



# GOOD PRACTICES

Partner: Skill Up

Practice's title: **TAG Project – A Whole Different Justice**



Including **Chess** As a **Re-education Up-Skilling** tool

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# 1- BACKGROUND AND SCOPE

## 1.1 Background

*Where does the practice come from? What is the context in which the practice was created and experimented first?*

In May 2023, the 'TAG - A Whole Different Justice' project was launched. The project was created to respond to the growing demand for community justice paths that emerged with the Cartabia Reform and from the analysis of the critical issues related to the offer and performance of public utility work in the Milan metropolitan area, carried out by a special working group.

The Casa della Carità also participates in the project and is achieved in partnership by: Associazione Ciessevi Milano - ETS (Lead Partner), Municipality of Milan, Consorzio Vialedeimille cooperativa sociale Onlus, Factory s.c.s. impresa sociale, Farsi Prossimo Onlus.

## 1.2 Main subject

*What is the main subject at the heart of the practice? What are the themes developed in the practice?*

The project is aimed at persons over 18 years old, resident in Milan and in the Metropolitan City of Milan who are:

- under investigation and charged with a suspended trial and probation measure
- subjected to court orders (community sanctions and measures)

- The main objectives are:
- Promote community justice and, in particular, community service and suspension of proceedings with probation
- To increase the supply and availability of places for carrying out community service.
- Ensure a better sustainability of the hosting paths for carrying out community service both from the organisational point of view and from the point of view of supporting host organisations and fragile individuals.

## 1.3 Target

*What's the intended target group of the practice? Are there primary and secondary beneficiaries? (eg.: other teachers as primary beneficiaries and adult learners as secondary beneficiaries, or viceversa).*

The main target of the practice described are trainers, tutors and educators.

## 2- OUTLINE OF THE PRACTICE

### 2.1 Description

*Please describe the activities contained in the practice. If possible, try to divide them in Learning Units. Also, define how long the training practice will last (1 to 4 hours).*

#### THE COMMUNITY INFORMATION DESK

An information desk was set up at the Consortium headquarters, which is also accessible in person to those directly concerned, as well as to lawyers and operators.

This desk will operate in a network with the other activated desks (Court/UIEPE and Milan Municipality) and in close contact with all the community operators activated by the partnership, sharing data and information and tools for matching individuals subjected to the measure and available posts.

The TAG Project introduces an educational takeover of the person subjected to the measure of public work or probation, thus highlighting the work carried out by the host organisations from the beginning of the measure to the final report: the person's request, the cognitive interview, the availability, the pathway of the person subjected to the measure.

Within this pathway, an educational accompaniment figure is introduced to support both the persons in charge and the agencies.

Pathways with a higher intensity of intervention are envisaged for particularly fragile persons, who most often risk not completing the measure due to critical issues that have emerged, and who will thus have the space for an assessment and possible referral to the competent services.

For those in charge, it will be possible to participate in training courses (on-line safety training, workshop training on soft skills, group workshops on awareness and empowerment) within the hours prescribed by the magistrate.

The TAG Project proposes the figure of the community justice operator to act as a facilitator for access to community measures. He/she will be in charge of:

- Facilitate the finding of an institution to carry out the community measure.
- Collaborate with lawyers and host institutions, providing support in carrying out the agreed activity.
- If the need for educational support arises, refer the person to the project's educational operators.
- Refer to the community worker for possible referrals to the project groups.

## 2.2 Aim/goal

*Please describe the aim(s) and goal(s) of the practice: what are the objectives that the practice wants to reach?*

The beneficiaries of the TAG project, through the community desk, had the opportunity to participate in soft skills training and group workshops on awareness and empowerment.

The objectives of the courses are:

- To learn more about themselves, their own behaviour and the behaviour of others
- To communicate with others more competently and effectively, increasing one's interpersonal skills
- Facing problematic situations with greater confidence
- Develop balanced and constructive behaviour and improve one's sense of self-efficacy
- Acquire strategies for using communication modes that make competent responses highly likely in different relational contexts
- Manage failures

## 2.3 Learning Outcomes

*What learning outcomes are expected from the practice in order to consider it successful? What will the participant learn? How will the training help their behavioural competences?*

Participants learnt how to "be in relationships". They are more aware of how crucial it is to engage in building an active social role. They have also learnt to develop skills of emotional self-control and resistance to frustration in relation to the different demands that the context makes, to foster relationships of mutual cooperation. There were no misunderstandings, no conflicts, but each learned to respect the other, learned to listen patiently, to take a step back to make room for the other's fragility, to manage emotional states that, in other contexts, would have been more difficult to control.

Prisoners and patients have learnt to live with others, to create bonds and maintain relationships and this will give them many more opportunities in present and especially future activities.

## 2.4 Training Approach

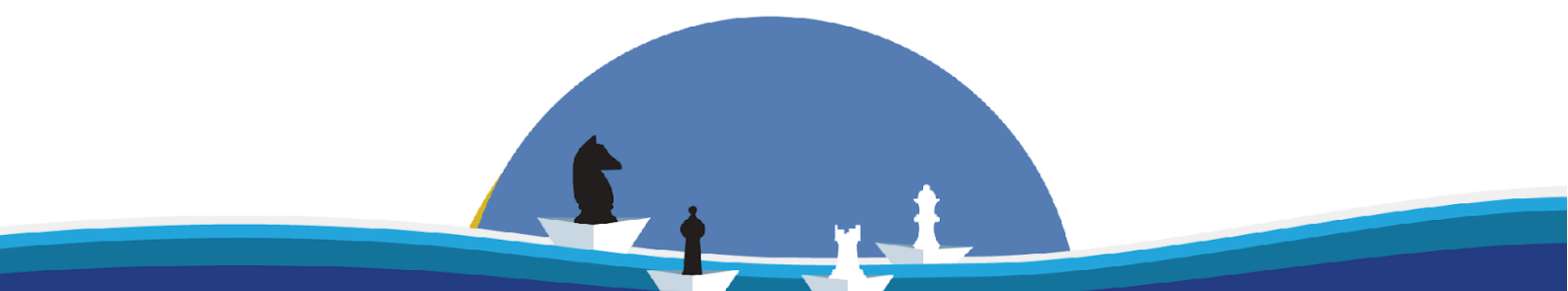
*What kind of training/teaching methodology is implemented in this practice? Is there a literature/bibliography (not mandatory)?*

During some meetings, the **Projective Method** was used.

### 1. Purpose of the practice

Projective and construction techniques allow access to the unconscious aspects of personality and emotional functioning. These techniques allow one to see the connection to the person's 'inner and outer world' that is projected in the image, imagination or dreams.

- increases the understanding of individuals through free responses to ambiguous stimuli



- helps reveal aspects of people's personalities in an attempt to find the meaning of the image
- facilitates sharing one's emotions
- shows how the same object can have different points of view and meanings
- provides a better understanding of the differences between people's feelings, reactions, behaviour and moods
- helps to verbalise abstract feelings, imaginations in specific stories, visions, glances
- reveals one's limits and defences and helps to improve self-awareness
- facilitates activation towards change

## 2. Description of the practice

The practice takes its cue from the projective technique. Participants work first individually and then in groups. The trainer asks them to paint, draw according to a goal:

- Symbolise a special scene from an important dream.
- Symbolise yourself as a tree/ a flower/ a house.
- Symbolise emotions.
- Symbolise yourself and your network of relationships.

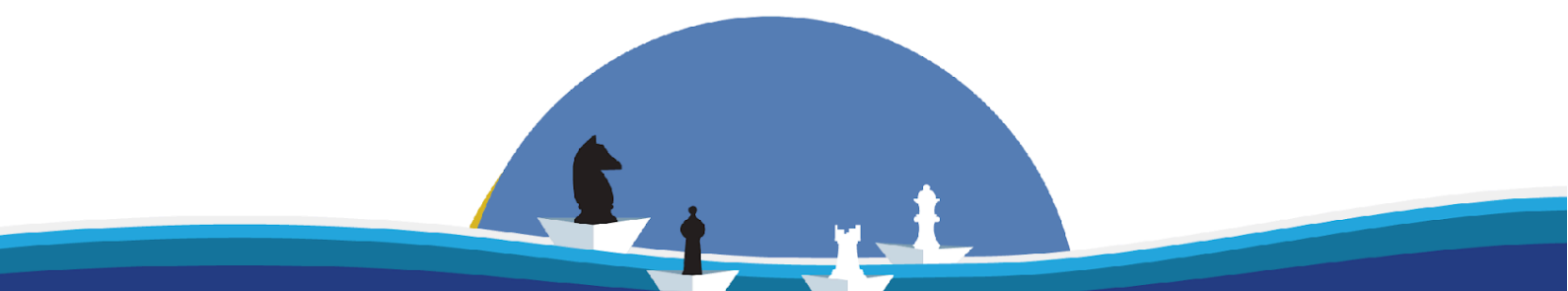
One person is chosen to show their result to the whole group. The group is asked to create spontaneous associations/ constructions/projections about what they see in the picture. They can describe the story or simply the objects in the picture according to their imagination and inner perspective. Additional questions are allowed.

The chosen interviewee accepts all feedback from the group without comment and focuses on the ones they find most pleasant or unpleasant. At the end, he/she explains and describes what he/she has painted, what he/she has learnt and possibly makes some comments on the feedback received.

Everyone shows their result and receives feedback from the group.

## 3. Methodology

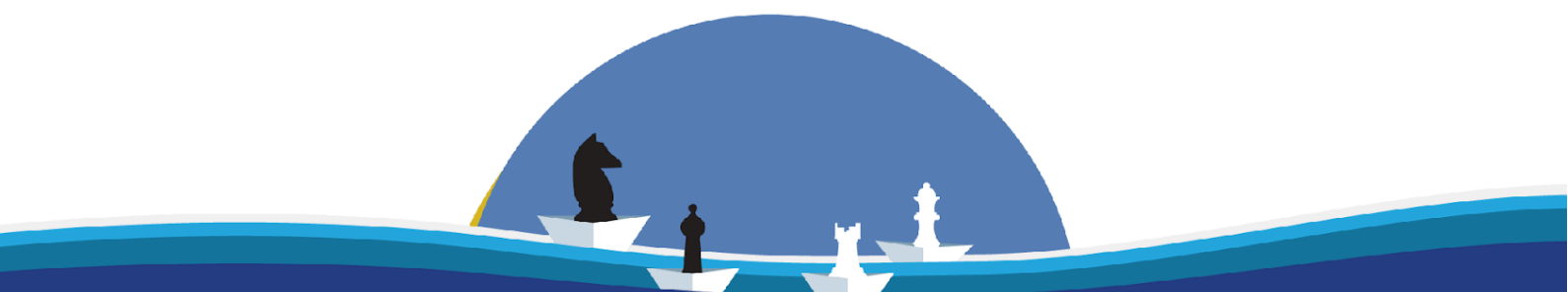
The origins and early development of projective tests are closely linked to developments in psychoanalysis. Indeed, Freud's dream theory and dream





interpretation technique can be considered the most important sources of ideas in this field.

The term 'projective technique' became associated with these instruments mainly due to the writings of Henry A. Murray and L. K. Frank in the 1930s.



### 3- TOOLS

*Which tools and materials are necessary for this practice to be implemented/to be successful?*

The tools to be used in the practice described are: paper, coloured cards, markers, pencils and anything else that can be useful to symbolise ideas and emotions graphically.

### 4- OBSERVATIONS

*This space can be used for all comments and observations, including what you couldn't fit in the previous sections of the template.*

Emotional competences developed with the practice: Awareness, accountability.