



GOOD PRACTICES

Partner: Skill Up

Practice's title: **Programme 2121**



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?

The increase in prisoners over the last two decades, also as a consequence of high recidivism, has caused an increase in the financial burden on states. The project aims at the work integration of the prison population.

A prison that does not re-educate amplifies social problems. The increase in the number of prisoners over the last 20 years, which is also a consequence of the high recidivism rate in Italy, has caused an increase in the financial burden of states for public safety and social cohesion.

The **2121 Programme**, promoted by the Italian Ministry of Justice and Lendlease, a global multinational company operating in the construction sector with a specialisation in urban regeneration, intervenes to propose a solution and to encourage the employment of prisoners in society. Employment, in fact, is a determining factor in reducing recidivism, or the repetition of a crime by those who have previously been convicted.

"If we do not use prison as a place to restore legality, we do not contribute to the security and well-being of society," explains Filippo Giordano, associate professor of business economics at the Lumsa University of Rome and professor of Business Ethics and Social Responsibility at Bocconi. "In the project, we try to align the needs of companies with the skills of people in prison".

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 embraces the **rehabilitative ideal** affirmed by our **Constitution**, in Article 27, which expresses: *'Punishments cannot coexist with treatment contrary to the sense of humanity and must aim at the re-education of the convicted person'*. This objective is not always pursued in practice. Despite the fact that prison work is a strategic lever for social inclusion, as of 31 December 2019, only about 30 per cent of the prison population was employed in work activities, and of these only 13 per cent, 2381 prisoners, for third-party employers other than the prison administration.

The Programme 2121, whose name derives from Article 21 of the Prison Regulations and the time period in which it is structured (2018-2021), is based on the intention to enhance the presence of the Bollate Prison in the immediate vicinity of the MIND Milano Innovation District site, the redevelopment project of the area that hosted the Universal Expo in 2015. The consortium led by Lendlease chose to promote a project in the MIND area to create a scientific and technological district on life sciences, enhancing the social impact and involving the prison system.

The programme has thus transformed the proximity of a prison, normally considered a point of weakness in the real estate market, into a point of strength: contributing to the improvement of prisoners' living conditions and employing labour in the construction sector.

The participation of the public administration also testifies to the institutions' determination to extend the Bollate prison model to the entire prison system in

Lombardy, with a view to further extension to the entire national prison system under the coordination of the Penitentiary Administration (Dap).

Innovative elements of the project:

- presence of a large multinational company able to mobilise resources and offer a working context close to reality and with the possibility of professional growth
- public-private partnership that can offer the possibility of working at an inter-institutional level to solve a complex problem. This is possible through a system of collaboration that requires all actors not to be self-referential but to work together and in the long term.

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).

Among the activities included in the path are:

- **Storytelling: writing down experiences to trigger reflections.**

The trainer invites participants to write down on a sheet of paper a personal or professional experience in which they successfully solved a difficult situation.

Writing time: 30 min.

Each participant reads his/her writing.

The trainer does this for each piece of writing: he/she summarises and writes on the flipchart the narrative unit, i.e. the action that created the breakthrough, the resolution, and gives it a title (e.g. give value to the other, recover the relationship, take a step back, collaborate with a colleague, etc.) Total time: 3 hours.

At the end, the teacher collects the "effective actions" which highlight a number of soft skills (teamwork, patience, time optimisation, communication skills, reliability, critical thinking, etc.).

- **EUROPASS CV.**

Presentation of the EUROPASS CV template with a suggestion to focus on the essential information that gives added value to one's application. It is important, especially when compiling the first CV, not to remain generic but to find distinguishing elements that make it readable and interesting. The list of skills and aptitudes was used to describe skills acquired during schooling, professional experience or related to personal interests and to include them in a presentable CV. The key questions they were asked to answer were: what can I do? what have I learnt from my experiences?

Time taken to process each CV: 3 hours.

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?

Of the 10 inmates who participated, 7 were re-recruited: 6 through an extension of the placement and one through a fixed-term employment contract. The participants showed an increase in their appreciation of the programme from an initial 79% to 95% at the end of the experience. In September 2020, the second phase of Programme 2121 was launched, involving not only the Bollate prison, but also the Opera prison. The positive outcome of the programme and the reduction of reoffending behaviour and effective reintegration is to be measured in the long term. In the short term it can be measured whether skills, quality of life, individual and relational factors have increased.

The intention of the programme is, in fact, to bring people out of prison who have taken advantage of the period to retrain and acquire professionalism.

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?

95% of the participants enjoyed the experience.

In concrete terms, the 2121 programme offers prisoners the opportunity to develop job skills, receive an allowance comparable to post-graduate traineeships, and reintegration into social life outside prison. The beneficiaries, according to good conduct criteria, undergo a selection process that includes a skills profiling, interviews with companies, participation in soft skills training provided by Anpal Servizi, and a six-month renewable internship.

2.4 Training Approach

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

The autobiographical form of storytelling was the elective dimension and the natural outcome of each participant's recovery and awareness of individuality and experiences, unravelling and legitimising itself through the support of relationships, confrontation with peers and mediation with the teacher.

The project phases were focused first of all on a process of selective recovery of memories and subsequent socialisation. The intention was to rethink people, and therefore relationships, which were and are significant and which, due to detention, have undergone significant changes in the quality and frequency of interaction: from forced estrangement to the sporadic nature of interviews, from suspension in an ideal, reassuring and nostalgic dimension, to the actual break in the real world. The aim is to recover or improve them in a transformative process of renewed self-awareness, alone or in the midst of others with a view to professional reintegration.

3- TOOLS

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

No particular tools or materials are needed, as this practice is based on communication through conversation.

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: ability to be a team player, patience, time optimisation, communication skills, reliability, critical thinking.