

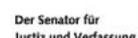


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Training course on community awareness on CJS, (ex) offenders' rehabilitation & reintegration processes

December 2019



Project

MOBi – Mobilizing Society Towards (ex) Offenders Reintegration

MOBi Partners

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Bremen Senate of Justice and Constitution (Germany)
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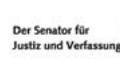
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**Training course
on community
awareness on CJS,
(ex) offenders'
rehabilitation
and reintegration
processes**

1. Training course on community awareness on CJS, (ex) offenders' rehabilitation and reintegration processes

The purpose of this toolbox is the creation of training community awareness workshops on Criminal Justice System (CJS), (ex) offenders' rehabilitation and reintegration processes. **It offers support for NGO's and the CJS in managing to increase the "allies" needed in the rehabilitation and reintegration processes. Our aim was to deliver a full package of tools, organised and available to be utilised in the proper context.**

This toolbox delivers presentation guidelines, presentations itself, instructions for different audiences, learning objects or paths, strategies, materials, videos, etc. Initial work has been based on the analysis and review of existent current practices among project partners.

To whom is this training manual addressed



This training manual is intended to support CJS professionals that play a fundamental role in supporting the social reintegration of (ex) offenders, more specifically it is destined for trainers that work in the justice system and want to deliver community engagement awareness raising with their peers in the justice system.

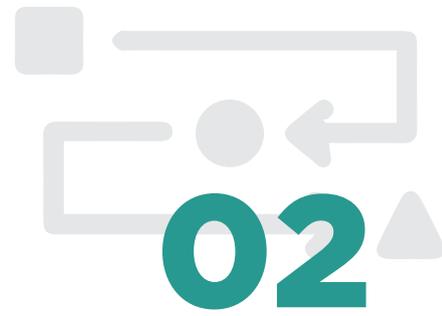
This manual is to be used in conjunction with the Learning Management System set in place for the MOBi Methodology that is available for all trainers on the project website: mobi-initiative.org/.

There you will find updated factsheets, templates, checklists and study cases along side further reading materials to be used for the delivery of each lesson but also for organizing community workshops.

Trainers prerequisites (not cumulative)



- To have a very good level of English
- To have knowledge about the Correctional Justice System
- To have good communication skills
- To be able to improvise
- To be able to keep the trainees interested
- To know how to make the trainees engage with the content presented



Training Overview

2. Training overview

The present training course materials are organized in the framework of MOBI project.

The current training course curricula has a common structure, which can be adapted to different countries specifications, under blended format and implying a “community co-production” approach. As foreseen, it reflects a joint development approach aiming the implementation of new learning and teaching methods (new multidisciplinary curriculum, learner-centred and problem-based teaching and learning).

The training curriculum goes through several validation stages, including some events, so stakeholders, trainers, user and beneficiaries contribute to consolidate and increase its value.

In the present document we'll find objectives, methodologies and techniques, assessment process, each skill contents, class sessions, work-based sessions and trainees & trainers profile.

In this training we want to cover the targeted skills that will assist **criminal correctional justice sector in understanding the need of community involvement and community co-production in designing re-integration process for offenders. Moreover, we underline the need of awareness raising measures.**

In order to do so, we have selected the following set of major concepts for the MOBI curricula: **Community Engagement, Advocacy and Scenario Building.**

- Community engagement is based on the democratic idea that everyone who is affected by an issue that impacts their community should have a say in the decision making around it.

- Building on advocacy measures and community engagement tools.
- Understanding a multi-disciplinary team approach.
- Scenarios are possible views of the world, described in narrative form (stories) that provide a context in which managers can make decisions.

Recipients of the training

The recipients of this training course are CJS professionals and organizations that play a fundamental role supporting social reintegration of (ex) offenders. The trainer organizing the activity is recommended to select and involve participants from a multidisciplinary / multi agency perspective: justice professionals working in different sectors and with different attributions related directly or indirectly with the reintegration process and also at the same time involve professionals from the voluntary sector, civil society, local community.

An extra reading support material for the trainer for a better understanding of delivering educational context to learning professional can be found on the MOBi site through the Learning Management System (LMS) portal.

Trainees prerequisites



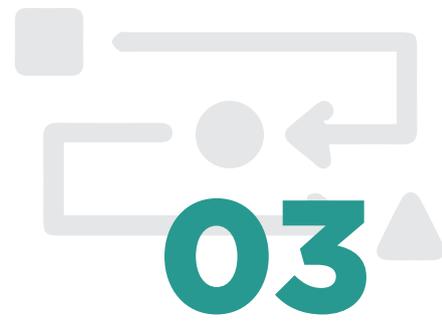
- To have a minimum level of English knowledge
- To work in the Correctional Justice System or in cooperation with, having a role in the reintegration process
- To have the ability of working in a team
- To have the motivation necessary for learning new things
- To be actively involved in the activities presented



PARK-C
6' x 10' x 10'

STORAGE
6' x 10'

SIDEWALK
6' x 10'



Course Aim

3. Course aim

In this training we want to cover the targeted skills that will assist criminal correctional justice sector in understanding the need of community involvement and community co-production in a successful re-integration process for offenders.

Public information and communication strategies need to be drawn up and implemented as early as possible in any kind of reintegration process, especially one co-produced with the local community. Public information, awareness-raising and community consultation and sensitization ensure that affected participants and beneficiary groups have a chance to influence and receive accurate information on program process and reintegration assistance. Once expected results are clearly defined by all stakeholders, key indicators for monitoring and measuring programme impact shall be agreed upon, based on careful context assessment and analysis. Defining a set of indicators in a participatory manner helps to clarify expectations and leads to a broad agreement on realistic targets. Individuals or organisations responsible for monitoring should be agreed upon. All data needs to be communicated to stakeholders.

Nationally and locally owned: the success of reintegration programmes depends on the combined efforts of individuals, families, and communities and therefore the reintegration programmes shall be designed through and inclusive, participatory process that involves ex-offenders, offenders, communities, local and national authorities, non-governmental factors, in planning and decision making from the earliest stages. By-in to the reintegration process by key actors needs to be one of the priorities.

How to use and organize the training course

This training course is divided in 3 major modules based on the topics: enumerate.

Each module is composed of several lesson plans, more exactly:



2 lessons on Why a criminal justice problem is a **community issue**



2 lessons on **MOBi Methodology** on Community Engagement in Criminal Justice System



1 lesson on Understanding community engagement as a **multi-disciplinary team**



2 lessons on **Advocacy**



3 lessons on How to create a vision for community through **Scenario Building**.

The course is designed for a group of **12 to 15 participants** and it is extremely important that they come from different branches, based on the idea of a multidisciplinary approach. It is also flexible - in order to respond to contextual changes and remain relevant, the awareness raising programs and the reintegration programs built based on the MOBI method are designed in such way to allow maximum flexibility. While a complex program of awareness raising and reintegration is built based on initial assessment of the community targeted, it is important to remember that many contextual factors will change significantly during the course of the program, such as the wishes and ambitions of the people involved, the labour market, the capacity of the service providers, the capacity of different government bodies.

For each lesson in this manual you will find a lesson plan for the trainer to be used as it is or adapted. The adaptation can be made based on

the reading materials presented during each lesson. In the lesson plan the trainer will find indication of time, needed resources, previous reading and other pedagogical guidance.

The lessons can be delivered as they are presented in this document in a chronological order or they can be delivered in a selective manner based on the interest and needs of the justice professionals enrolled.

The total number of hours that the lessons have add up to 15 face to face hours. However, this course is designed in a flexible manner so that the trainer can adapt depending on the needs and the interest pf the target group available resources, time, and institutional permissions. In this context, each lesson can take between 1.5 hours up to 2.5 hours based on how much engagement and interest appears from the group.

Having a “lesson plan” approach, the trainer can decide between delivering a full course with all lessons included or to deliver training pills, targeted on a specific topic of interest and select one or two lessons.

Thus the trainer can create an individualised timetable of delivering activities face to face, recommending further reading to the participants and even setting practical activities with the participants to capitalize on the gained knowledge.



Module / Lesson	Week 1	Week 2	Week 3	Week 4	Week 5
Why a criminal justice problem is a community issue I	■				
Why a criminal justice problem is a community issue II	■				
MOBi Methodology on Community Engagement in Criminal Justice System I		■			
MOBi Methodology on Community Engagement in Criminal Justice System II		■			
Understanding community engagement as a multi-disciplinary team			■		
Advocacy I				■	
Advocacy II				■	
How to create a vision for community through Scenario Building I					■
How to create a vision for community through Scenario Building II					■
How to create a vision for community through Scenario Building III					■

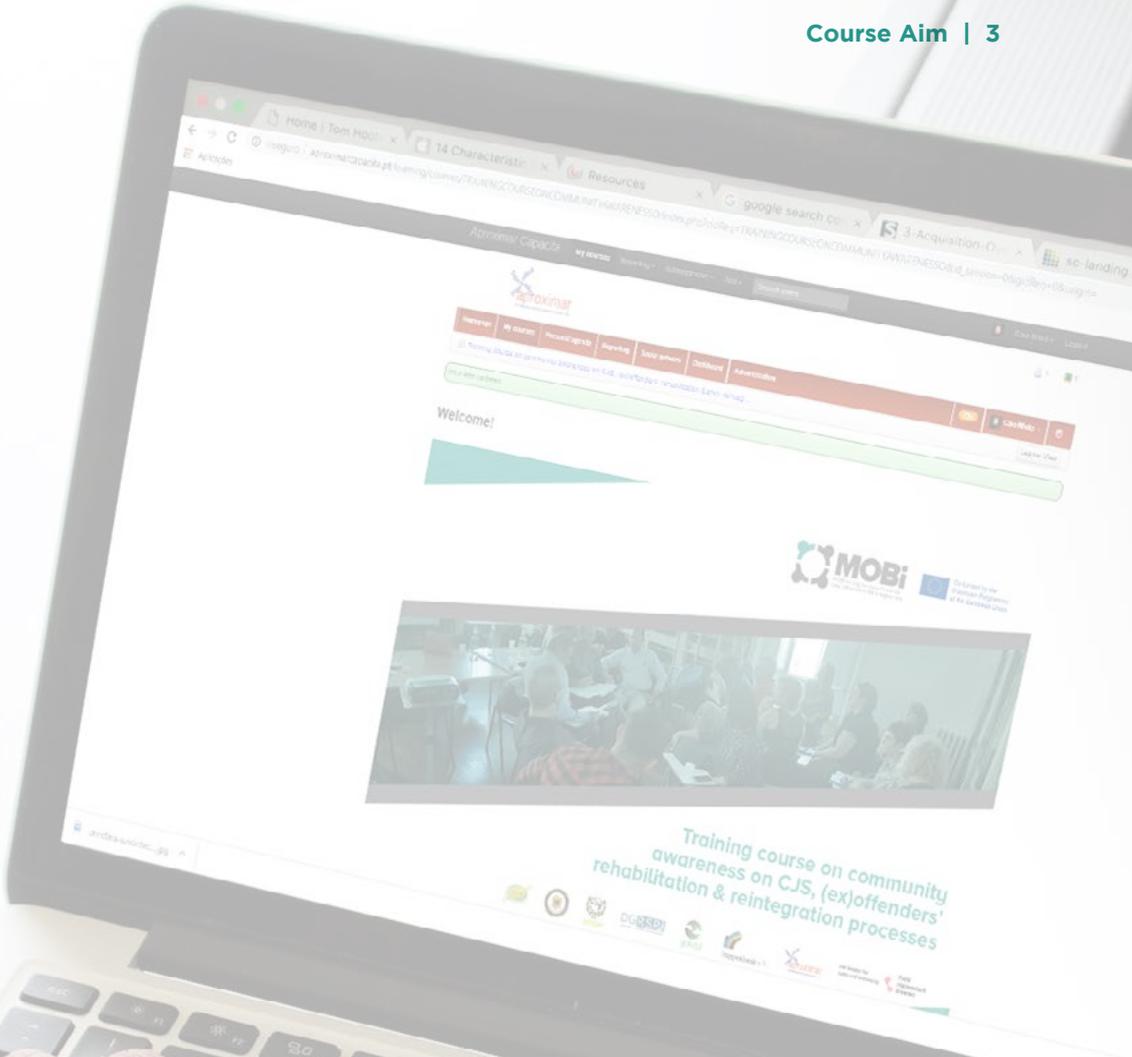
The information from this manual can be used by the master trainer not only to deliver classes for the professionals working in correctional justice but also to organize awareness raising workshops using each lesson as a potential content for the workshop.

Please find the Success factors of awareness raising campaigns in adult learning and a checklist for How to deliver a community engagement workshop available on the MOBi website through the **Learning Management System (LMS) portal**, which can also be downloadable.

Guidelines for evaluating the lessons and the overall course

At the end of each day of the training, the participants will be given an evaluation form (developed for the staff training on MOBi) in order to evaluate the content delivered that day, their satisfaction levels concerning the topics of the lessons and give feedback regarding the knowledge of the facilitator. At the end of the training days, they will also be given a post training summary evaluation form.

You will find both of these evaluation forms on the MOBi site through the Learning Management System (LMS) portal (www.aproximarcapacita.pt)





04

The learning objectives of this course

4. The learning objectives of this course

Lesson title	Learning objectives
Why a criminal justice problem is a community issue I	<ul style="list-style-type: none"> • Be able to identify and know the implications of different types of sentences in different prisons. • Improved ability to communicate needs of the system, people in the system, and people released. • Be able to convey good examples of collaboration, data sharing, multiagency meetings.
Why a criminal justice problem is a community issue II	<ul style="list-style-type: none"> • Be able to publicise good done in prison and probation • Be able to lead the development of new project ideas in teams. • Be able to explain how and why society/ employers/ community associations should and can be involved in the criminal justice service generally and in the re-inclusion process specifically.
Methodology on Community Engagement in Criminal Justice System I	<ul style="list-style-type: none"> • Learn about community engagement through the MOBi methodology. • Learn how to use the first phase of community engagement: Mapping Needs tool. • Learn how to apply the second phase of community engagement: Identify, Classify and Match tools.
Methodology on Community Engagement in Criminal Justice System II	<ul style="list-style-type: none"> • Learn about the third phase of community engagement: Engagement. • Learn about the fourth phase of community engagement: Performing . • Learn about the fifth phase of community engagement: Evaluate, Report and Renew.
Advocacy I	<ul style="list-style-type: none"> • Identify common allies and unlikely partners, in supporting the reintegration process. • Explore the potential roles prison staff can play within these partnerships and how partnerships can help them achieve their advocacy goals. • Increase prison staff advocacy-related confidence and comfort level in working in partnerships. • Demonstrate that working in partnerships to accomplish an advocacy goal is doable and can fit within the demands of a prison's busy schedule.

<p>Advocacy II</p>	<ul style="list-style-type: none"> • Define advocacy communication; the role it plays in bringing attention of the community to offenders' reintegration needs; and how prison staff are uniquely positioned to use advocacy communications on behalf of offenders. • To provide prison staff with the tips and tools for crafting their advocacy message. • To increase prison staff's confidence and comfort level in using advocacy communication strategies. • To demonstrate that advocacy is doable and can fit within the demands of a prison staff's busy schedule.
<p>Understanding Community Engagement in a multidisciplinary team approach</p>	<ul style="list-style-type: none"> • The participant learns a about the different actors in CJS, what are they doing and which actors working together. • NET-working. • What are the chances and the risks in a multidisciplinary team. • Where I`m standing/my feelings towards (ex-) offenders (IO1). • Learn about the legal background and orders and the rights and obligations when volunteering in CJS. • I heard about an interesting example of voluntary work in prison by a well-known part of the community (video). • Learning about their own prejudices.
<p>Creating a vision for community through scenario building I</p>	<ul style="list-style-type: none"> • Understand their role as justice professionals in promoting community engagement. • Create a Vision for Change in Community. • Understand how to anchor change to move towards outcomes related to social integration of persons coming out from correctional justice.
<p>Creating a vision for community through scenario building II</p>	<ul style="list-style-type: none"> • Understand what is scenario building. • Types of scenario building. • Learn what is necessary in order to build a scenario.
<p>Creating a vision for community through scenario building III</p>	<ul style="list-style-type: none"> • Methodology for scenario building. • Scenario development. • Interpretation of scenario building. • Recommendations and warnings for scenario building.



Material and Learning Resources

5. Material and Learning Resources

The materials that the trainers will need in order for the trainings to be delivered as smoothly as possible are flip-charts, markers, cardboard tents for name cards, computer & LCD, an overhead projector and a projector screen.

Regarding the learning resources that the trainers will have to use for this training, these include lesson plans, Power Point presentations, exercises sheets and last but not least the tools developed so far in the MOBi Project. For each lesson plan, there can be found specific resources on the MOBi site through the Learning Management System (LMS) portal, which can also be downloadable.

Lesson Zero

Before starting to deliver the lessons, we recommend to present a self-assessment method for the group under the form of the brainstorming technique in order to better understand what are the learners expectations and what do they need. Brainstorming is a large or small group activity that encourages learners to focus on a topic and contribute to the free flow of ideas.

Lesson Zero - Self-assessment method - Brainstorming		
Prepared by:	Date:	
<p>Module overview</p> <p>Brainstorming is a large or small group activity that encourages students to focus on a topic and contribute to the free flow of ideas. By expressing ideas and listening to what others say, students adjust their previous knowledge or understanding, accommodate new information and increase their levels of awareness.</p>		
<p>⌚ Time frame: 45min</p>	<p>Parameters:</p> <p>Audience: Justice Professionals and multi-agency workers</p> <p>Number: 12-15</p> <p>Space: Chairs at tables in a U shape or chairs around tables allowing for 4-5 people at each.</p>	<p>Learning objectives</p> <ul style="list-style-type: none"> • focus learners’ attention on a particular topic • generate a quantity of ideas • teach acceptance and respect for individual differences • encourage learners to take risks in sharing their ideas and opinions • introduce the practice of idea collection prior to beginning tasks such as writing or solving problems • provide an opportunity for students to share ideas and expand their existing knowledge by building on each other’s contributions
<p>Supplies needed:</p> <ul style="list-style-type: none"> • Whiteboard/flipchart • Markers • Post its 		<p>Instructor materials</p> <ul style="list-style-type: none"> • MOBi infographics • Printed copies of MOBi Activity Sheet 10 brainstorming

Trainer notes	Presentation guide <p>You may begin a brainstorming session by asking a question or posing a problem, or by introducing a topic. The learners are expected to express possible answers, relevant words or ideas. Keep in mind that the contributions must be accepted without criticism or judgement and they are usually summarized on a whiteboard by the trainer as the ideas are called out. The ideas are then examined and discussed in an open discussion session format</p> <p>How to achieve effective brainstorming:</p> <ol style="list-style-type: none">1. In a small or large group you will have to select a leader and a scribe2. Define the problem or idea to be brainstormed and make sure that everyone is clear on the topic3. Some rules should be set for the sessions, for example: allowing everyone to contribute, recording each answer, unless it is a repeat, setting a time limit and stopping when that time is up4. Start the brainstorming. Have the leader select members of the group to share their answers. The scribe should write down all responses, if possible so that everyone can see them. Make sure not to evaluate or criticise any answers until the brainstorming is complete.5. Once you have finished brainstorming, go through the results and begin evaluating the responses. This can be done quickly by a show of hands to rank the ideas.6. Some initial qualities to look for when examining the responses include: looking for any answers that are repeated or similar grouping similar concepts together eliminating responses that definitely do not fit7. Now that you have narrowed your list down somewhat, discuss the remaining responses as a group. <p>It is important for you, as the trainer to: establish a supportive environment, to emphasize that a quantity rather than the quality of ideas is the goal, and that it's okay for learners to think outside the box, discourage evaluative or critical comments during the ideas-gathering phase, encourage and provide opportunity for all learners to participate.</p>
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Lesson 1 – Why a criminal justice problem is a community issue I

Prepared by:

Date:

Module overview

Attention: in case you decide to deliver only one lesson or a fragment of the full training, please be aware that you need to introduce the MOBi project, the MOBi concept and the MOBi methodology and tools developed.

This unit starts a conversation on why a criminal justice problem is a community issue, and goes on to illustrate the practical importance of hearing both voices within project design. Explain that many of the activities and discussions of topics will happen in small groups, so it is helpful to know their fellow participants. The purpose of the lesson is not to persuade or convince people how they should do their work.



Time frame:

1.5h

Parameters:

- Audience: Justice Professionals and multi-agency workers
- Number: 12-15
- Space: Chairs at tables in a U shape or chairs around tables allowing for 4-5 people at each.

Learning objectives

- Be able to identify and know the implications of different types of sentences in different prisons
- Improved ability to communicate needs of the system, people in the system, and people released
- Be able to convey good examples of collaboration, data sharing, multiagency meetings
- Be able to publicise good done in prison and probation
- Be able to lead the development of new project ideas in teams
- Be able to explain how and why society/ employers/ community associations should and can be involved in the criminal justice service generally and in the re-inclusion process specifically

Supplies needed:

- Flip chart or white board
- Markers for flip chart
- Power Point projector

Instructor materials

- European Prison Rules
- The Good Prison from Clinks outlines the role of a voluntary sector coordinator working in a prison
- Volunteering with Shannon Trust video of an NGO supporting reading with volunteers in prison
- Italian Memorandum of Understanding on Children with Imprisoned Parents (in 8 languages)
- Lesson Plan
- Slide Show
- Printed copies of MOBi Activity Worksheet 2

Please keep in mind that the full lesson is available on the MOBi site through the Learning Management System (LMS) portal, which can also be downloadable. Don't forget to print them in order to help you in delivering the lessons but also to share with the participants.

Trainer notes	Presentation Guide
<p>2. Social reintegration</p>	<p>Welcome everyone and quickly highlight the topic and skills that will be covered within the module.</p> <p>Introduce the learning objectives</p> <p>At the end of this module participants will:</p> <ul style="list-style-type: none"> • Be able to identify and know the implications of different types of sentences in different prisons • Improved ability to communicate needs of the system, people in the system, and people released • Be able to convey good examples of collaboration, data sharing, multiagency meetings • Be able to publicise good done in prison and probation • Be able to lead the development of new project ideas in teams • Be able to explain how and why society/ employers/ community associations should and can be involved in the criminal justice service generally and in the re-inclusion process specifically. <p>1. The impact of incarceration on crime remains a extremely complex and antagonistic issue in the criminology field (Piquero and Blumstein, 2007). Even though incarcerating criminals may contribute to crime's decline (Levitt, 2004) it could perpetuate more crime and, consequently, lead to psychological and socioeconomic harm on offenders and hinder the social integration (Clear, 2007; Fagan and Meares, 2008; Hagan and Dinovitzer, 1999; Mauer and Chesney-Lind, 2002).</p> <p>In fact, when offenders get out of the prison, most of them face significant social adaptation issues, which can include family and community stigmatization, and the subsequent negative impact finding jobs or housing, as well as return to formal education or build/rebuild individual and social capital. Unless the ex offenders receive support to deal with these issues, they risk entering in a vicious cycle of unsuccessful social integration, reoffending, and social rejection.</p>
	<p>2.1 Recidivism</p> <p>Some data from EU countries confirm that the rate of recidivism are extremely high among some groups of offenders. Unfortunately, the progress achieved during programs is often lost because of lack of follow-up, supervision and assistance after release. Therefore, subsequent measures are necessary, as they may be the best and most cost-effective options of preventing the reoffending. In fact, the social and economic costs of the unsuccessful reintegration of offenders are a big focus of concern for policymakers.</p>
	<p>2.2 Inter-agency cooperation for successful rehabilitation</p> <p>Some entities, as police, prison administrations, probation agencies, other governmental entities and community-based organization, in cooperation, have a crucial role to play and the planning, management and evaluation of social reintegration. An effective collaboration among those entities and a shared responsibility for the prevention of recidivism are vital to facilitate a complete strategy on social reintegration to be successful, i.e., to reflect substantial benefits for community safety.</p>

	<p>2.3 Challenges</p> <p>Offenders and people with alternative measures face a large array of social, economic and personal challenges that may influence negatively the process of their social reintegration, some of which are results of their circumstances and previous experiences. In the other hand, some of those challenges are the direct consequences of imprisonment and the community’s negative attitudes toward them.</p> <p>Some of those may include:</p> <ul style="list-style-type: none"> I. Lost of livelihood, personal belongings II. Ability to maintain housing for themselves and their family; III. Contraction of diseases while in custody; IV. Damaging to social networks V. Lost important personal relationships; VI. Mental health difficulties VII. Self-defeating habits and attitudes (Borzycki & Makkai, 2005) <p>Having those challenges in mind, its evident the need of effective programs to support offenders cope with these challenges.</p>
	<p>2.3.1 Employment</p> <p>Employment is obviously a key factor in the successful reintegration of ex offenders and its more than simply a source of income, since it provides structure, routine, facilitate significant and needed social contact, it’s a chance to be involved in the community and promotes self-esteem, self-confidence and self-efficacy (Graffam et. al, 2004). However, offenders return to deprived communities with poor economic conditions and restricted employment opportunities and the lack of opportunities in this field affects the most disadvantaged job seekers, which is the case of ex-offenders (Hansson & DeFina, 2010).</p>
	<p>2.3.2. Housing</p> <p>As the employment, the accommodation is considered also a key factor to successfully reintegrate into community, as it has implications for employment and social support services. Research shows that the inability to secure suitable housing is one of the reasons that lead to reoffending (Nilsson, 2003). Despite that evidence, prisoners seem to receive a poor support in securing accommodation before release and find living arrangements in the community. Therefore, many of them end up in social isolation situations, homeless or with unsuitable housing.</p>
	<p>2.3.3 Care and Family Support</p> <p>Despite the fact that the Rule 24 of Nelson Mandela Rules emphasize the importance of certifying that ex-offenders can continue any health treatment required or may received in the while in prison, released prisoners normally face several difficulties in accessing health services in the community, including psychological nature (Nilsson, 2003).</p>

	<p>Another issue, especially for offenders with parental responsibility, is reuniting with and caring for their children. The ex-offenders may experience difficulties maintaining relationships with their children while incarcerated because of the distance, costs, trauma and stigma associated with visitation and criminal status. The Centre for Justice and Reconciliation (2004) indicates some key actions to minimize the effect of social exclusion and improve those relationships: to find Mentors, to reunite Families and to develop Communities.</p>
	<p>4. The impact of incarceration on Families</p> <p>The Families of the offenders and those who are linked to the criminal system, experience emotional distress with the temporary loss of a loved one from the family home and/or family life (family events, such as birthdays and Christmas; family activities such as meals). Various studies show that the offenders are stigmatized for their offence, but also that their families often are too, because the families are perceived guilty as well by association, even though they are legally innocent and generally have had no involvement in the offence.</p>
	<p>5. Economic impact of incarceration</p> <p>The crimes that lead to imprisonment demand both tangible and intangible costs for society (Heaton, 2010). More concretely, tangible costs include direct expenses by government, businesses and individuals, including lost productivity, such as medical treatment for victims, property damage, installation of security measures, wage losses to the victim due to injury and to the perpetrator due to punishment, and the costs of incarceration and public legal services for offenders. On the other hand, the intangible costs include psychological effects of victimization experienced by the victim, the victim's family, or society; loss in quality of life that; and lost parenting opportunities due to incarceration.</p>
	<p>6. Non-custodial sanctions</p> <p>Non-custodial sanctions can constitute a way to avoid the damaging impact of incarceration on offenders, by allowing them to serve their sentence, under supervision, in the community. Also, it promotes the ability of offenders to make different choices, to change their lives, to actively mend the damage they have caused and to actively contribute to society (UNDOC, 2007). These alternative measurements aim to create and strengthen the relationships between the offenders and the community, based on the premise that offenders who have solid connections the community are less likely to reoffend.</p> <p>6.1 Community sanctions: disadvantages and risks</p> <p>Besides the advantages associated with community sanctions, some authors identify a number of disadvantages and risks. One of those is that these sanctions are frequently not perceived as a real punishment by professionals and society, but as an alternative that is secondary to the real sanction, i.e., incarceration. Additionally, in contrast with prisons and other institutions, in European countries community sanctions still lack financial support and structural infrastructure, which shows that politicians do not always consider community sanctions as suitable sentence, comparing to prison sentences. This lack implies a shortage of trained professional staff, which consequentially can have negative effects for success of the measure.</p>

	<p>Most importantly, the use of community sanctions can also result in stigmatization and discrimination of the offenders, despite those not being incarcerating. The reason is linked to the fact that offenders executing a community sanction need to have certain characteristics in order to be able to fulfill the requirements, which signifies a systematic exclusion of certain groups, such as drug addicts, homeless people or recidivists. For these groups of offenders there are no non-custodial alternatives, which not only leads to stigmatization, but also to an increase of prison population (Van Kalmthout, 2000).</p>
	<p>7. Social reintegration program</p> <p>As stated above, the aim of social reintegration programs should be to deliver supervision and support to offenders and consequentially successfully reintegrate them into the society in order to prevent relapse into the criminal behaviour.</p> <p>According to UNDOC, the main categories of social reintegration programs are the following:</p> <ul style="list-style-type: none"> - prison-based rehabilitation programs; - reintegration and aftercare programs delivered upon release; - non-custodial, community-based programs. <p>The interventions regarding Social reintegration can occur in the several stages of the criminal justice process and may contain a large range of services and initiatives executed or funded by the criminal justice system and usually in collaboration with community agencies and NGOs (UNDOC, 2018).</p> <p>7.1 Investment in education, training and work</p> <p>From the point of view of the prison system, there are four main reasons for investing in education, training and work:</p>
	<ul style="list-style-type: none"> • Giving prisoners opportunities to learn new skills and build work experience will help them to stay away from crime when they leave prison, thus contributing to public safety; • The delivery of practical activities for a life in prison more like life outside, and a normalization environment; • The provision of education, vocational training and work programmes in prisons can support order, safety and security in prison facilities, and help them develop into (more) positive environments; • Work can produce financial and other resources for both prisoners enrolled in such programmes as well as for the prison system.
<p>Conclusion</p>	<p>MOBi Activity Worksheet 2: Using MOBi Worksheet 2, build a thematic network step-by-step, to identify the effects of involving community organisations in prisons and rehabilitation, and what causes problems in this joint working approach. This tool helps to define which of the branches will be the main focus to work on</p> <p>Conclude this lesson by asking for any questions or comments. Thank prison staff one last time for their time and participation at today's module.</p>

Lesson 2 – Why a criminal justice problem is a community issue II

Prepared by:

Date:

Module overview

Attention: in case you decide to deliver only one lesson or a fragment of the full training, please be aware that you need to introduce the MOBi project, the MOBi concept and the MOBi methodology and tools developed.

This unit starts a conversation on why a criminal justice problem is a community issue, and goes on to illustrate the practical importance of hearing both voices within project design. Explain that many of the activities and discussions of topics will happen in small groups, so it is helpful to know their fellow participants. The purpose of the lesson is not to persuade or convince people how they should do their work.



Time frame:

1.5h

Parameters:

- Audience: Justice Professionals and multi-agency workers
- Number: 12-15
- Space: Chairs at tables in a U shape or chairs around tables allowing for 4-5 people at each.

Learning objectives

- Be able to identify and know the implications of different types of sentences in different prisons
- Improved ability to communicate needs of the system, people in the system, and people released
- Be able to convey good examples of collaboration, data sharing, multiagency meetings
- Be able to publicise good done in prison and probation
- Be able to lead the development of new project ideas in teams
- Be able to explain how and why society/ employers/ community associations should and can be involved in the criminal justice service generally and in the re-inclusion process specifically

Supplies needed:

- Easel pad & stands
- Markers
- Cardboard tents for name cards
- Computer & LCD
- Overhead projector & Projector screen

Instructor materials

- Lesson Plan
- Slide Show
- European Prison Rules
- The Good Prison from Clinks outlines the role of a voluntary sector coordinator working in a prison
- Volunteering with Shannon Trust video of an NGO supporting reading with volunteers in prison
- Italian Memorandum of Understanding on Children with Imprisoned Parents (in 8 languages)
- Printed copies of MOBi Worksheet Activity 8, 10 and 11, 12, 13, 16, 17, 18, 19

Please keep in mind that the full lesson is available on the MOBi site through the Learning Management System (LMS) portal, which can also be downloadable. Don't forget to print them in order to help you in delivering the lessons but also to share with the participants.

Trainer notes	Presentation guide
	<p>Welcome everyone and quickly highlight the topic and skills that will be covered within the module.</p> <p>Introduce the learning objectives</p> <p>At the end of this module participants will:</p> <ul style="list-style-type: none"> • Be able to identify and know the implications of different types of sentences in different prisons • Improved ability to communicate needs of the system, people in the system, and people released • Be able to convey good examples of collaboration, data sharing, multiagency meetings • Be able to publicise good done in prison and probation • Be able to lead the development of new project ideas in teams • Be able to explain how and why society/ employers/ community associations should and can be involved in the criminal justice service generally and in the re-inclusion process specifically <p><i>In addition to the impact of imprisonment on crime, previous research show that its effects partially depend on community attitudes toward prisoners and ex-offenders. Most studies demonstrate that those attitudes and the image that society has towards this population tends to be negative. Particularly, offenders are viewed as dangerous, dishonest, or disreputable (Gaubatz, 1995; Young, 1999), and the label of “prisoner” or “ex-offender” is extremely stigmatized (Harding, 2003; LeBel, 2008). This kind of attitudes toward ex-offenders may stigmatize and disadvantage not only individual ex-offenders but also their families and their neighbours (Braman, 2007).</i></p> <p>However, positive attitudes toward rehabilitation do not essentially indicate positive attitudes toward ex-offenders. The fact that society accepts the rehabilitation doesn’t mean that it stops viewing the ex-offenders in a negative way. For example, in 2002, 67 percent of Americans believed that their local courts treated criminals “not harshly enough” (Sourcebook, 2003: 141, table 2.43).</p> <p>However, positive attitudes toward rehabilitation do not essentially indicate positive attitudes toward ex-offenders. The fact that society accepts the rehabilitation doesn’t mean that it stops viewing the ex-offenders in a negative way. For example, in 2002, 67 percent of Americans believed that their local courts treated criminals “not harshly enough” (Sourcebook, 2003: 141, table 2.43). In addition, studies show that people think that offenders learn new ways to commit crime in prison and therefore come out worse than they go in. This contradiction shows the importance of raising awareness to the reality of prison (Roberts & Hough, 2005; Hutton, 2003).</p> <p>Literature identify six areas as potential barriers to successful reintegration of (ex) offenders in the community: personal conditions of the (ex)offender; social network and social environment; accommodation; the criminal justice system; rehabilitation and counselling support; and employment and training support needs and conditions (Graffam, Shinkfield, Lavelle & McPherson, 2004).</p>

	<p>In the range of the factors that could influence negatively the reintegration, the employability of ex-offenders is one of the most crucial factors in the reintegration and in changing attitudes. As most offenders are unemployed when return to society, it is important to work this barrier, namely the attitudes of employers towards (ex)offenders and crime situations, and lack of professional contacts.</p> <p>In regards to the stigmatization and the perception of this population, the project MOBi conducted a study to verify civil society's perceptions on (ex) offenders and Criminal Justice System's (CJS) functions. They applied a survey that provided information on how civil society looks, feels and perceive CJS and (ex) offenders' reintegration process. All the countries/partners involved in the project collaborated, namely France, Germany, Italy, Portugal and Romania. The project wanted to bring out the big issues of stereotypes, biases and preconceptions still persistent in each society about reintegration of (ex) offenders.</p>
	<p>The question regarding the respondents' perceptions concerning support and needs for (ex) offenders at the moment of their release showed that the majority of the respondents agreed on the fact the personal motivation was very important not to reoffend. Also getting off drugs and stop drinking alcohol are considered an important factor in social resettlement. The consent between the countries on the relevance of support from friends and family is also extremely high. The same can be said about the relevance of financial stability, of a stable home or of a steady job.</p> <p>The survey included a field for open answers, where respondent wrote down what other factors were very important to support social reintegration according to them. Three concepts seem to stand out: (1) support: many people believe (ex) offenders need some form of institutional support after their release. Another word that stand out is (2) network. Also, in this case respondents had in mind a formal, institutional network of services, informal networks (family, friends) being already covered by the options provided by the questionnaire. A third concept mentioned several times by interviewee is (3) education. According to the respondents, for social resettlement(ex) offenders should be able to rely on educational opportunities encountered during detention.</p> <p>Faced with the statement "all criminals are the same" the majority of the respondents either totally disagrees or disagrees. The same goes with the idea that it is not worth giving ex-(ex) offenders an opportunity. The majority of the respondents say they are not afraid of ex-(ex) offenders. Faced with the idea that all criminals should be punished with a prison sentence, the respondents seemed again to disagree with the previous question. In the other hand, Romanian sample seem to agree with these two statements to a significant extent.</p>
	<p>The results of this study can be explained by the higher level of education of the samples used in the study, but also on the general tendency of respondents to conceal their real perception of stigmatized groups (social desirability). According to the perspective of social desirability, participants' answers tend to conceal their real perception of stigmatized groups, as is the example of ex-(ex) offenders, since social pressure can lead to distortion of reality, with respect to more delicate aspects (Pager & Quillian, 2005).</p>

	<p>On a European Level: European prisons work – or are aspiring to work – in line with the European Prison Rules, developed as guidelines for consistent, effective detainment in Europe. In this regard, the European Prison Rules recommend that:</p> <ul style="list-style-type: none"> • Services such as the prison library, school and hospital should have links to these statutory services in the community, • Prison should assist offenders with programmes which aid their transition into a law-abiding live on release, • Prison authorities shall work closely with services and agencies that supervise and assist released prisoners to enable all sentenced prisoners to re-establish themselves in the community, in particular with regard to family life and employment. <p>On a National Level: Finding out your own national laws governing if, how and when community services should be provided in your prisons is often a good place to start. Try finding out:</p> <ul style="list-style-type: none"> • Does your national Inspectorate of Prisons have as criteria of a good working prison the community activities and links available for prisoners at criminal justice establishments? • Are there examples of stand-alone legislation for specific target groups, such as the Italian Memorandum of Understanding on Children with Imprisoned Parents (in 8 languages) which commits the Italian penitentiary system to improve aspects of the treatment of detainees and their families, taking into consideration how crucial family integration is to reducing reoffending. • Look out for local or national reports from government or non-government sectors, which highlight community connections for specific groups, for example in the UK, the Lammy Report illustrates how black and ethnic minority women are treated once they leave prison actually causes them to reoffend. <p>In your local prison:</p> <ul style="list-style-type: none"> • What does your local prison do to create and support a more normalised, community-facing prison culture to support rehabilitation through Bringing outside organisations in, assisting joined-up working in crucial services or improving access to rehabilitative services? • Do you have a specific target group, for example is your local prison a young person or women’s prison? If so, are there NGOs who work with young people or women who already work in prison or release, or might want to? • Does your local prison have a voluntary sector coordinator, like this one being introduced into UK prisons, to make sure that the services they provide do not overlap with other services, and services like libraries and mental health support groups are invited inside the prison?
	<p>MOBi Worksheet Activity 8: Does it match? Once you have an idea of what your local prison should be able to provide, use this worksheet to relate the needs of the CJS (Criminal Justice System) with the respective resources of the CSO (Civil Society Organizations). You might find one resource serves more than one need!</p>

<p>Case study of an employability and social inclusion initiative in Bremerhaven Prison</p>	<p>We used MOBi Activity Worksheet 7 to develop this case study of who our key focus was for this project, and how, when, why and with what we should support them.</p> <p>Think of three key points in which this case study reflects the European Prison Rules and what you know about resettlement on release.</p>
<p>How can we implement it in our context?</p>	<p>Blending resources from criminal justice AND the voluntary sector: Shannon Trust Peer Reading Scheme</p> <p>The Shannon Trust are a predominately volunteer-led NGO, who train trainers to go in to prison, identify offenders who can read and would like to mentor others in reading, and then train these mentors to support and implement a set reading programme. Go here:</p> <p>https://stage.shannontrust.org.uk/volunteer/ - once the webpage has opened you will see in the right side of the page the section "Volunteering with Shannon Trust"</p> <ul style="list-style-type: none"> • Think of three key ways in which this programme shares resources between CJS and VSO. • What makes the Shannon Trust reading programme so successful? Could you implement something similar in your criminal justice system?
	<p>What do you think would make a good CJS and VSO project?</p> <ul style="list-style-type: none"> • In groups for 10 minutes, use MOBi Activity Worksheet 10: In a speed brainstorming session, write all ideas in post-its. Ideas can involve topics such as: technologies, needs, existing services, etc. • Present your group's ideas to the whole group. Integrate any feedback or comments, which are useful. • From the whole group, pick out three issues you would like to devise a joint CJS and VSO project for • Now re-group according to these three issues, allowing participants to join whichever group is most relevant to him/her. • In these new groups for 20 minutes, use MOBi Activity Worksheet 11 Solution Definition - Write your possible solution (What?) to the problem in the centre, then move on to how you will put this into action, identify Why, Who, Where, When, and last How. <p>Don't forget to take us home! MOBi has developed ready-to-use resources to help you set up, sustain and evaluate a joint criminal justice and voluntary sector project. For example, take a look at:</p> <ul style="list-style-type: none"> • Worksheet 12: The Collaboration Agreement • Worksheet 13: Defining joint priorities between the stakeholders • Worksheet 16: Implementation checklist • Worksheets 17, 18 and 19 on follow up, evaluation and engagement
<p>Conclusion</p>	<p>Conclude this lesson by asking for any questions or comments. Thank prison staff one last time for their time and participation at today's module.</p>

Lesson 3 – Methodology for community engagement I

Prepared by:

Date:

Module overview

Attention: in case you decide to deliver only one lesson or a fragment of the full training, please be aware that you need to introduce the MOBi project, the MOBi concept and the MOBi methodology and tools developed.

MOBi methodology focuses on how to engage the community in the CJS needs and mission. It is about moving to a more community-centred model of reintegration. It is about a sharing of responsibilities and power with community.



Time frame:

1.5h

Parameters:

- Audience: Justice Professionals and multi-agency workers
- Number: 12-15
- Space: Chairs at tables in a U shape or chairs around tables allowing for 4-5 people at each.

Learning objectives

- Learn about community engagement through the MOBi methodology
- Learn how to use the first phase of community engagement: Mapping Needs tool
- Learn how to apply the second phase of community engagement: Identify, Classify and Match tools

Supplies needed:

- Easel pad & stands
- Markers
- Cardboard tents for name cards
- Computer
- Overhead projector
- Projector screen

Instructor materials:

- Lesson Plan
- Slide Show
- Printed copy of the techniques sheet developed in IO3, individual copies with techniques 1,2, 6, 7, 8

Please keep in mind that the full lesson is available on the MOBi site through the Learning Management System (LMS) portal, which can also be downloadable. Don't forget to print them in order to help you in delivering the lessons but also to share with the participants.

Trainer notes	Presentation guide
	<p>Welcome everyone and quickly highlight the topic and skills that will be covered within the module.</p> <p>Introduce the learning objectives. At the end of this module participants will:</p> <ul style="list-style-type: none"> • Learn about community engagement through the MOBi methodology • Learn how to use the first phase of community engagement: Mapping Needs tool • Learn how to apply the second phase of community engagement: Identify, Classify and Match tools <p>Based on the theory presented in the previous chapter, a methodological process was developed. Broadly, the establishment of CJS partnerships with civil society organizations can be divided into five interdependent phases:</p> <ol style="list-style-type: none"> 1. Mapping Needs 2. Identify, Classify and Match 3. Engagement 4. Performing and 5. Evaluate, Report and Renew <p>Each phase is divided by recommended steps. Those steps provide to the reader suitable techniques for different situations, trends and case studies. Some of these techniques are mandatory and some are optional. For example, the Mapping Needs phase contains a technique that is mandatory - 'Thematic Network'. All the techniques can be accessed through the project website - mobi-initiative.org.</p> <p>The methodology starting point is an 'open' process, exploring the context. To begin, we should apply the (1) Mapping Needs tool. On completion of this step, we have the initial definition of the general problem. In the sequence, there is an organizing process, where the data from step 1 is synthesized, in phase (2) this moves to Identify, Classify and Match. As a result, an initial solution is reached, without further definitions on how it will be put into practice.</p> <p>Thus, begins an energizing process, (3) Engagement, where the actions will be planned to arrive at the resolution drawn. At the end of this, we will have the resolutions. We then reach stage (4) Performing, which is a stage of implementing, where the priorities are detailed and follow the process, reaching the point 'levering results'. As the final stage, there is a monitoring process, (5) Evaluate, Report and Renew, ending with Community Events (sharing the work made), in an embedding process. In addition to the five methodological phases, a broader model was created, also containing the steps of each of these phases.</p> <p>Following this chapter, each step will be explained. It is not necessary to implement the steps outlined in sequence or even in their full length, since each context requires teams to create their own approach. However, we recommend users follow the phases and steps as proposed in this document once they were piloted and the pilot' results have shown that if properly performed as indicated, the final methodology can be successful.</p>

	<p>Phase 1 - Mapping Needs</p> <p>The first step in the Community Engagement process is to identify community issues and stakeholders, their interests and the ways in which those interests affect the CJS’s operations and its projects’ viability. Issue and stakeholder identification provides a starting point in building relationships both for successful community engagement and also for successful project development (MOLGROUP, 2017). <i>In this sense, the central question in this step is what?</i></p> <p>Internal needs inventory</p> <p>Identify which issues are considered relevant. Any issue that might affect project results (such as timing, budget, contractual terms, permits) should be considered as significant. During this phase, is important to answer the following questions:</p> <ul style="list-style-type: none"> • What are the problems? • Which problems affect more people? • What is the biggest problem to be settled? <p>A technique that can be use during this step is the Word clouds (Technique number 1): to organize keywords about the problem using different sizes or colours according to level of relevance. This technique can serve as a gateway to understanding deep, rich, qualitative, text-based data.</p> <p>Exploring the context</p> <p>After identifying the problem to be overcome, it is important to explore and analyse its context, namely to discover details about the environment, related actions, customs and even cultural factors.</p> <p>Important questions:</p> <ul style="list-style-type: none"> • What are the causes of the problem? • What is the environment in which the problem occurs? • What are the impacts of this problem? <p><i>An example of an activity that can be used in this step is the Thematic Network (Technique number 2); it is a technique to help to systematically break down texts into simpler, manageable clusters of patterns and themes. It can help you to explore relationships between themes so that the most unifying message can be visualized.</i></p>
<p>Break</p>	
	<p>Phase 2 - Identify, Classify and Match</p> <p>Developing a national network of stakeholders who could contribute to the fulfilment of CJS’s mission is a complex process. It requires the participation and cooperation of many agencies. In general terms, teams shall be equipped with the necessary set of resources to accomplish the established goals and objectives. Effective collaboration and relationships require background information to work out. In this sense, the central question in the second phase is who?</p> <p>Identify suitable Civil Society Organizations (CSO)</p> <p>Stakeholders are people, groups or other legal entities that have direct or indirect stakes in an organization because they can affect or be affected by that organization’s actions, performance, objectives and policies.</p>

They may be internal stakeholders (those participating in the organization's operations, such as employees, the management or the owners) or external stakeholders (those not participating in the organization's operations, like local communities, local media or the environment). Identifying stakeholders is important, because they may have influence on a specific issue and hence may help or obstruct the organization in achieving its business objectives (MOLGROUP, 2017). Issues to consider include (COMMUNITY PLACES, 2014):

- Who might have resources to contribute?
- Who represents these interest groups?
- Are there existing community networks or forms of communication?
- Are there gaps in information which could be plugged through local knowledge?
- The relevant equality legislation
- What impact the issue or proposals will have on these stakeholder interests?

And some barriers to consider:

- The capacity and ability of different stakeholders to participate
- 'Hard to reach groups' (such as young people, older people, minority groups or socially excluded groups).
- Levels of community infrastructure
- Contested or divided communities
- Literacy and numeracy levels and dominance of oral culture

A good process to do this step is to develop Stakeholder Maps (Technique number 6). This technique is used to identify within a map of polarities power vs. support issues such as: which stakeholders have the power to mobilize resources and support us? Or, which stakeholders with power should we keep away from us, since they prevent us from getting more support?

Classify and Design CSO Tracker Database

The Civil Society Organizations Tracker Database is used to register relevant actions and issues regarding the stakeholders. This step will enable the system to build up the history of engagement with a stakeholder and have ready-made data. Aspects to take into account when building up a database (according with MOLGROUP, 2017):

- Order the stakeholders by issues that are of strategic relevance to the CJS;
- The Stakeholder Tracker Database shall be updated after stakeholder engagement.

The documentation should capture:

1. The purpose and aims of the engagement
2. The methods used

	<ol style="list-style-type: none"> 3. Who participated and who did not 4. The time frame 5. A summary of stakeholder concerns, expectations and perceptions 6. A summary of key discussions and interventions 7. Outputs (e.g. Queries, proposals, recommendations, agreed decisions and actions) 8. Possible negative impacts on CJS reputation of any kind. <p>A good technique for this step is the What? Why? Where? When? How? (Technique number 7) once the stakeholders have been revealed, identify what, why, when, where and how they can support them. The technique created is a step beyond the map of the stakeholders, because it aims to identify within the five questions.</p> <p>Match CJS' needs and CSO' resources</p> <p>In this step it is important to identify what CJS' needs can be attending and which are the CSO'/ stakeholders' resources for this. Matching CJS' needs and CSO' resources will help you to develop a comprehensive, well thought engagement plan (MOLGROUP, 2017). It will help you to figure out what level of engagement with each CSO you should undertake. It will be the basis for your 'Community Engagement Plan'.</p> <p>To do this step, it's proposed the technique Does it match? (Technique number 8). This technique aims to verify how the needs of the CJS (Criminal Justice System) are or will be met by CSO (Civil Society Organizations) resources. To do this, it is necessary to relate needs and resources, writing and finding connections.</p>
<p>Conclusion</p>	<p>Conclude this lesson by asking for any questions or comments. Thank prison staff one last time for their time and participation at today's module.</p>

Lesson 4 – Methodology for community engagement II

Prepared by:

Date:

Module overview

Attention: in case you decide to deliver only one lesson or a fragment of the full training, please be aware that you need to introduce the MOBi project, the MOBi concept and the MOBi methodology and tools developed.

MOBi methodology focuses on how to engage the community in the CJS needs and mission. It is about moving to a more community-centred model of reintegration. It is about a sharing of responsibilities and power with community.



Time frame:

1.5h

Parameters:

- Audience: Justice Professionals and multi-agency workers
- Number: 12-15
- Space: Chairs at tables in a U shape or chairs around tables allowing for 4-5 people at each.

Learning objectives

- Learn about the third phase of community engagement: Engagement
- Learn about the fourth phase of community engagement: Performing
- Learn about the fifth phase of community engagement: Evaluate, Report and Renew

Supplies needed:

- Easel pad & stands
- Markers
- Cardboard tents for name cards
- Computer & LCD
- Overhead projector & Projector screen
- Post its

Instructor materials:

- Lesson Plan
- Slide Show
- Methodology on Community Engagement in Criminal Justice System
- Printed copy sheets of community engagement techniques 10, 11, 13, 14, 17, 18, 21

Please keep in mind that the full lesson is available on the MOBi site through the Learning Management System (LMS) portal, which can also be downloadable. Don't forget to print them in order to help you in delivering the lessons but also to share with the participants.

Trainer notes

Presentation guide

Welcome everyone and quickly highlight the topic and skills that will be covered within the module.

Introduce the learning objectives

At the end of this module participants will:

- Learn how to plan the actions in order to arrive at the needed solution
- Learn how to implement and prioritize
- Learn about the monitoring process

Phase 3 – Engagement

‘Planning involves identifying alternative procedures for attaining some future goal’ (United Nations, 2003, p. 9). Community engagement planning involves (1) identifying resources that can be allocated to identified needs and objectives, (2) identifying ways of making contacts with human resources departments and/or (3) developing a more efficient way to report. In this sense, the central question is how?

Design the engagement approach

A strategy for engagement should be designed to ensure that engagement actions are planned for each identified issue and/or defined objectives. Define a clear purpose will help identify engagement objectives, anticipated outcomes and help to determine the scope and depth of the engagement. Here are some questions that can help you when starting to plan and design community engagement methodology (COMMUNITY PLACES, 2014):

- What level of participation is hoped to be achieved?
- What are the stages of the engagement process?
- What resources will I need?
- Are there any limitations?
- Which engagement techniques can I use?
- In summary, how I will do this? What is the overall engagement strategy?

General ground rules for engagement (MOLGROUP, 2017):

- Allow everybody to express their opinions completely;
- Make sure that the opportunities for input are evenly distributed;
- Adopt a solution-oriented approach;
- Stay focused on the issue that is the subject of the engagement;
- Avoid assigning intentions, beliefs or motives to others and provide feedback to stakeholders about their concerns;
- Know the stakeholder’s background and latest position on the issue;
- Transmit your key messages;
- Ask the participants for advice on possible next steps;
- Agree on follow-up actions – depending on the complexity of the meeting, send a list of agreed follow-up point immediately after the meeting;
- Prepare a position paper and other briefing materials; Be concise: one page with technical details in an appendix.

The technique Brainstorming (Technique number 10) can be useful in this step, since it is a generative process to stimulate the group’s creativity with the intention of generating concepts and ideas about a specific challenge. In it, participants suggest ideas without judgments in the shortest possible time (MARTIN and HINGINGTON, 2012).

	<p>The team is encouraged to write all ideas in post-its. Ideas can involve topics such as: technologies, needs, existing services, etc.</p> <p>This step is important to define the actions to put into practice the previously step 'Design the engagement approach'. Important questions in this step: what steps will achieve our goal? Or What resources will be used? The Solution Definition (Technique number 11) is a good technique to synthesize a solution or an identified problem, through 6 questions. First write the possible solution to the problem in the centre (What?) and then identify: Why, Who, Where When, and last How.</p> <p>Agreement for collaboration</p> <ul style="list-style-type: none"> • A collaboration agreement is an agreement between at least two parties looking to work together on a common project, in a collaborative or cooperative basis. The agreement spells out the specific terms, overall goal and conditions of the parties' working relationship. Without a signed collaboration agreement in place, questions may be raised about the ownership and control of the works jointly created.
	<p>Phase 4 - Performing</p> <p>Effective management requires information to determine whether the goals and objectives are being accomplished in a timely and orderly fashion, and whether the resources are being used efficiently and effectively.</p> <p>Setting up priorities</p> <p>Priority is the order of importance in which one thing falls in relation to another. Like a set of criteria, priorities may change with changes in the CJS, community, or with changes in people's concerns or knowledge. In this sense, after the engagement phase is important to define the priorities and organize engagement actions, anticipating and managing possible risks.</p>
	<p>In general, the ideal process is participatory and inclusive, involving all stakeholders - those affected by or concerned with the issues on the one hand, and the other at community large level.</p> <p>Some possible examples, depending on the issues involved and the needs of the community (IDEM, 2019):</p> <ul style="list-style-type: none"> • Level of urgency for problem solving • Availability of resources (human resources, time, money, equipment) to solve the problem • Needed expertise to implement solution • Solution Efficiency • Ease of implementation / maintenance • Expected Impact of the action <p>Once you have a list of criteria, the group has to decide how to apply them for determine the priority order of the issues identified.</p> <p>The Priority Definition (Technique number 13) technique can help you record the different activities/ resolutions and from this, identify what are the priorities. We recommend you start by listing the resolutions that should be done by categorizing your level of importance in relation to the categories 'strategic relevance', 'necessary time', or another more appropriate category. After that, add the values. Activities that add up to the greatest number should be a priority.</p>

<p>Break</p>	
	<p>Designing common actions</p> <p>Here, the aim is to organize the actions of the common defined project. Define stages, work sessions, responsibilities, participants, available budget, etc. At this stage it is important to answer questions such as:</p> <p>‘What are the needed steps to doing this’? Or ‘What resources are needed to achieve this goal?’ After defining the actions, it is important to make sure that:</p> <ul style="list-style-type: none"> • A clear and agreed engagement plan is in place • All available information which can affect the engagement process has been shared and used to develop the community engagement plan • Partners agree what the outcomes of the engagement process should be, what indicators will be used to measure success, and what evidence will be gathered • The timescales for the engagement process are realistic • There are enough resources to support an effective engagement process.
	<p>The Contextual Research Plan (Technique number 14) can help in this stage. This technique will help you to organize the outputs or priorities of the project. It is recommended to define inside of timeline various stages, work, sessions, responsible, participants, budget etc.</p> <p>Follow up</p> <p>Follow up’ steps will help you to follow up the progress of the actions and ensure that results are being achieved. Important topics to consider (MOLGROUP, 2017):</p> <ul style="list-style-type: none"> • Conflicts between stakeholders; • Analyse the active role of stakeholders; • Policies and systems already available; • Evaluate the techniques used; • Summary of key discussions and interventions; • Proposals, recommendations, agreed decisions and actions. <p>Some questions about the stakeholders that shall be considered:</p> <ul style="list-style-type: none"> • Are the roles and responsibilities of everyone involved clear and understood? • Do the techniques of communication used during the engagement process meet the needs of all participants? • Is information that is important to the engagement process accessible and shared in time for all participants to properly read and understand it? • Is the community engagement process based on trust and mutual respect? • Are participants supported to develop their skills and confidence during the engagement?

	<p>The Follow Up (Technique number 17) technique is a useful tool to be applied in this step. It can be helpful to monitor the process step-by-step, becoming possible to identify whether the project is working well or not, and to propose improvements even while it is occurring. The technique allows predicting and remedying possible project failures. The action can be done in a focus group or meeting.</p>
	<p>Phase 5 - Evaluate, Report and Renew</p> <p>Developing a national network of stakeholders who could contribute to the fulfilment of CJS's mission is a complex process. It requires the participation and cooperation of many agencies. In general terms, teams shall be equipped with the necessary set of resources to accomplish the established goals and objectives. In this sense, the central question in the second phase is who?</p>
	<p>Monitor performance</p> <p>It shows the degree to which program outcomes are achieved. This step can be used with different stakeholders to identify areas where the perceived performance of the project differs between the parties. The National Standards for Community Engagement are good-practice principles designed to support and inform the process of community engagement and improve what happens as a result (SCDE, 2016). The standards are: Inclusion, Support, Planning, Working Together Methods, Communication, Impact.</p> <p>In this step we recommend you to use the Solution Evaluation (Technique number 18) technique. This tool will help you to evaluate whether the actions met the proposed engagement goals by assigning satisfaction value to each of them. Important topics to consider:</p> <ul style="list-style-type: none"> • The number of people involved • Growth rates • Resources • Level of stakeholder group participation • Level of stakeholder satisfaction • Behavioural changes <p>For this step, we propose to use the Checklist for Engagement Report (Technique number 21). This tool will help to remember relevant issues to be inserted in the report after the implementation and evaluation process.</p> <p>Cooperation renewal strategy</p> <p>The final phase of the methodology aims to establish strategies to renew the cooperation between stakeholders involved in the process. To maintain cooperation with stakeholders and identify which stakeholders should be maintained, some measures are proposed, such as (CTB, 2019):</p> <ul style="list-style-type: none"> • Describe the multiple organizations that have come together in common purpose. Who are they and why is a coalition needed to accomplish the purpose? • State the objectives or goals, needed resources and relationships to accomplish your objectives, and key agents of change in the partnership. • Identify what financial resources that will be needed to support the next group's activities and infrastructure.

	<ul style="list-style-type: none"> • Describe the structure the collaborative partnership will use to do its work. Structure will allow the partnership to function more efficiently and effectively. • Describe how the group will maintain momentum and foster renewal. • If the coalition is beginning to lose momentum in achieving its goals or member numbers are diminishing, review current barriers to the success.
<p>Conclusion</p>	<p>Conclude this lesson by asking for any questions or comments. Thank prison staff one last time for their time and participation at today's module.</p>

Lesson 5 – Advocacy I

Prepared by:

Date:

Module overview

Attention: in case you decide to deliver only one lesson or a fragment of the full training, please be aware that you need to introduce the MOBi project, the MOBi concept and the MOBi methodology and tools developed.

This module is about working in partnerships. For the purpose of this training module, partnerships are defined as working with individuals, as well as groups, alliances, or coalitions to accomplish an advocacy goal and will help any prison staff understand the benefits of working in partnerships and how to identify other people, organizations, or institutions that are working on similar issues.



Time frame:

2.5h

Parameters:

- Audience: Justice Professionals and multi-agency workers
- Number: 12-15
- Space: Chairs at tables in a U shape or chairs around tables allowing for 4-5 people at each.

Learning objectives

- To help prison staff identify common allies and unlikely partners, in supporting the reintegration process.
- To explore the potential roles prison staff can play within these partnerships and how partnerships can help them achieve their advocacy goals.
- To increase prison staff advocacy-related confidence and comfort level in working in partnerships.
- To demonstrate that working in partnerships to accomplish an advocacy goal is doable and can fit within the demands of a prison's busy schedule.

Supplies needed:

- Flip chart or white board
- Markers/Dry erase markers for flip chart/white board
- PowerPoint projector
- Screen or white wall for viewing PowerPoint
- Copy of PowerPoint with trainer notes on computer or zip drive.
- Consider inviting a representative or staff from the MOBi Project or from an expert NGO to help present this module in order to help reinforce the benefits of working in partnership.
- Tower Building exercise requires four pieces of poster board, five paper plates, six drinking straws, a pair of scissors, and a roll of masking tape per group

Instructor materials:

- Lesson Plan
- Slide Show
- Exercises
- Handouts: MOBI promotional leaflet with, copies of the evaluation for each prison staff participating in the module. Copies of the Opportunities Worksheet. The Opportunities Worksheet contains a list of advocacy activities that relate to the module's topic and can be performed by prison staff following the module as their interest and time allows.

Please keep in mind that the full lesson is available on the MOBi site through the Learning Management System (LMS) portal, which can also be downloadable. Don't forget to print them in order to help you in delivering the lessons but also to share with the participants.

Trainer notes	Presentation guide
	<p>Welcome everyone.</p> <p>Acknowledge that prison staff have a lot going on in their lives right now and thank them in advance for being here today.</p> <p>Briefly introduce yourself. Some things to consider sharing include:</p> <ul style="list-style-type: none"> • Your experience with advocacy work. • Why you got into your career path. • How you’ve personally seen advocacy improve the reintegration process in some communities and well-being of ex-prisoners and/or the profession of correctional justice. • A personal quotation that relates to the training module topic. <p>Mention that there is a lot of wisdom and experience in the room. Encourage prison staff to share and participate throughout the training module.</p>
<p>2. Learning objectives</p> <p>WHY WE’RE HERE</p> <p>is designed to help underscore the key training principles for the prison staff training program—that advocacy is important and doable, that prison staff are uniquely positioned to be powerful advocates, and that advocacy is not much different from the work prison staff are already doing.</p>	<p>Introduce the learning objectives using the power point slide:</p> <ul style="list-style-type: none"> • To help prison staff identify common allies and unlikely partners, in supporting the reintegration process. • To explore the potential roles prison staff can play within these partnerships and how partnerships can help them achieve their advocacy goals. • To increase prison staff advocacy-related confidence and comfort level in working in partnerships. • To demonstrate that working in partnerships to accomplish an advocacy goal is doable and can fit within the demands of a prison’s busy schedule. <p>Advocacy is important and doable, and prison staff are uniquely positioned to be powerful advocates, and also advocacy is not much different from the work prison staff are already doing.</p>
	<p>Briefly share why advocacy is an important part of being a prison staff. Some talking points include:</p> <ul style="list-style-type: none"> • Advocacy means speaking out on your prisoner’ behalf. Advocacy assumes that there is a problem that needs to be changed and it is a way to drive, or effect that change. • Prison staff work with others everyday. The same skills you use when working with prisoners, prison administrators, or families can be applied when working in advocacy partnerships. • Prison staff can play a powerful role in creating lasting and meaningful change for the communities they serve. <p>Local governments, public institutions (in our case we think of the prison or the probation) and civic</p>

	<p>organizations can partner to foster community participation and engagement in a variety of ways. Smaller, grassroots, community-based organizations are not always experienced in local government planning processes.</p> <p>Typically, local governments involve grassroots community-based organizations in a minimal way by asking them to distribute information about opportunities to participate in public planning and decision making or by attending community organizations' meetings to provide information about their planning processes and issues.</p> <p>Note that the case study illustrates that:</p> <ul style="list-style-type: none"> • One dedicated professional interested in the criminal correctional justice can make a difference, but that by working in partnership, we can leverage other people's or group's strengths and become even more influential. For example, working with the coalition can make it easier to write and distribute sign-on letters throughout the city, informing citizens about the reintegration process or asking for volunteers. • Prison staff are powerful advocates and can affect positive change because they are credible and well-respected in the community, have powerful stories to tell, and have science (psychology and sociology) and justice on their side. • Advocacy can fit into the busy schedule and competing demands of prison staff. Getting others involved can be as simple as having a conversation with your colleagues. Many advocacy activities—such as those highlighted in the case study—can be completed within five to thirty minutes. <p>Ask prison staff what issues they see in their work that they'd like to change. Write these issues on a white board or flip chart.</p>
<p>Core concept</p>	<p>The Core Concept section of the Working in Partnerships module emphasizes the “how to” or the basic tips and information prison staff need to keep in mind in relationship to the module's topic.</p> <p>This section includes a PowerPoint for presenting the core concept (it can be found annexed on the MOBi website). The brief PowerPoint accompanied by guided group brainstorm and prompting questions that you can use is to present the skills and encourage prison staff to share their experiences and input.</p> <p>Point out that the issues that were just shared affect many different people and groups and that many people—in addition to prison staff—care about these issues. Some of the people or groups who support these issues are common allies to the prison staff or “usual suspects.”</p>

	<p>Choose one of the examples that were shared. Ask the group to identify the usual suspects who would likely care about this issue. Common examples include human rights' advocacy organizations, the law enforcement community, offenders themselves, parents or partners or families, teachers, school administrators, faith-based groups, health care professionals, and social workers. Refer back to the example and ask the group to identify unlikely partners for this issue. Some examples could include environmental organisations, people concerned with economic development, or people within the business community.</p> <p>As you are presenting the PowerPoint, pay special attention to the notes section. The PowerPoint notes section includes key points and prompting questions to include in your presentation. Following the Power Point, ask the prison staff if they have questions. Spend a few minutes answering their questions.</p> <p>Mention that the NGOs from the local community are an excellent place to find out about existing partnerships around prisoners' reintegration and community actions in supporting the prison activity. Encourage prison staff to contact their local NGOs to find out about partnership efforts and resources around issues they care about.</p>
<p>Practice</p>	<p>The Practice section of the Working in Partnerships module allows prison staff to practice what they have just learned and increase their comfort level with the advocacy topic in a safe, fun, interactive, and open environment.</p> <p>For the Working in Partnerships module, the practice centres on a tower building exercise and is designed to take about 15 minutes.</p>
<p>Tower buliding (exercise)</p>	<ul style="list-style-type: none"> • Start by dividing the group of prison staff into small teams of four to five staff each. • Explain that each team will get the following resources: four pieces of poster board, five paper plates, six drinking straws, a pair of scissors, and a roll of masking tape. • Let groups know that their assignment is to build a tower out of the materials that is at least 1 meter tall, is self-supporting, and can withstand a light breeze. • Tell groups that they will have eight minutes to build their tower, however during this time they are not allowed to verbally communicate with one another. • Also, tell the groups that they can not begin building the tower until a full minute has passed. While they can not begin to build the tower during the first minute, they can use the minute to examine their materials and create a plan.

	<p>Ask the groups if they have any quick questions before they get started. Once questions are answered, begin the eight minutes tower construction time. Keep track of the time and let prison staff know when their one minute is up and they can begin building the tower. After the eight minutes is up, quickly test each group's tower to make sure it is at least one meter tall, is free standing, and can withstand a light breeze.</p> <p>Ask the groups to briefly share what happened within their group. Probe for things such as the different roles members of the group played, how they managed to communicate with each other, and how they integrated their different teammates ideas into the tower.</p> <p>Ask the groups why they think you made them wait one minute before starting to build the tower. Let them know the minute was intended for planning purposes and to examine the resources they had to work with. Ask the groups what they did in that minute. Also, ask them how that minute affected the way they built their tower or worked with one another.</p> <p>Ask the group what was hard about working in teams to build the tower.(Look for responses such as communication was challenging because we couldn't talk, different group members had different ideas or visions about what the tower should look like or how to go about building it, and limited resources and time to build the tower.</p> <p>Point out that these same things are true when working in partnerships – we may have limited time to spend in meetings and planning sessions, may not be able to communicate personally with each other and will need to do it over e-mail or phone, and different people may have different goals or different things that are driving them to get involved.</p> <p>Ask the group what made working in teams to build the tower successful? (Look for responses just as it was fun and had more energy than building it alone, there were different skill sets, talents, and view points to draw from, we were able to get more done with other people helping us.) Again, point out that these same strengths are true when working in partnerships.</p>
<p>Closing, evaluation and opportunities</p>	<p>Emphasize that advocacy doesn't have to be hard or take a lot of their time. It's really about using their voice to speak on their offenders' behalf. Don't get frustrated if you don't see immediate results. Change takes time. Know that your actions make a difference, celebrate the small steps, and stay persistent. Let prison staff know their voice is needed in the legislative process.</p> <p>Invite any final questions or observations from the group.</p>

Optional: If time allows, go around the room and ask each prison staff to share one thing that they learned today about how they can influence the legislative process or one thing they will do to influence the legislative process on behalf of a offenders' reintegration issue in the future.

Pass out an evaluation form to each prison staff and ask them to fill it out and turn it in. While prison staff are completing their evaluations, hand out the Opportunities Worksheet that contains a list of activities that prison staff can do over the next month to deepen their understanding of the skills highlighted in today's module.

Tell prison staff that these opportunities were designed with their busy schedule in mind and many of them can be done in as little as five minutes. Consider offering an incentive or prize to prison staff who complete opportunities listed on the sheet. One idea is to ask prison staff to e-mail the opportunities they completed to you and allow a couple minutes at the beginning of the next module to recognize staff' efforts and give them a round of applause.

Thank prison staff for participating in the training module.

Lesson 6 - Advocacy II

Prepared by:

Date:

Module overview

Attention: in case you decide to deliver only one lesson or a fragment of the full training, please be aware that you need to introduce the MOBi project, the MOBi concept and the MOBi methodology and tools developed.

This module will explore how prison staff can craft their message and use broader mediums for communicating their message in order to advocate on behalf of offenders and their reintegration needs.



Time frame:

2.5h

Parameters:

- Audience: Justice Professionals and multi-agency workers
- Number: 12-15
- Space: Chairs at tables in a U shape or chairs around tables allowing for 4-5 people at each.

Learning objectives

- To define advocacy communication; the role it plays in bringing attention of the community to offenders' reintegration needs; and how prison staff are uniquely positioned to use advocacy communications on behalf of offenders.
- To provide prison staff with the tips and tools for crafting their advocacy message.
- To increase prison staff's confidence and comfort level in using advocacy communication strategies, such as giving a speech, making a presentation, writing a letter to the editor, or using a newsletter or Web site to get their advocacy message out and build support for the reintegration process.
- To demonstrate that advocacy is doable and can fit within the demands of a prison staff's busy schedule.

Supplies needed:

- Flip chart or white board
- Markers/Dry erase markers for flip chart/white board
- PowerPoint projector
- Screen or white wall for viewing PowerPoint
- Copy of PowerPoint with trainer notes on computer or zip drive

Instructor materials:

- Lesson Plan
- Slide Show
- Handouts: Copies of the evaluation for each prison staff participating in the module.
- Copies of the Opportunities Worksheet. The Opportunities Worksheet contains a list of advocacy activities that relate to the module's topic and can be performed by the participants following the module as their interest and time allows.

Please keep in mind that the full lesson is available on the MOBi site through the Learning Management System (LMS) portal, which can also be downloadable. Don't forget to print them in order to help you in delivering the lessons but also to share with the participants.

Trainer notes

The Welcome, Introductions, and Case Study section is designed to give you the opportunity to welcome prison staff and quickly highlight the topic and skills that will be covered within the module.

Presentation guide

Welcome everyone and quickly highlight the topic and skills that will be covered within the module.

Acknowledge that prison staff have a lot going on in their lives right now and thank them in advance for being here today.

<p>It also includes a “case study” or story from an actual professional working with the criminal correctional justice system that illustrates the role a prison staff can play in relation to the module’s advocacy topic. The purpose of the case study is to provide a familiar and comfortable format for introducing the module’s topic in a way that prison staff can relate to.</p>	<p>Briefly introduce yourself. Some things to consider sharing include:</p> <ul style="list-style-type: none"> • Your experience with advocacy work. • Why you got into your career path. • How you’ve personally seen advocacy improve the reintegration process in some communities and well-being of ex-prisoners and/or the profession of correctional justice. • A personal quotation that relates to the training module topic. <p>Mention that there is a lot of wisdom and experience in the room. Encourage prison staff to share and participate throughout the training module.</p>
<p>2. Learning objectives</p>	<p>Introduce the learning objectives using the power point slide:</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • To define advocacy communication; the role it plays in bringing attention of the community to offenders’ reintegration needs; and how prison staff are uniquely positioned to use advocacy communications on behalf of offenders. • To provide prison staff with the tips and tools for crafting their advocacy message. • To increase prison staff’s confidence and comfort level in using advocacy communication strategies, such as giving a speech, making a presentation, writing a letter to the editor, or using a newsletter or Web site to get their advocacy message out and build support for the reintegration process. • To demonstrate that advocacy is doable and can fit within the demands of a prison staff’s busy schedule. <p>Ask for any questions before continuing with the lesson.</p>
<p>Why we’re here</p> <p>The Why We’re Here section is meant to be included in each module. The intentional repetition is designed to help underscore the key training principles for the prison staff training program—that advocacy is important and doable, that prison staff are uniquely positioned to be powerful advocates, and that advocacy is not much different from the work prison staff are already doing.</p>	<p>Briefly share why advocacy is an important part of being a prison staff. Some talking points include:</p> <ul style="list-style-type: none"> • Advocacy means speaking out on your prisoner’ behalf. Advocacy assumes that there is a problem that needs to be changed and it is a way to drive, or effect that change. At its core, advocacy is about speaking out on behalf of prisoner’s reintegration and well-being, whether it is for one person or for systematic solutions that benefit many persons. • Prison staff work with others everyday. The same skills you use when working with prisoners, prison administrators, or families can be applied when working in advocacy partnerships. • Prison staff can play a powerful role in creating lasting and meaningful change for the communities they serve.

<p>Case study</p>	<p>Share that for the purpose of today's training, advocacy communications refers to the intentional use of any type of media or communication mechanism to bring about awareness and, eventually, change, on behalf of your issue.</p> <p>The case study illustrates how another paediatric resident used an advocacy communications tool in order to advance a children's health issue they cared about.</p> <p>Following the case study, ask prison staff their reactions to the case study, including what they liked about it and what surprised them about it.</p> <p>If time allows, ask if anyone has a story of their own that they would like to share about a time when they worked with or communicated with a decision-maker or if they know someone else who did.</p> <p>Note that the case study illustrates that:</p> <p>Communications and media allowed the interested team to get their message out to more people than they could have done through word of mouth alone. The media can be a powerful and compelling tool to creating change on behalf of issues prison staff care about.</p> <p>The media, decision-makers, and the general public—all potential targets of advocacy communications—don't differentiate between different kinds of prison staff and other law enforcement agencies.</p>
	<p>Open up the discussion on why to communicate with the local communities? Make a quick tour of the group and collect opinions on a flipchart.</p> <p>A healthy, thriving equitable community is one in which people have easy access to work, home and places in between, affordable housing, quality education, economic opportunity, healthy environments, parks and open space, and the ability to participate in democratic processes (and actually do so).</p> <p>Creating healthy, thriving, equitable communities requires engaged community members, organizations, and institutions. Engagement helps local government provide services and solutions that are better suited to people's needs. When people are allowed to have input into decisions that affect their lives, they are more committed and empowered to get involved in the hard work of making their community better after the planning process ends.</p> <p>Briefly mention that prison staff—acting as individual citizens—can contact decision-makers on behalf of any issue; however, they need to be careful that unless they have been given explicit permission, they should never speak on behalf of the prison, their colleagues, or their training program. When in doubt, please check with your place of employment.</p>

<p>Core concept</p>	<p>The Core Concept section of the Working in Partnerships module emphasizes the “how to” or the basic tips and information prison staff need to keep in mind in relationship to the module’s topic. The purpose of this section is to emphasize how the skills used in this concept relate to the skills prison staff use in their work every day.</p> <p>This section includes a PowerPoint for presenting the core concept. The brief PowerPoint accompanied by guided group brainstorms and prompting questions that you can use is to present the skills and encourage prison staff to share their experiences and input.</p> <p>Ask prison staff for examples of media or communication tools. (Examples could include newsletter or newspaper articles, letters to the editor, an internet blog, or an appearance on the local news, Web sites, social networking sites, e.g.YouTube, or commercials).</p> <p>Write the examples on a flip chart or white board. State that these are all great examples of media and communication tools that can be used by prison staff to build support and awareness for the issues you care about.</p> <p>Show PowerPoint. As you are presenting the PowerPoint, pay special attention to the notes section. The PowerPoint notes section includes key points and prompting questions to include in your presentation. Following the PowerPoint, ask the prison staff if they have questions. As time allows, spend a few minutes answering their questions.</p>
<p>Practice: The Practice section of the Working in Partnerships module allows prison staff to practice what they have just learned and increase their comfort level with the advocacy topic in a safe, fun, interactive, and open environment. The practice session is destined to take about 15 minutes</p> <p>Consider videotaping the Announcements and posting them on prison Web site, sharing them with the NGOs supporting the work or this training, or posting on YouTube and sharing them with the MOBI coordinators. MOBI partnership would gladly promote on the website any activities and moments you will collect during the training. Encourage prison staff to go to these sites to see their announcements and forward the link to their friends, family members, or colleagues.</p>	<p>Developing Public Interest Announcements</p> <p>Divide prison staff into four to five small groups. Assign each group a relevant and timely offenders’ issue. Give each group a briefing sheet that contains background information and statistics on the selected issue, from the MOBI Reports found at http://mobi-initiative.org/category/project-reports/</p> <p>Let groups know that their job is to create a one minute Public Interest Announcement on the Offender’s Perceptions on Society Acceptance regarding Reintegration Process.</p> <p>Their PSA should have a clear and concise message, be memorable and persuasive, and include intentional repetition. Prison staff should also look for opportunities within their Public Interest Announcement to include a personal story and let others know how they can get involved.</p> <p>Groups will have ten minutes to create their Public Interest Announcement and then will perform their Announcement in front of the larger group. If time permits, invite feedback from prison staff about what elements from each Announcement were the strongest and what they would do differently next time.</p>

Closing , evaluation and opportunities

The purpose of the closing, evaluation, and opportunities section is to provide closure on the module's topic, identify action steps that prison staff can do next as a result of attending this training module, and gives prison staff a chance to evaluate the session.

Thank prison staff for participating in the training module. Emphasize that advocacy doesn't have to be hard or take a lot of their time. It's really about using their voice to speak on their offenders' behalf. Remind them that they don't have to be experts on communication.

Optional: If time allows, go around the room and ask each prison staff to share one thing that they learned today about how they can craft their message or one thing they will do to get their message out to a broader audience on behalf of offenders' reintegration issue in the future.

Pass out an evaluation form to each prison staff and ask them to fill it out and turn it in. While prison staff are completing their evaluations, hand out the Opportunities Worksheet that contains a list of activities that prison staff can do over the next month to deepen their understanding of the skills highlighted in today's module.

Tell prison staff that these opportunities were designed with their busy schedule in mind and many of them can be done in as little as five minutes.

Consider offering an incentive or prize to prison staff who complete opportunities listed on the sheet.

Lesson 7 - Understanding Community Engagement in a multidisciplinary team approach

Prepared by:

Date:

Module overview

Attention: in case you decide to deliver only one lesson or a fragment of the full training, please be aware that you need to introduce the MOBi project, the MOBi concept and the MOBi methodology and tools developed.

In this module the participants will see a presentation of the different actors in CJS, will learn the cooperation between the actors on different levels; pros and cons of working in a multidisciplinary extremely structured team, the legal background of reintegration offenders and ex-offenders, own positioning in the context: engagement for (ex-) offenders and some examples of community engagement.



Time frame:

1.5h

Parameters:

- Audience: Justice Professionals and multi agency workers
- Number: 12-15
- Space: Chairs at tables in a U shape or chairs around tables allowing for 4-5 people at each.

Learning objectives

- The participant learns a about the different actors in CJS , what are they doing and which actors working together.
- NET-working
- What are the chances and the risks in a multidisciplinary team.
- Where I`m standing/my feelings towards (ex-) offenders (IO1).
- Learn about the legal background and orders and the rights and obligations when volunteering in CJS .
- I heard about an interesting example of voluntary work in prison by a well-known part of the community (video)
- Learning about their own prejudices

Supplies needed:

- Easel pad & stands
- Markers
- Cardboard tents for name cards
- Computer & LCD
- Overhead projector
- Projector screen
- Thread

Instructor materials:

- Lesson Plan
- Slide Show
- Questionnaire IO1
- Results IO2: from which persons expected the offender support
- Legislation
- Statements from volunteers about their experiences of working in prison
- Video 'Training prisoners for the voluntary fire brigade' (How to become a first degree firefighter)
- "National Strategy For Social Reintegration Of Inmates 2015 - 2019"
- Printed handouts: MOBi activity sheet 8

	<p><i>Please keep in mind that the full lesson is available on the MOBi site through the Learning Management System (LMS) portal, which can also be downloadable. Don't forget to print them in order to help you in delivering the lessons but also to share with the participants.</i></p>
Trainer notes	Presentation guide
	<p>1. Introduce the learning objectives:</p> <ul style="list-style-type: none"> • The participant learns a about the different actors in CJS , what are they doing and which actors working together. • NET-working • What are the chances and the risks in a multidisciplinary team. • Where I`m standing/my feelings towards (ex-) offenders (IO1). • Learn about the legal background and orders and the rights and obligations when volunteering in CJS . • I heard about an interesting example of voluntary work in prison by a well-known part of the community (video) • Learning about their own prejudices <p>2. We will start with a brainstorming session around the question 'Who are you aware of as being involved in the Criminal Justice System (CJS)?'</p> <p>Case Study: provided at the beginning of the activity</p> <p>Thread game: identification of resources</p> <p>One participant will play the role of an inmate (based on the case study) and the other participants will prepare the organization they represent. The thread will connect the inmate with different organisations in order to help the reintegration process.</p> <p>(This net could also be like a springboard for the inmate to 'jump into freedom')</p> <p><i>SCOPE: the need for the existence and functioning of a support network, and also for identifying the needs and resources that will meet these needs upon release from the penitentiary for social reintegration.</i></p>
	<p>3. In the next exercise, we use a worksheet to discuss the opportunities and risks of working in a multidisciplinary team.</p> <p>We use the worksheet 05. S.W.O.T.</p> <p>Definition: a very widespread technique mainly in business, aims to identify and the main characteristics about the current context of the issue to be solved, to guide the next stages of the work. The analysis is based on responses to four factors: strengths (S), weaknesses (W), opportunities (O) and threads (T). As an example, there are some questions that can be asked within each of the four factors (EDRAW, 2018):</p> <ul style="list-style-type: none"> • (S) Strengths: What are the advantages? What strength points can people see? What is unique about this project or product?

	<ul style="list-style-type: none"> • (W) Weaknesses: What weaknesses could be improved? What problems could be avoided? What are the factors that could damage this project? Does this project have limited resources? • (O) Opportunities: What are the opportunities if the project succeeded? How can strengths be turned into opportunities? Are there any changes in the context that could bring opportunities to this project? • (T) Threads: Are there any existing or potential competitors that could influence the project? What could put this project into risk? What problems could possibly threaten the project? Will there be any changes in the context that could damage the project? <p>Objectives: explore the context, identify problems, needs and opportunities, analyse and synthesize information.</p> <p>Objective: Own experiences of the participants from their professional life and environment are to be incorporated here. Differences in cooperation but also overlaps in the communication process are made clear. Problems are named, usually already possible solutions are proposed.</p>
	<p>4. After the discussion there could be the input - rehabilitation order - rights and obligations - data from IO2 about “Who helps me?”. This includes a case study (please check the factsheet available for this lesson)</p> <p>Bremen Prison Legislation</p> <ol style="list-style-type: none"> 1. Scope 2. Goal and task of Prison 3. Principles of Implementation
	<p>Report on the commitment to compliance the rules of conduct within Prison Bremen. Here are some excerpts as an example:</p> <ul style="list-style-type: none"> • To obey all enforcement orders given by prison staff. • Not to accept any gifts or other benefits of prisoners or their relatives or to give gifts or other benefits. • Receive no items, documents or messages from the prisoners and transmit them to third parties or keep them safe. • To tolerate controls ordered by the prison administration or the enforcement department management
	<p>POLICY LEVEL - “NATIONAL STRATEGY FOR SOCIAL REINTEGRATION OF INMATES 2015 - 2019”</p> <p>http://anp.gov.ro/despre-anp/programe-si-strategii/</p> <p>Social reintegration of inmates is a process that has its beginnings in execution phase. An essential role of the prison service is to prepare inmates for post-detention. To achieve this goal is necessary to correlate the needs of inmates with the educational programs, psychological support, social assistance and social inclusion approach. Also, for the success of social reintegration is necessary the contest of local community, in their dual quality: partners of prison service and beneficiaries of the whole process of social reintegration of inmates or those who served custodial sentences.</p>

	<p>Objectives:</p> <p>I. Developing institutional and inter-institutional capacity in the social reintegration domain intended to prisoners and former prisoners</p> <p>II. Facilitating post detention assistance to a systemic level</p> <p>III. Facilitating post-prison assistance at a systemic level</p> <p><i>Try to define more concretely the tasks and duties of a volunteer in prison or the rights and obligations of a volunteer in an NGO</i></p> <p><i>Objective: The participants learn about the legal background in the CJS, learn about the possibilities of the commitment but also limitations to their engagement are shown. We aim to answer the question of what a volunteer can do, and what s/he cannot do.</i></p> <p>5. In the case of the course, I would like to share my thoughts with you.</p> <ul style="list-style-type: none"> • Each participant completes the questionnaire of IO1. In the ensuing discussion, the group deals with its own prejudices. • Objective: Participants get into conversation and also recognize their own prejudices. The possible motivations to potentially get involved with a community organisation are once again questioned and concretized. Your own point of view becomes clear! <p>6. To tie the session together we would like to bring some authentic quotes from volunteers, giving their thoughts on how working in a multidisciplinary team is, with a particular focus on the criminal justice system.</p> <p>Objective: Through empathic, authentic narrative to motivate new people into with the CJS institutional processes we need to follow are so lengthy. It takes a lot of resilience to achieve anything. (from a new idea to realization, about two years.) But it's worth it - the inmates are totally grateful."</p> <p>I. "I like working on the Prison Advisory Board with the other members. But I often feel like I cannot change enough. The structures in the prison appear to me completely impenetrable."</p> <p>II. "In my work as a volunteer in the prison, obstacles often seem to be put in the way of what I want to achieve. Working in the prison with the inmates and prison staff really gives a different perspective of the problem of this environment."</p>
	<p>7. Sharing a video about training as a member of the Fire Brigade in a juvenile prison in Hamlen, Germany:</p> <p>https://www.rtlNord.de/nachrichten/perspektiven-fuer-junge-straftaeter.html</p> <p>This film gives a really unique perspective on how an institution recognized in society (the voluntary fire brigade) allows for training volunteers inside the prison and how juvenile offenders take pride in training as a firemen. This is just one solution to the known problem that - on release - ex-offenders just fall into a hole on the outside. Indeed, on release, these young men can join a voluntary community institution, trained and with a certificate in the voluntary fire brigade. He experiences community / camaraderie and can give back to the society by his activity at the same time as gaining something himself.</p>

	<p>8. Existing resources in the national experience that could be the basis of the support network.</p> <p>Using the worksheet 08 It's Match!, participants are divided in groups per country in order to identify CJS' needs and CSO' resources to create a network.</p> <p>Definition: The technique aims to verify how the needs of the CJS (Criminal Justice System) are or will be met by CSO (Civil Society Organizations) resources. To do this, relate needs and resources, writing and making connections. A resource can serve more than one need (and vice versa).</p> <p>Objectives: identify needs and resources find out if there are still unresolved issues or possible resolutions; synthesize information.</p> <p>German article about working in a multi-professional team:</p> <p>“The work of Rainer Treptow is characterized by the development of social work as a profession as constitutively linked to far-reaching processes of social change. The demand for increasing multi-professional cooperation can also be summarized as the result of the social change in occupational fields and activities. It is the result of a comprehensive differentiation of professional roles and personal service organizations, which is accompanied by an increasingly division of labour and specialized problem processing by the respective professions and organizations. Multi-professional cooperation is aimed at countering the threat of fragmentation of addressing addressee-related problems with a coordinated processing strategy.</p> <p>(Bauer P. (2014) Kooperation als Herausforderung in multiprofessionellen Handlungsfeldern. In: Faas S., Zipperle M. (eds) Sozialer Wandel. Springer VS, Wiesbaden)</p>
<p>How is this translated to experience?</p>	<p>„Vollzugshelfer“ in German prisons = executive assistants in prison who work as volunteers Review to the work in a multidisciplinary team:</p> <p>“I'm still relatively new and have not had much experience so far, but so far I enjoy working as a law enforcement assistant. In addition to a rather pointless professional life, I enjoy doing virtually nothing useful and volunteering to spend part of my free time helping other people to return to social life.”</p> <p>“So far quite pleasant, but I still can give little information to that effect. But what I can say is that my personal “environment” is always quite surprised and skeptical when I say that I am a law enforcement assistant. Although many are positive and think that would be meaningful, but some see it completely different and consider one to be “stupid” and “reckless because it is so dangerous”.”</p>
<p>How can we implement it in our context?</p>	<ul style="list-style-type: none"> • Worksheets from MOBi IO3 to work structured on new projects and events • Clarification of strengths and weaknesses, as well as prejudices through questionnaire IO1 of MOBi

Lesson 8 – Creating a vision for the community through scenario building I

Prepared by:

Date:

Module overview

Attention: in case you decide to deliver only one lesson or a fragment of the full training, please be aware that you need to introduce the MOBi project, the MOBi concept and the MOBi methodology and tools developed.

In this module you will guide the participants to the training in learning about community engagement, you will help them understand that their role in promoting community engagement is important; to understand how create a Vision in order to create a change in the community and how to remove any obstacles that stand in the way of change. Tell participants that this course will assist them in learning new strategies to work with communities. Explain that many of the activities and discussions of topics will happen in small groups, so it is helpful to know their fellow participants.



Time frame:

2h

Parameters:

- Audience: Justice Professionals and multi-agency workers
- Number: 12-15
- Space: Chairs at tables in a U shape or chairs around tables allowing for 4-5 people at each.

Learning objectives

- Understand their role as justice professionals in promoting community engagement
- Create a Vision for Change in Community
- Understand how to anchor change to move towards outcomes related to social integration of persons coming out from correctional justice

Supplies needed:

- Supplies needed:
- Easel pad & stands
- Markers
- Cardboard tents for name cards
- Computer & LCD
- Overhead projector & Projector screen

Instructor materials:

- Lesson Plan
 - Slide Show
 - Exercises
 - MOBi Methodology on Community Engagement in Criminal Justice System
- Please keep in mind that the full lesson is available on the MOBi site through the Learning Management System (LMS) portal, which can also be downloadable. Don't forget to print them in order to help you in delivering the lessons but also to share with the participants.*

Trainer notes

Presentation guide

Introduce yourself (if you are a new instructor for this session) and tell the participants a little about your involvement in working with communities. Tell participants that this course will assist them in learning a model to guide their work in community engagement and let them measure their success in stages. Remind participants that we are learning about ways to engage community to work on areas of common concern that will make communities safer and lead to more productive outcomes for the criminal correctional justice.

<p>2. Learning objectives</p>	<p>Introduce the learning objectives using the power point slide: Learning Objectives: At the end of this module participants will be able to:</p> <ul style="list-style-type: none"> • Understand their role as justice professionals in promoting community engagement • Create a Vision for Change in Community • Understand how to anchor change to move towards outcomes related to social integration of persons coming out from correctional justice
<p>Create a Vision for Change Exercise</p>	<p>EXERCISE: Use the power point slides to review the Exercise. Chose a change for your prison / probation office for this exercise</p> <ul style="list-style-type: none"> • Determine the values that are central • Develop a short summary (2 sentences) that capture the future of this change. • Create a strategy to execute this change • Ensure that your change coalition can describe the vision in 5 minutes of less <p>Give participants 20-25 minutes to complete this exercise as a group at their table. Tell them this could be a large change or a small change and that it could be a change that has occurred or one they would like to propose.</p> <p>Ask each group to have a spokesperson to report out their findings.</p> <p>Ask each group to report out on their change, the values that guided the change, and the strategy they recommended leading the change.</p> <p>Point out the commonalities between the report outs and how the vision guided the proposed change.</p>
<p>Change - study case</p>	<p>Tell the participants that this is an easy model that works on both the micro and macro levels of change.</p> <div data-bbox="507 1444 1085 1720" data-label="Diagram"> </div> <p>Explain that the model begins in the lower right quadrant with contentment and moves counter clockwise. Moves to discontentment, then to chaos and finally to change.</p> <p>Give an example of your own or use the following example: For many years, prisons and probation agencies mostly focused on requiring clients to meet the public safety conditions issued by the courts. These institutions were content and comfortable in this role. Then, research began to accumulate that this strategy was not reducing recidivism. Research went on to show that simply enforcing</p>

	<p>public safety conditions did not produce the required behaviour change to prevent new crime by persons coming out of the correctional justice. Research showed that public safety conditions, partnered with cognitive behavioural change programs, produced the desired result of reduced recidivism. This new information led to discontent in agencies as they were not able to prevent new crime. Leadership in agencies began seeking new strategies and often a number of new strategies were begun at one time...leading to chaos. Over time, research showed which strategies produced the desired results and agencies moved to these evidenced based programs and began reducing recidivism. This was implemented change. As agencies and prisons become experienced in providing evidenced based programming, they are again moving into the contentment quadrant.</p> <p>Ask a participant to give another example of the model working it could be either a professional situation or a personal situation. If no one volunteers, give one more example of your own.</p>
<p>Break</p>	
<p>Change -exercise</p> <p>Values for change</p>	<p>Tell participants that change must be guided by a common set of values that ensure that the change is of service to the community. Tell participants that Exercise 2 will assist them in developing a common list of values to guide change.</p> <p>Display the slide and ask participants to work as a group at their table to complete the exercise:</p> <ul style="list-style-type: none"> • At your table, think of the 5 top values you use when working in your community. • Share your list with one other person at your table and make a combined list of 5 values you agree on. • Share your combined list with your table and make a list of 5 all agree on. • Choose someone to report out. <p>Have the tables report out their findings and list on easel chart. Ask participants to look at the common themes and see if they have anything to add to the list.</p> <p>Display slide Values for Change and ask participants to compare this values list with the one they developed in the preceding exercise. Using the suggestions below, discuss each value and how it would guide community work.</p> <ul style="list-style-type: none"> • Respect • Trust • Conflict Resolution • Empowerment • Achievement
<p>Removing Obstacles</p>	<p>Display the power point slide that discusses Removing Obstacles</p> <p>The “ Yes...but...syndrome”: What to do about resistance?</p> <ul style="list-style-type: none"> • Identify change leaders in correctional justice whose role is to model and deliver the change • Align the organization(s) for change • Reward those that make the change happen • Take action to remove barriers between correctional justice institutions and local communities

	<p>Give the following example of removing barriers: in the example of a prison moving to arming their officers, the prison also provided body armour to the officers. Unfortunately, all of the body armour was ordered in men's sizes medium, large and extra large. Forty percent of the staff to receive body armour was female and the vast majority was too small for the body armour that was issued to them. This made the women very uncomfortable and inhibited their shooting ability and their willingness to adopt the change. Once this barrier was identified, appropriately sized armor was ordered and the change moved forward.</p> <p>Community collaboration requires long-term commitment by the engaging organization and its partners.</p> <p>Prisons, and sometimes their leadership, want immediate results from change. When working with communities, a long term commitment is required. Building trust, a common agenda and mutual goals with multiple stakeholders takes time.</p>
<p>Conclusion</p>	<p>Conclude this lesson by asking for any questions or comments. Thank prison staff for their time and participation at today's module.</p>

Lesson 9 – Creating a vision for the community through scenario building II

Prepared by:

Date:

Module overview

Attention: in case you decide to deliver only one lesson or a fragment of the full training, please be aware that you need to introduce the MOBi project, the MOBi concept and the MOBi methodology and tools developed.

In this module participants will learn what exactly is scenario building, types of scenario building and what is necessary in order to build a scenario.



Time frame:

1.5h

Parameters:

- Audience: 12-15 Justice Professionals and multi-agency workers
- Number: 15-20
- Space: Chairs at tables in a U shape or chairs around tables allowing for 4-5 people at each.

Learning objectives

- Understand what scenario building is
- Types of scenario building
- Learn what is necessary in order to build a scenario

Supplies needed:

- Supplies needed:
- Easel pad & stands
- Markers
- Cardboard tents for name cards
- Computer & LCD
- Overhead projector & Projector screen

Instructor materials:

- Lesson Plan
- Slide Show

Please keep in mind that the full lesson is available on the MOBi site through the Learning Management System (LMS) portal, which can also be downloadable. Don't forget to print them in order to help you in delivering the lessons but also to share with the participants.

Trainer notes

Presentation guide

Introduce yourself (if you are a new instructor for this session) and tell the participants that in this module they will learn about scenario building and will understand that scenario building is not a prediction of the future but rather a preparation for it. Explain that many of the activities and discussions of topics will happen in small groups, so it is helpful to know their fellow participants.

2. Learning objectives

Introduce the learning objectives using the power point slide Learning Objectives:

- Understand what scenario building is
- Types of scenario building
- Learn what is necessary in order to build a scenario

3. What is scenario building

Display the slide: Scenario building

A dictionary definition holds it as “an outline of a natural or expected course of events”, but in the field of futures studies it has gained a more specialised connotation. It is important to recognise that scenarios are not just simulations of various combinations of present realities, they are also experiments in thinking about how an organisation will operate under a variety of future possibilities. It should be emphasised that scenarios are neither predictions nor forecasts. They are simply projections of a potential future

The prime aim of scenarios and scenario building is to enable decision-makers to detect and explore all, or as many as possible, alternative futures so as to clarify present actions and subsequent consequences. Scenario building involves preparatory work including vision development, stakeholder workshops and post-workshop activities. Scenarios are built up by using a matrix. This matrix contains factors which are beyond the control of planners (external factors). External factors are used to develop scenarios. Factors that are within the control of planners (internal factors) can be applied to develop strategies.

A primary purpose of scenario building, therefore, is to create holistic, integrated images of how the future might evolve.

Ultimately, however, the purpose is not just about constructing scenarios, it is about informing decision-makers and influencing, as well as enhancing, decision-making.

The purpose of scenario building is:

- Augment understanding by helping to see what possible futures might look like, how they might come about, and why this might happen.
- Produce new decisions by forcing fresh considerations to surface.
- Reframe existing decisions by providing a new context within which they are taken.
- Identify contingent decisions by exploring what an organisation might do if certain circumstances arise.

Tell participants that the future will always be unpredictable, but it has been shown that by adopting the right approach and by using appropriate techniques it can be imagined, planned for and managed. Scenario building, in all its forms, has proved to be a powerful and effective component in the strategic planners tool-kit.

Display the slide: Types of scenario building

There are three major types of scenarios: exploratory, normative and predictive scenarios. They can take many forms: a narrative story consisting of a few lines of text to many pages, with maps, graphics, drawings, pictures, etc. Modelling and/or simulations can also accompany scenarios.

Exploratory scenario

The exploratory scenario describes events and trends as they could evolve based on alternative assumptions on how these events and trends may influence the future. They provide several plausible futures that include external factors (the ones we do not have any influence on) and internal factors (elements it is possible to affect).

	<p>Normative scenario</p> <p>Normative scenarios explore the pathways that need to be taken in order to reach a desirable future situation. Normative scenarios are very effective for decision support, as they permit the exploration of strategies to reach the desired objective. This objective can be considered as the vision for the future.</p> <p>The predictive scenario</p> <p>The predictive scenario attempts to predict the future at a given date. It is based on science and probabilities. The usefulness of such scenarios is to make possible the planning and adaptation to situations that are expected to occur. Predictive scenarios are mainly based on modelling and try to calculate the most probable evolution of a situation under certain conditions.</p>
<p>Break</p>	
<p>Techniques for scenario building</p>	<p>The methodological base of scenario building, as with all future studies, is broad, diverse and comprises a wide range of approaches and techniques.</p> <p>The challenge to those engaged in conducting a scenarios building exercise is , of course, to pick the right tool for the right job. Different techniques are required at different times for such varied tasks as creative thinking, information analysis, projection, optimisation or decision-making. Some of the most popularly employed methodologies and techniques can be listed as follows:</p> <ul style="list-style-type: none"> • The Delphi Technique • Cross-impact Matrices • Teamwork Techniques • Environmental Scanning • Systems • Network Analysis • Simulation Modelling
<p>Conclusion</p>	<p>Conclude this lesson by asking for any questions or comments. Thank prison staff one last time for their time and participation at today's module.</p>

Lesson 10 – Creating a vision for the community through Scenario building III

Prepared by:

Date:

Module overview

Attention: in case you decide to deliver only one lesson or a fragment of the full training, please be aware that you need to introduce the MOBi project, the MOBi concept and the MOBi methodology and tools developed.

In this module the participants will learn the methodology needed in order to use the scenario building technique, how does a scenario develop and how to interpret it, followed by some recommendations and warnings concerning scenario building. Explain that many of the activities and discussions of topics will happen in small groups, so it is helpful to know their fellow participants. The purpose of the lesson is not to persuade or convince people how they should do their work. This time together is to share experiences and offer perspectives.



Time frame:

1.5h

Parameters:

- Audience: Justice Professionals and multi-agency workers
- Number: 12-15
- Space: Chairs at tables in a U shape or chairs around tables allowing for 4-5 people at each.

Learning objectives

- Methodology for scenario building
- Scenario development
- Interpretation of scenario building
- Recommendations and warnings for scenario building

Supplies needed:

- Easel pad & stands
- Markers
- Cardboard tents for name cards
- Computer & LCD
- Overhead projector
- Projector screen

Instructor materials:

- Lesson Plan
- Slide Show

Please keep in mind that the full lesson is available on the MOBi site through the Learning Management System (LMS) portal, which can also be downloadable. Don't forget to print them in order to help you in delivering the lessons but also to share with the participants.

Trainer notes

Presentation guide

Introduce yourself (if you are a new instructor for this session) and tell the participants that in this module they will learn about scenario building and will understand that scenario building is not a prediction of the future but rather a preparation for it. Explain that many of the activities and discussions of topics will happen in small groups, so it is helpful to know their fellow participants. Remind participants to examine and think about what is new or doesn't initially make sense, and then decide if it helps them to do their work in a way which makes them proud.

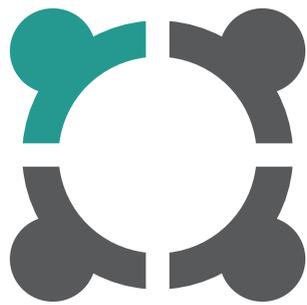
<p>2. Learning objectives</p>	<p>Introduce the learning objectives using the Power Point slide.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Methodology for scenario building • Scenario development • Interpretation of scenario building • Recommendations and warnings for scenario building
<p>3. Methodology for scenario building</p>	<p>Display the slide Methodology for scenario building</p> <p>A variety of processes by which scenarios are constructed have been developed over the years, but certain common characteristics and elements can be discerned. The methodology, for example, shares several important premises:</p> <ul style="list-style-type: none"> • The scenarios should be focused on the needs of some issue, decision, strategy or plan. • The scenarios should be logically structured and internally consistent. • The process should be highly flexible and capable of adaptation to the needs of the given situation. • There should be a high degree of 'ownership' of the final product. <p>Step 1 – Task Identification and Analysis</p> <p>The first step of any scenario building process is to identify the focal issue in question or the specific decision that has to be made. These tasks tend to be of a strategic or tactical kind, because scenarios deal more with longer-term trends and uncertainties, five to ten years hence, rather than shorter-term developments.</p> <p>Step 2 – Key Decision Factor Appraisal</p> <p>The next step is specifying the key factors influencing the success or failure of the decision identified in step one:</p> <ul style="list-style-type: none"> • Size, growth and volatility • Anticipated government regulation • Capital availability and cost • Technology availability and capacity <p>Step 3 – Driving Forces</p> <p>Once the key decision factors have been identified, the third step involves listing and exploring the driving forces of change in the macro-environment that influence these key factors. These driving forces may usefully be summarised as follows: Cultural, Demographic, Economic, Governmental and Technological.</p> <p>Step 4 – Ranking</p> <p>The next step is the ranking of the key decision factors and the driving forces of change on the basis of two criteria:</p> <ul style="list-style-type: none"> • the degree of importance for the success of the focal issue or key decision identified in step one. • the degree of uncertainty surrounding those factors or trends. <p>Step 5 – Alternative Projections</p> <p>The results of the ranking exercise in step four produces the axes along which the eventual scenarios will diverge, and step five is,</p>

	<p>in effect, the heart of the scenario building process. Determining these axes establishes a logical rationale and structure for the scenarios which can then be examined in depth. It is also at this stage of the process where intuition, insight and creativity play the greatest role. What are called the 'scenario logics' thus constitute the rationales that underlie a scenario's plot or story – the 'why' underlying the 'what' and 'how' of a plot</p> <p>The central challenge in this step, therefore, is to develop a structure that will produce a manageable number of scenarios, in a logical manner, that best captures the dynamics of the situation and communicates the point effectively. No less than two, and no more than four, is the golden rule in deciding the number of scenarios, and the following five criteria have been suggested as helpful in making the selection: Plausibility, Differentiation, Consistency, Decision-Making, Utility and Challenge</p>
<p>Break</p>	
<p>Scenario Development</p>	<p>Elaborating or fleshing-out the scenario can best be accomplished by returning to the lists of key decision factors and driving forces of change identified at steps two and three. Each factor or force should be given some attention in each scenario. Common among the most important features found in elaborating a scenario are:</p> <ul style="list-style-type: none"> • A highly descriptive title that is memorable and conveys the essence of the plot. • Compelling story lines that are dramatic, forceful, logical and plausible. • A table of comparative descriptions detailing what might happen to every key factor or force in each scenario. <p>This step poses the fundamental question of how the task, issue or decision identified at step one looks in the light of the scenarios constructed. What are the strategic implications? How does the decision fit into each scenario? What options are suggested? Are any particular vulnerabilities exposed? Is the decision or strategy robust enough? Does it seem to work in only one scenario and thus qualify as high-risk? How can the strategy or decision be adapted to make it more robust?</p>
<p>Interpretation of scenario building</p>	<p>In this way, decision-makers are enabled to turn scenarios into strategy. It has been stressed that the development of an effective and robust strategy requires far more than scenarios alone. Additional elements include a strategic vision, clear goals and objectives, competitive analysis and an assessment of core competencies. This step in the scenario process does, however, permit the development of some vital initial strategic insights, although the needs of various organisations will obviously differ.</p>
<p>Recommendations and warnings for scenario building</p>	<p>1.Participants</p> <p>Scenario building is essentially a team exercise, and it is important that team members are drawn from a representative cross-section of the organisation. Top management must be supportive, fully involved, subscribe to the logics evolved and committed to the outcome. A balance of line and staff personnel should be achieved, with staff confined to supporting line managers in shaping the scope and focus of the scenarios. Specialist or exceptional outside inputs should be invited.</p> <p>2. Expectations</p> <p>Scenarios will not work if they are seen as a gimmick. The</p>

	<p>expectations must be realistic. Understanding is a more likely outcome than a plan, and it often takes time for an organisation, especially a large one, to learn that the future will not resemble the past. Appropriate time-frames should be set, both for the horizon of the scenarios, as well as time taken to build them.</p> <p>3. Number of Scenarios</p> <p>It has already been stated that between two to four is the normal bracket of scenarios sufficient to explore the possible futures within which decisions will have to be taken, but there is the danger of always ending up with three scenarios (though, in practice, this is often the case).</p> <p>4. Naming Scenarios</p> <p>It is important to choose an evocative and memorable name for each scenario which succeeds in portraying the essential logic or story driving it. Vivid and meaningful titles stand a much better chance of becoming accepted and used within the decision making and implementing parts of an organisation.</p> <p>5. Policy</p> <p>It is vital that the scenario building process is not an isolated one, but is firmly linked into existing planning, managing and budgeting processes within the organisation. At the same time, the distinction between the use of scenarios as thinking and learning frameworks, as opposed to employing them as a means of evaluating actual proposed projects needs to be drawn and requires careful control. The main objective is to alter the mind-set of decision-makers about future possible opportunities, threats and actions, so that they are not caught by surprise.</p> <p>6. Process</p> <p>It has been found that the scenario process may start to drift if participants do not have what has been called a “clear road map” (Shoemaker, 1998). This should set definite milestones and deliverables for the process together with the relevant dates, tasks and people concerned. The main focus should be placed upon examining the drivers of change, and great care taken to avoid internal inconsistencies that might otherwise arise in the scenarios.</p>
<p>Conflicts</p>	<p>A well-crafted set of scenarios is said to lure the decision-makers outside the comfort and familiarity of their traditional mind-set and mode of operation. In so-doing, a number of conflicts are described which tend to characterise scenario building:</p> <ul style="list-style-type: none"> • Present versus Future • Closed versus Open-Ended • Grounded versus Imaginative • Intellectual versus Emotional • Advocacy versus Dialogue • Scepticism versus Expertise • Quantitative versus Qualitative • Probability versus Plausibility
<p>Conclusion</p>	<p>Conclude this lesson by asking for any questions or comments. Thank prison staff one last time for their time and participation at today's module.</p>



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