with the tutor (partner's representative)
Section 6: Recommendations and suggestions	
<p>Internship organization</p> <p><i>Feedback and suggestions from the employers regarding the training; what could have gone better; what has worked out.)</i></p>	<p>The employers were satisfied with the training, however they stressed several times that the issue of completing the project documentation which was very extensive, incomprehensible and very difficult to fill in, was the most annoying aspect of the course. The employers expressed great satisfaction with having worked with the former convicts, which translated into their willingness to continue their employment. They also admitted that at the very beginning they had a problem with trust and communication with the former convicts, owing to stereotypical thinking about the above-mentioned social group. The employers unanimously stated that when employing the former prisoners it is vital to present them the clear and understandable rules/regulations/requirements related to cooperation (clear and simple messages, e.g. smoking and using a mobile phone during work is not allowed, moreover the trainees are allowed to a 30-minute breakfast break). According to the employers, thanks to simple messages, the risk of misunderstanding seems to be smaller and limits conflict situations.</p>
Improvement	Not applicable

3.6.2 Summary

The training in Poland started in January and was over in April. 21 ex-convicts were involved. They conducted a max. of 320 hours of the on-site professional training at the employer's. The former convicts were recruited by Monika Skrzetuska, the tutor, who met those people at the premises of the penal institution, that is why she had the information concerning their professional and educational background. The project was also attended by former convicts who had been selected previously for the project by the employers with whom they had cooperated earlier.

3.6.3 Methodology and training activity

The employers met with the former convicts in person in order to get acquainted with them and the structure of the training (starting work on the basis of the agreed task description, holding meetings regarding the weekly and monthly progress, filling in the workbook and reporting on self-assessment, the final assessment of the skills and certification). The employers specifically indicated what they expected from the former prisoners during the training. Before commencing their job duties, the ex-convicts were informed by the employer about the regulations and rules obligatory at the given work post.

3.6.4 Feedback of the training

The employers expressed great satisfaction with having worked with the former convicts, which translated into their willingness to continue their employment. They also admitted that at the very beginning they had a problem with trust and communication with the former convicts, owing to stereotypical thinking about the above-mentioned social group.

3.6.5 Recommendations

The only thing that was emphasized was: decrease the documentation to be completed.

4. Recommendations

The generally positive feedback from the employers was complemented by their recommendations to introduce some elements or slightly change the others, so as to improve the quality and enhance the positive aspects of the training, thus attracting other employers to participate in it. Some of the participants were so glad with the overall organization and the teaching content of the workshops that they did not offer any recommendations, seeing it as a perfect event, with no need to change anything.

The suggestions provided by others included some changes. Someone suggested that the documentation to be completed for the courses was less, considered too complicated and thus difficult for the trainee (offenders/ex offenders) to complete owing to their lack of skills and appropriate knowledge, but they did not know how to specify the documentation could be made slimmer.

Some of employers participants suggested it might have been useful to organise exchange field visits to the other organizations and companies that work with people from vulnerable groups or within the project.

And in the end some employers, mainly those that you have not worked with former offenders, they suggested that it would be better for them to plan weekly meetings, with tutors to talk about any problems that may present during training.

5. Conclusions

All the training courses conducted by the partners have successfully concluded. The training was carried out by everyone between January and August. Some partners indicated in their reports that they had made some adjustments to INFOREX methodology, but it was successfully adapted to local contexts, except in England where it was found too rigid for the local context.

All partners were capable at involving a large number of beneficiaries, the only exception being the Cyprus partner (only 5 participants). The response of the final beneficiaries was positive. Nobody has left the courses except for 3 young Spanish adults. The work and training of tutors in Madrid was crucial in the mediation between employers and former prisoners and for the success of the courses.

Important experiences of the Lithuanian partner and the Spanish partner: the beneficiaries of the Spanish partner were young people; The Lithuanian partner, in addition to training for inmates, also took over the course of a group of people sent by the Social Services Center. Both training were successful. This shows that the INFOREX methodology has not only been adapted to local contexts, but also to different vulnerable groups.

Feedback from employers was all positive. All of them have remained remarkably positive on the success of the offenders and ex offenders in working contexts, also destroying some stereotypes that often exist. Employers said that the beneficiaries were very engaged with the programme.

Last but not least the beneficiaries feedback: They all felt that taking part in the programme is a big opportunity for them to gain practical work related skills and experience that will help them to turn their lives around. All participants said that the training was relevant and informative.

In conclusion, we can say that INforEX methodology tested in this project could be improved: it is possible to streamline the documentation and increase the

number of tutors and employers. But in the light of the results obtained it must be said that the methodology developed is an excellent starting point.