

Project RiUscire

RiUscire (Rete Universitaria SocioCulturale per l'Istruzione e il Recupero in Carcere) 2014-1-IT02-KA204-003517

RiUscire intends to take advantage of the multi/plurilingual and intercultural dimension of the prison context to turn it into a place of resources, empowerment and rehabilitation through integrated training courses addressed to foreign prisoners, prison staff and teachers working in prison.

Partners

- Università per Stranieri di Siena (coordinator)
- Université Paris VII Diderot
- Otto-Friedrich Universität Bamberg
- Fundação Fernando Pessoa-Universidade Fernando Pessoa
- Universitat Autònoma de Barcelona
- Higher Institute for Penitentiary Studies (ISSP) Italia

Project RiUscire aims

- enhancing inherent multi/plurilingualism and cultural diversity in the prison context;
- promoting adult education in the prison context through intercultural communication;
- developing linguistic-cultural and linguistic-professional skills of detainees for the social and occupational reintegration;
- providing operators with the tools for a better understanding of the process of communication with foreign prisoners and to teachers with a teaching methodology designed to optimize the results of training courses for the target public (foreign prisoner).

Good practices

"the best examples of practice, e.g. which methods, tools, organisation, systems, technology, etc., were used to achieve the excellent performance seen. Such examples should also imply ease of transference to other situations where users have similar objectives and should facilitate learning by them. In Beep, best practice is the tool used to show how the best performers achieve their excellent results. Beep users find best practice by searching the Knowledge Base using characteristic indicators only, so that the user seeks inspiration and information. This is looking for Best Practice only and does not involve Benchmarking. The user is probably looking for ideas and inspiration as to how to do something he/she has not yet tried, thus has no need of Benchmarking." [BEEP, GLOSSARY, in "Survey and review of case study resources", 2001]

Good practices in RiUscire

Best practice is defined by educational as well as pedagogical activity, action or treatments (project, guidelines, educational material, internship or work experience etc.) that allow the agents of set actions to reach the planned results in the specific socio-educational context of a prison.

Best practice needs to be based on some aspects inherent to the objectives set with RiUscire:

- Linguistic courses for professionals
- Linguistic courses (L1, L2, LS)
- Partiality of competences to be developed
- Transversality of education
 - value of social reinsertion
 - (intercultural) communication courses
 - (glotto-) didactic educational courses in methodology
- Courses in educational research
 - Analysis and development of agents' educational needs in the prison context
 - (gender)equality activities
 - Network of educational projects related to the prison context
 - Projects funded by European or national programmes

Aim of this paper

To analyze which are the good practice in prison in five European Countries (Italy, Germany, France, Portugal and Spain)

Context of the study

The data was collected in different prisons in Italy, Germany, France, Portugal and Spain:
 4 prisons in Italy
 2 prisons in Germany
 2 prisons in France
 1 prison in Portugal
 1 prison in Spain

Methodology and instruments

10 criteria for analysis:

- 1 effectiveness (results on target with the objectives of the project and suitable concerning the direct and indirect effects on the final recipients in relation to a professional reintegration)
- 2 efficiency (positive balance between the resources used for the realization and the obtained results)
- 3 coherence (inner and outer coherence, that is adult education and EU recommendations)
- 4 reproducibility (in new, similar or different contexts from the situation in which it was originally realized)
- 5 level of involvement and satisfaction (supports the technical, cultural and human resources of the reference target, evokes positive attitudes among the participants)
- 6 innovativity (new and creative solutions for the project/process; it encourages the active participation of the beneficiaries and other subjects; it involves social agents, from without the penitentiary context)
- 7 accessibility (practicality in the organization and participation)
- 8 added value (produces changes in the penitentiary and social context, e.g. reducing the rate of second offenses committed, improving the competences of teachers and penitentiary staff)
- 9 institutional recognition (if the practice is recognized, respected or promoted at institutional level)
- 10 sustainability (founded on existing resources or able to create new ones, ability to carry on producing effects well over the duration of the project).

Survey form

Divided into sections with different levels of detail, both descriptive and analytical:

- concise description (title, programmatic context, sector, contact person, budget)
- description of the material/specifications of the projects (aims, description, contextualization, innovative aspects)
- informative data about the project participants and contact indications
- availability of BP material
- description of the RiUscire data base

Referees

14 referees from different countries, external to the project, but with solid competences in the following fields: communication, language didactics, evaluation of project and didactic/operational/scientific material

Data collected

80 good practices (still in progress)

Findings

Only 15% of good practices collected are related to linguistic issues

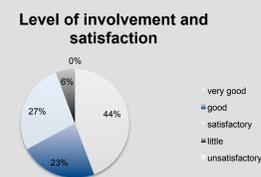
Effectiveness and efficiency



Coherence and reproducibility



Level of involvement and satisfaction



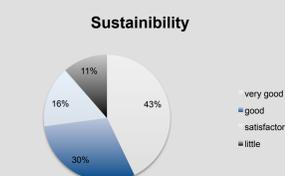
Innovativity and accessibility



Added value and Institutional recognition



Sustainability



Conclusions

- In order to be able to use these criteria in the evaluation of BP, one should focus on the intrinsic as well as the extrinsic problems of the concept itself.
- When it comes to intrinsic difficulty it is very clear already that the 10 criteria mentioned are not sufficient to define the concept of BP and cannot guarantee correct categorization.
- Extrinsic difficulties especially concern the differing didactic traditions the way linguistic and glottodidactic theories are spread in the different countries.
- Activities in prison are: heterogenous, hardly ever coordinated between institutions, do not sufficiently allow for positive results in other countries/local contexts
- Once a level of first alphabetization or A1 (sometimes A2) has been reached, cultural/linguistic education is no longer of much or widespread interest.

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