

Vocational training and deprivation of liberty: notes for an emerging agenda

Introduction

This issue of ILO/Cinterfor Notes reflects on the role of vocational training in the rehabilitation processes of persons deprived of liberty, through the following elements:

a) the synthesis of the main theoretical and methodological guidelines associated with the concepts of rehabilitation and re-entry of criminal offenders, and,

b) the compilation of vocational training initiatives developed in Latin America by vocational training institutions, enterprises and trade unions.

In this document the concept of vocational training is understood in a broad sense, taking into account “formal and non-formal training: technical-vocational education and pre-employment training, youth learning, labour training programmes in the framework of active labour market policies, continuous and on-the-job training, skills certification and knowledge recognition, etc. All of these are considered within the lifelong training paradigm, which acknowledges multiple and permanent methodologies and environments where people can (and must) develop knowledge, abilities and skills” (Graña, 2017).

The main issues in the debate on the rehabilitation and re-entry of criminal offenders

The number of people deprived of liberty in the region has grown steadily in recent decades (UNODC, 2010; OAS, 2011; EUROSOCIAL, 2014; ICPRC, 2019). According to the World Prison Brief, 1 655 062 people are in prison in Latin America and the Caribbean.¹

States in the region have made significant efforts in the area of criminal policy, including reforms of criminal proceedings and prison systems. However, the predominant response remains punitive and levels of overcrowding, poor living conditions, prison violence and the limited availability of rehabilitation programmes have an impact on high recidivism rates (EUROSOCIAL, 2014).

The different regulatory frameworks or criminal law enforcement indicate that education and work are guiding principles of the treatment programme. In this understanding of prison treatment, ethical, social and cultural considerations that associate rehabilitation with the means to prevent the person from reoffending, fundamentally through a wide and varied range of activities, are paramount.²

As a consequence, traditional programmes focus on the provision of formal and non-formal education, labour training and reaching different occupational agreements, all of which refer to a model based on the premise that people are rehabilitated through education and work. However, in comparative international experience, empirical evidence indicates that the decrease in recidivism is associated with intervention in response to dynamic risk factors linked to criminal behaviour, among which educational and labour competences are an integral part, but not the whole (Redondo et al, 1999; Joy Tong & Farrington, 2006; Redondo et al, 2011; Rojido et al, 2010; Pantoja, 2010; Serrano Berthet, R. 2018). In fact, meta-analysis has shown that the most effective rehabilitation programs in reducing recidivism are multimodal and also include cognitive and behavioural components, as well as the development of pro-social skills (Rojido et al, 2010; Pantoja, 2010; Serrano Berthet, R. 2018).

Literature also points out that programmes developed during deprivation of liberty do not in themselves guarantee successful re-entry. In this regard, research indicates high rates of recidivism when people do not have access to

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1 Available at: http://www.prisonstudies.org/highest-to-lowest/prison-population-total?field_region_taxonomy_tid=24. Consulted: August 2019

2 See domestic (Argentina, Law No. 24660 on the Enforcement of custodial sentences; Uruguay, Decree Law No. 14470 on System of rules for detention; Chile, Prison Regulations, Supreme Decree No. 518; Brazil, Law No. 7210 on Criminal Enforcement) and international (United Nations Standard Minimum Rules for the Treatment of Prisoners) regulations.



Photograph taken in activities with SIRPA, within the framework of the PJI, Uruguay. 2015.

programs upon release. Moreover, programmes based on the theory of desistance focus on supporting individuals to build human and social capital³ (UNODC, 10). There is indeed a number of factors associated with desistance from crime, however, the various studies consulted contend that it is difficult to specify the causal relationship between these factors and the absence of criminal behaviour (Griffiths et al, 2007).

The best initiatives mentioned in international literature (among which are those of countries such as Canada, England, Australia, Spain) have a wide, specialized and structured range of approaches to intervene in individual and social conditions associated with the likelihood of recidivism. Intervention is differentially aimed at various groups (women, individuals with psychosocial disabilities, individuals with a history of sexual violence, based on gender or family, problematic drug and/or alcohol users, among others) and is also responsive to the assessed recidivism risk level.⁴ Programs carried out in prisons are also available when they return to free society, which broadens the possibility of continuing and deepening interventions and support

upon release, substantive factors for termination of criminal behaviour.

Having raised some of the main limitations related to rehabilitation and re-entry, this issue of ILO/Cinterfor Notes presents interesting initiatives in the field of vocational training in prisons, conducted in three countries of the Southern Cone of Latin America, as a fundamental element for the reintegration of persons deprived of liberty.

Preparing to return to the community

An analysis of the main characteristics of the prison population in the region indicates common aspects. The majority of persons deprived of liberty are men (although the number of women is growing steadily), young people with little education and limited formal employment history, people living in peri-urban areas, problematic drug and/or alcohol users (UNODC, 2010; Serrano Berthet, R., 2018). After prison, these people also face problems of social reintegration, stigmatization, breaking of family and social ties, which in turn have a direct impact on their ability to find opportunities to develop life projects

Social reintegration refers to the various forms of intervention targeting offenders to prevent them from becoming involved in criminal behaviour and integrate harmoniously into the community. Consequently, social reintegration can also be defined as the integrated set of intended actions developed by the criminal justice system, civil society and State social institutions, the education system, enterprises, trade unions, health and housing systems, etc., to support the social inclusion of such persons. According to the human rights-based approach, social reintegration must be a public, inter-agency and cross-cutting policy.

In the region, there are various initiatives that promote the development of social reintegration opportunities through vocational training during deprivation of liberty. Some of these initiatives involving work with adolescents and adults deprived of liberty in Argentina, Chile and Uruguay are outlined below.

Vocational training within the framework of active employment policies for vulnerable sectors

In Argentina, the General Business Confederation (CGERA), together with the Buenos Aires Penitentiary Service (SPB) and the former National Ministry of Labour, Employment and Social Security (MTEySS), currently the Ministry of Labour and Employment, is providing vocational training and access to the use of sector-specific technologies for young people deprived of liberty between the ages of 18 and 29, in the towns of Florencio Varela, La Plata, San Martín and Magdalena.

The initiative is framed within the cooperation agreement between CGERA and the Ministry of Justice

³ Human capital is understood as the capacity of the individual to make changes and achieve goals, and social capital is understood as the set of human relationships that generate opportunities and collaborative interactions. Consequently, work is understood to be a social function that builds social capital.

⁴ See: Correctional Service of Canada (<https://www.csc-scc.gc.ca/index-en.shtml>), Her Majesty's Prison and Probation Service (<https://www.gov.uk/government/organisations/hm-prison-service>), Department for Correctional Services (<https://www.corrections.sa.gov.au/Rehabilitation-education-and-work/rehabilitation>). Consulted: August 2019.

of the Province of Buenos Aires, with the purpose of “Setting up a broad networking arrangement (...) in order to promote and develop joint vocational training activities for detainees in Prison Units under the SPB (...) with regard to the Repair of machinery, the Textile value chain, leather goods and footwear and in any sector in which the parties openly express interest”.⁵

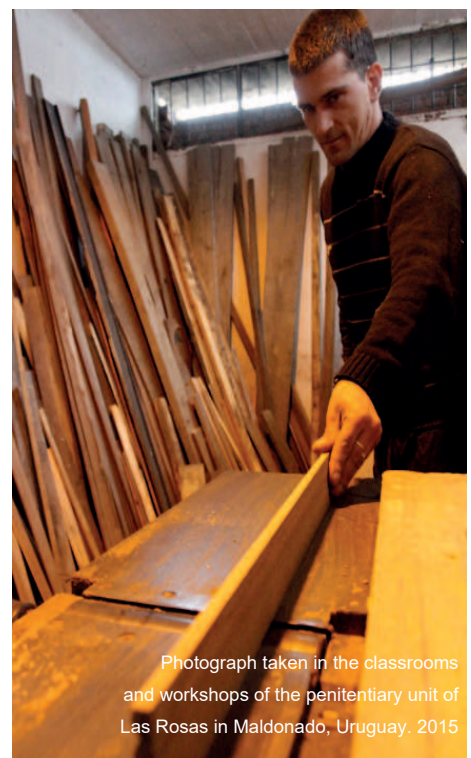
These training programs reach prisons through mobile units that, by means of a flexible curriculum, with a functional design that is accessible to the context, are specially equipped with the necessary technology, tools and inputs. This is an innovative solution to overcome the lack of space and supply in the field of labour training for the prison population.

Through the promotion of collaborative learning, the different actors took part in the transformation of the spaces that were traditionally used for visits into multifunctional classrooms. Training is provided by teachers who are able to adapt the content to the needs of their learners and the education to the context in which it takes place.

In this format, courses are offered in Motorcycle mechanics, Maintenance of explosion and electric hand tools, Welding, Leather goods and Footwear, as well as cross-cutting courses in self-employment and management, with the aim of promoting the creation and sustainability of micro-enterprises once the individuals are released. The strategy seeks to favour social and labour reintegration (CEM, 2018).

Some key success factors

- The selected proposals are the opportunity to create sources
- The selected proposals are significant. They are strongly linked to the opportunity to create sources of income through vocational skills required by the local market. These vocational skills offer the possibility of obtaining employment in the industry, or of setting up micro-enterprises that enable individuals to self-manage their source of employment.
- It provides women with opportunities for equal inclusion in trades that have been traditionally dominated by men. As an example, the Motorcycle mechanics course offers women the possibility of solving problems of maintenance and repair of vehicles that are widely used by them. Furthermore, women can be trained in sectors of the industry in which they work, such as Leather goods and Footwear. This initiative understands that employability is a fundamental driver of training.
- It promotes further training through an independent modular approach. The four-month modular units are certified upon approval by the MTEySS.
- A formal certification is awarded, which does not indicate where it was obtained. In addition to the recognition of the achievement, it is an element of particular relevance: “(...) a gateway to the future social integration of detainees (...) it is a guarantee for the Judge, a recognition of what was learned without indication of the context in which it was learned. The certificate is an acknowledgement of the training, will and motivation of those who attended the course” (CEM, 2018).
- It encourages collaborative learning by promoting the interaction among the members of the group: they share responsibilities and build consensus during the process, through active and direct experience.
- It promotes inclusion and diversity, integrating people from the LGBTBI community.
- Different prison community actors participate in the training: “(...) in U33 of Madres, four female guards and fifteen female inmates completed the course”. Access to training is a sustained demand from prison staff, since, due to the task they perform, educational continuity is often difficult (CEM, 2018).
- Participating partners are actively and cooperatively engaged: the SPB provides training infrastructure and procedures; the CGERA implements



Photograph taken in the classrooms and workshops of the penitentiary unit of Las Rosas in Maldonado, Uruguay. 2015

⁵ Cooperation Agreement 32/16 between the General Business Confederation of Argentina and the Ministry of Justice of the Province of Buenos Aires.

CGERA, SBP and MTEySS have signed an agreement to provide training in various vocational skills. In the course of this initiative, more than 400 men and women deprived of their liberty have received training. The initiative promotes employability in sectors in which there is demand in the labour market, as an alternative for social and labour reintegration.

“The transformation of prison identity into work identity through apprenticeship is a strategic factor in promoting social reintegration through work. Learning a vocational skill, access to technology and the possibility of undertaking a productive enterprise are pathways that require a special dynamic for these populations; a dynamic that gains in dignity, in new possibilities of building a dignified life; but also a special dynamic for the context of confinement that transforms the culture of punishment into that of a second chance” (CEM, 2018).

the training; the MTEySS oversees that enrolment and participation conditions are as agreed, and certifies the knowledge once assessed.

- Teacher profile is properly selected and oriented. They are empirical: “(...) people trained on the job and with experience in the trade, who in addition to their technical knowledge, require social-emotional skills that allow them to face teaching in complex contexts (...) [that] impacts on the educational relationship (...); that know how to assess and communicate the results of their assessment” (CEM, 2018).
- The formality of the experience allows those who participate to benefit from penalty remission. The certificate serves as proof of achievement before the Judicial Branch within the framework of the enforcement of the sentence.
- It is important for dissemination, promotion and reproduction in the sphere of the enterprises and business organizations involved. Although there are still no impact assessments available, it is estimated that it will be relevant in terms of social corporate responsibility and the training of future personnel for their enterprises.

States, trade unions and enterprises in the training of persons deprived of liberty

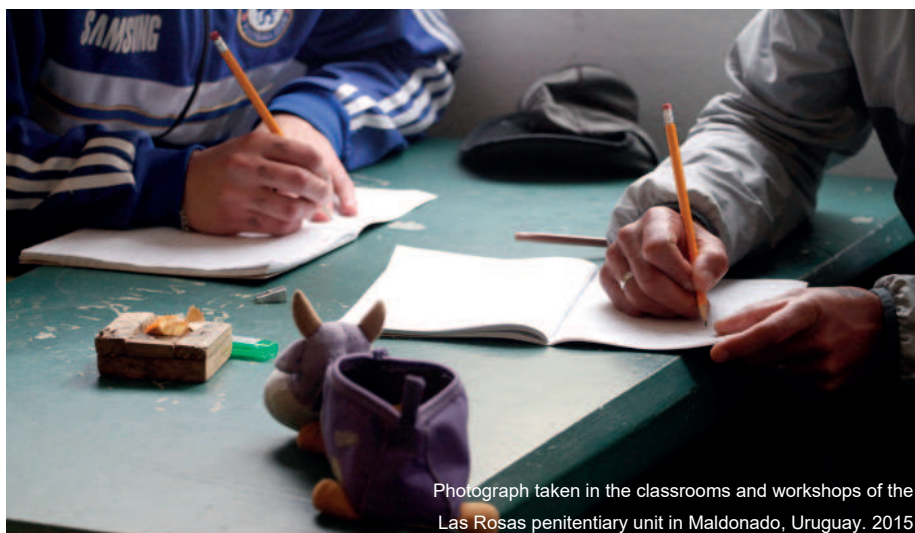
In 2008, the Construction Workers Union of the Republic of Argentina (UOCRA Foundation) entered into an agreement with the National Ministry of Justice, Security and Human Rights “to provide the necessary skills and talents so that inmates can reintegrate into society through work when they regain their freedom” (UOCRA Foundation, 2018).

The project was designed together with prison services and with the participation of the national agency for released prisoners.

In this initiative, the UOCRA Foundation provides training in construction related trades in the prison units themselves. It is responsible for the selection of the coordinator and instructor, the curriculum designs and teaching materials, as well as the administrative management of the

The courses last two months, with 160 clock hours of instruction distributed into four hours a day, five days a week. In addition to the specific curricular contents, the courses develop cross-cutting contents related to health and safety at work. At the end of the initial course, participants can deepen their knowledge through an additional 80 hours of training.

Course accreditation is obtained through performance assessment proposed by the instructor. Along with the certificate, those who pass receive the Labour Registration Card issued by the Institute of Statistics and Registration of the Construction Industry (IERIC), a necessary requirement to access registered employment in the industry. The data of the accredited persons are forwarded to the IERIC, which by means of an orientation and mediation process promotes labour market integration opportunities.



Photograph taken in the classrooms and workshops of the Las Rosas penitentiary unit in Maldonado, Uruguay. 2015

Some key success factors

- It is designed as part of pre-release program, which is why participants are selected from among those who are nearing their release date and are interested in being trained to generate new opportunities for labour market inclusion.
- The training approach places strong emphasis on experiential learning: 70 percent of the course hours are dedicated to the development of procedural contents implemented in practice. This practice has two objectives: 1) carrying out trade-related tasks and 2) improvement of the buildings housing persons deprived of liberty.
- Monitoring is a substantive part of the learning process. The instructor is in charge of keeping a daily record of the contents developed by each participant and how they were developed.
- The courses are open to prison staff who wish to learn the trade. Thus, "this joint activity has improved the relationship between the inmates and the guards, helping them to coexist and allowing the service officers to acquire the necessary knowledge to then organize and direct the work" (UOCRA Foundation, 2018).
- It is sustainable and has scaled up: since 2008, 136 courses have been run in which 3034 persons deprived of their liberty have participated in the adult prison system. This has included units of the Federal Prison Service (SPF) and units of the Prison Service of the provinces of Buenos Aires, Chaco, Entre Ríos, Salta and Jujuy. It also carries out activities within the framework of the Juvenile Justice System through an agreement with the Provincial Agency for Children and Adolescents of the Ministry of Development of the Province of Buenos Aires.

This initiative also develops synergistic actions that enhance the



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coordination of various dimensions of rehabilitation. The UOCRA Foundation signed an agreement with the Espartanos Foundation. The latter seeks social integration and a reduction in the recidivism of persons deprived of liberty, through sports, spiritual, educational and work activities. Through this partnership, vocational training and sports activities cooperatively promote the development of pro-social skills: teamwork and the values associated with its collaborative dimension, group identity, the achievement of common objectives and the complementarity of roles, among others.

The agreement between UOCRA and Espartanos Foundations provides for the development and implementation of socio-labour training projects.

Under an agreement between the Ministry of Justice, Security and Human Rights and the UOCRA Foundation, 3034 persons deprived of their liberty have been trained in the period leading up to release. With the certification obtained and the registration card issued by the IERIC, these individuals can access job opportunities in the construction industry.

There are also literacy, training and technology transfer actions in different construction-related specialities. "Both institutions understand the central role played by the comprehensive education of people for personal development and for labour market integration, promoting social integration and reducing the recidivism of people deprived of liberty, through the coordination of sporting, spiritual, educational and labour activities"⁶ (UOCRA, 2018).

In Uruguay there are several initiatives for the development of labour training for adolescents and adults deprived of liberty.

Between 2010 and 2016, with funds from the European Union, the Justice and Inclusion Programme (PJI) was implemented to support the reform of the criminal justice system. The programme, coordinated by the Office of Planning and Budget of the Presidency of the Republic, was implemented by various United Nations agencies in Uruguay: ILO/Cinterfor, PAHO/WHO and UNDP. Within the framework of this project, the first intersectoral initiative aimed at providing labour training for persons deprived of liberty was developed through two mechanisms: one for adolescents deprived of their liberty in Colonia Berro of the National Institute for Adolescent

⁶ See: <http://www.fundacion.uocra.org/noticia/convenio-marco-de-cooperacion-institucional>. Consulted: August 2019



Photograph of the orchard of the penitentiary unit de Las Rosas in Maldonado, Uruguay. 2015

employability, occupational health and assertive communication).⁷

The PJI also innovated in the incorporation of trade unions as education providers. In 2015, the Dressmaker's Workshop was organized in Unit No. 5 of the Women's Rehabilitation Centre. This dual training initiative takes shape through the cooperation of various agencies: the INR, which gives rise to the demand for training, coordinates, jointly oversees and assesses the project, the Sindicato Único de la Aguja (SUA, Clothing Trade Union), which provides training, supports production processes, collaborates in the coordination of the business plan and monitors the participants' upon release; the Training and Accreditation of Knowledge Office of the Council for Technical Education and Vocational Training (DICAS/CETP - UTU), which jointly prepares the curriculum, certifies and assesses knowledge, and the National Institute of Employment and Vocational Training (INEFOP), which funds teaching hours, monitors and assesses training.

As a result of the pioneering initiative in

the women's prison⁸, this partnership has become stronger and is currently being introduced into four other Units: No. 17 in Minas and No. 20 in Salto, with mixed groups of men and women; No. 3 in Libertad and No. 6 in Montevideo, with groups of men; No. 5 in Montevideo with groups of women.

Other successful partnerships are those established by INISA and INR with the Single National Union of Construction and Allied Trades (SUNCA). In the case of INISA, within the framework of an agreement between the Ministry of Social Development, SUNCA and the

Construction Chamber, young people subject to socio-educational measures are integrated into the labour market. Under this agreement, SUNCA is responsible for their mentoring, including socio-labour oversight during integration. In the case of INR, an agreement entered into between the Ministry of the Interior and SUNCA for the refurbishment of Module 2 of Unit 4 has enabled 40 SUNCA foremen to provide practical training for persons deprived of their liberty in various construction trades. Under the agreement, which came into force in 2017, more than 400 people deprived of their liberty have been employed. Payment for work carried out by persons deprived of liberty, including related benefits, is made by the INR.

At the request of the PJI, the Inter-agency Working Group on Education for Persons in Conflict with Criminal Law (MIE) was set up⁹. The MIE, among other responsibilities, designs and coordinates proposals for consolidating the education-work pairing and its impact on the release and social reintegration process.

Within the framework of the MIE, the Mobile Classroom project is being organized, a proposal that provides educational, cultural, recreational

MIE has developed several courses of action aimed at the universalisation of quality education in contexts of deprivation of liberty. Among them, the design of mechanisms that addressed the education and work, formal and non-formal education pairings. It led to decentralised working groups throughout the country, in several of its departments and coordination proposals for the released population.

This experience is particularly relevant insofar as it refers to budgets that are key to the design of a public policy based on inter-agency and intersectoral dialogue. Public policy must be planned and sustainable with medium- and long-term implementation deadlines; it must rationalise the available resources and develop measurable actions based on transparent and reliable information; it must ensure the participation of the actors involved and expert knowledge, as well as have an adequate professional institutional framework and structure (Juanche & Palummo, 2012).

⁷ See in ILO/Cinterfor, Justice and Inclusion Programme Uruguay - Project URU/14/01/URU: <http://www.oitcinterfor.org/proyectos/justiciaeinclusion>. Consulted: August 2019

⁸ See: <http://www.inefop.org.uy/Noticias/21-mujeres-privadas-de-libertad-se-capacitaron-a-traves-de-INEFOP-en-Diseno-textil-en-la-Unidad-N-5--INR-uc1406>. Consulted: August 2019

⁹ See: http://www.oitcinterfor.org/sites/default/files/OIT_4_1_3r_0.pdf. Consulted: August 2019

and vocational training opportunities for persons deprived of their liberty, prison staff, families and the community of the various prison units in the country. This project, which is jointly designed by various decentralized agencies in the country, is coordinated by a socio-educational team of the Ministry of Education and Culture (MEC). Among other proposals, the Mobile Classroom offers training in trades geared towards integration in the area in which it is located, as well as other supplementary proposals: digital literacy, communication and information technologies and other cross-cutting content associated with the world of work.

Also, in the field of vocational training, through the framework agreement between INR and INEFOP, various training courses are held annually for persons deprived of their liberty with a view to “improving their employability and supporting the development of existing productive enterprises within the units, providing them with tools that enhance their feasibility through business management, mentoring and technical assistance” (INR and INEFOP, 2015). Training in areas such as Wood and aluminium carpentry, Blacksmithing, Electricity, Masonry, Dressmaking, Cuisine, Management of small business projects, Hairdressing, Customer service, Maintenance of green areas, Bakery, PC repair, Air conditioning, Welding, etc., is provided by various training entities (ECA) registered with INEFOP. Courses consist of between 120 and 250 hours and include at least 40 hours of cross-cutting skills and aspects related to capacity building for the world of work, with emphasis on the construction of an occupational project.

INEFOP is a tripartite entity (composed of the State, enterprises and workers) responsible for implementing vocational training policies and strengthening the employment of Uruguayan workers. It offers job counselling, technical assistance for enterprises and entrepreneurs, certification of skills and completion of educational programs, among other services.

Through the agreement signed with the INR, since 2015 more than 1000 persons deprived of their liberty have been trained by means of proposals developed in all of the country's prison units. It is also involved, together with the National Agency for Post-release Support (DINALI), in the vocational training of persons who have been released from prison.

Some key success factors

- It is the result of the participation in the design of a group of State and civil society organisations that are involved in the process of social reintegration of persons deprived of liberty.
- It began as a concrete experience to strengthen the productive dimension of the INR and was transformed through inter-agency synergy into the main proposal for vocational training in prisons. During the process, training was also made available upon release, strengthening the access of these persons to the courses offered by the National Agency for Post-release Support and to the range of proposals offered by the ECAs in free society.
- It brings concrete vocational training actions closer to a particularly vulnerable population and does so with sensitivity to gender and diversity. Training is available for women, women who live with their children in prison and people from the LGTBI community deprived of liberty. It promotes the inclusion of mixed groups of men and women and training in “non-traditional” trades in both genders.

- It promotes training—action through a curricular structure that combines the development of conceptual and procedural contents. It also emphasises prosocial thinking through the development of the attitudinal dimension. The knowledge learned is applied in specific tasks. An example of this are the various productive undertakings carried out in the INR Industrial Park¹⁰ and in the various prison units. Also, in the activities developed by the Citizen Action Group: expressions of restorative justice through which persons deprived of liberty provide various services to the community (repair and maintenance of public works and spaces, educational and community institutions, among others).¹¹

- It promotes assessment by others: the proposal is reinforced with inputs from participants, trainers and institutional leaders.

Chile created the +R Greater Reinsertion, Greater Security Project, as part of the public security policy, since “the enhancement of social reintegration policies has a direct impact on reducing crime rates, and consequently, victimisation rates”.¹²

The project, developed with the support of the Confederation of Production and Commerce (CPC), aims to work with people who have a

10 See: <https://www.presidencia.gub.uy/comunicacion/comunicacionnoticias/garay-polo-industrial-santiago-vazquez>. Consulted: August 2019

11 See: <https://www.mininterior.gub.uy/index.php/unicom/noticias/5370-reclusos-trabajan-para-la-comunidad>. Consulted: August 2019

12 See: <http://www.minjusticia.gob.cl/proyecto-r/>. Consulted: August 2019

high risk of recidivism. To this end, it promotes labour integration through guaranteed quotas in enterprises. During the first semester of 2019, the project provided for 400 labour contracts for a duration of at least one year, throughout the country.

+R places a strong emphasis on the regional dimension, through the intervention of the Regional Ministerial Secretariats (SEREMI), which convene inter-agency working groups to support the project. Public agencies, private enterprises and civil society organizations take part in order to contextualize the project to each area.

Unlike other initiatives, the project works with inmates at high risk of recidivism. This reflects the approach of the +R model which, in one of its guiding principles, states that the intervention must be proportional to the level of risk: the greater the risk, the greater the intervention. Thus, the intervention, based on the model, is carried out with people who are approaching release and offers assistance during its duration with the VOIS model: Relationship with the beneficiary, Trades + Cross-cutting skills, Labour integration and Monitoring in the workplace.

In its pilot phase, the project will develop two lines of action: 1) the setting-up of production units in prisons where inmates are trained and carry out paid work; 2) enterprises in eight regions of the country provide job quotas for persons deprived of liberty outside the confines of the prison.

Another relevant experience is the network of Education and Work Centres (CET) managed by the Chilean Prison Service through agreements with civil society organizations in two modalities: closed and semi-open regime. The CET offer employment and training opportunities to persons deprived of liberty who apply through a regulated procedure to participate therein.

CETs are external service providers (construction, cleaning, industrial laundry, cuisine, customer service). Their infrastructure is characterized

The +R project proposes the creation of factories in 16 prison units during 2020, 1000 jobs during 2019 and 1500 during 2020.

Several agencies take part in the intervention model within prison walls: The Prison Service selects the participants, the National Service for the Prevention and Rehabilitation of Drug and Alcohol Use (SENDA) brings forward the intervention proposal in the areas of education, health, sports and culture, the National Training and Employment Service (SENCE) through the Technical Training Providers (OTEC) provides training in trades and the Confederation of Production and Commerce (CPC) is in charge of labour integration.

by the breadth and adequacy of the spaces for apprenticeships in a context of respect, trust and self-discipline (Talita Kum, n.d.).

The Talita Kum CET has adopted the semi-open regime for women deprived of liberty who are serving the last part of their sentence in an environment organized around work and training activities, focused on participants' self-regulation.

In the Talita Kum CET these services are run by women deprived of their liberty who receive payment for their work in accordance with the task performed. They are also trained in this respect through courses offered by the National Training and Employment Service (SENCE), and educational continuity is promoted through their inclusion in national programmes.

Some key success factors

- The proposals involve activities inside and outside prison facilities.
- The work requires specific training that enables the incorporation of skills necessary for its completion.
- Job quotas are paid in accordance with the legal provisions laid down in national legislation.
- Both experiences will incorporate support mechanisms for integration.
- Job quotas are provided by private enterprises.

By way of conclusion

People deprived of liberty come from, and mostly return upon release, to vulnerable contexts. This vulnerability is exacerbated by the stigma associated with incarceration. Consequently, public policy for their social and labour integration is fundamental in order to guarantee the rights associated with the development of life projects as alternatives to crime.

Public policy for social and labour integration must have a rights-based approach; it must be intersectoral and involve State agencies, as well as various civil society organisations. It should also consider equal opportunities regardless of sex, gender, race, ethnicity, age, language, religion, national origin or any other condition of the person. It must develop affirmative actions to meet the needs of especially vulnerable groups such as people with disabilities, women who live with their children in prison, migrants, among others.

The success of social and labour integration policies, as indicated by various international experiences, focuses on: 1) the development of general treatment programmes aimed at the exercise of economic, social and cultural rights, and access to all the benefits that make such exercise possible; and 2) the development of specific treatment programmes aimed at intervening in the dynamic risk factors associated with criminal behaviour (Juanche, 2018).

In the development of social and labour integration public policy, vocational training, occupation and employment are fundamental elements. In the case of adults, the central role played by

the education-work pairing should be considered, along with the stage of their life. Vocational training proposals should therefore be contextualised, flexible, relevant and based on the interests and needs of the target group while at the same time aligned with the requirements of the labour market. Training must also be certified in the same way as that of the free world (EUROSOCIAL, 2014).

The specialized and permanent training of staff, the availability of budgets and agencies for developing plans and mechanisms, as well as for monitoring integration processes and their assessment, are substantive elements.

Labour integration of criminal offenders must be regulated within the framework of the right to work. Public policies should promote mechanisms and incentives for the hiring of such persons by public and private enterprises.

Strengthen, deepen and consolidate

This ILO/Cinterfor Notes has shared part of the path trodden by some of the network's institutions as a contribution to a relevant issue on the right to decent work agenda.

It is important to recognize the progress made in the area of social and labour reintegration of persons deprived of liberty and those released from prison. However, it is also important to point out that there is still a long way to go before the efforts are translated into courses of action that are comprehensive, planned, measurable and that can be rigorously and systematically assessed. And for the guidelines to be the result of exchange between various State agencies and civil society, which must also participate in the implementation and assessment of public policies.

All this is closely linked to one of the fundamental principles of economic, social and cultural rights: the principle

of progressive realisation. This principle posits that States should take measures to ensure the progressive realization of the above-mentioned rights by allocating the maximum of its available resources.

A public policy of vocational training for persons in conflict with criminal law also requires budget planning, provision and assessment. In particular, and in accordance with the principle of equality and non-discrimination, the budget allocated to meet the needs of particularly vulnerable groups should be a major affirmative measure since they are more dependent on State intervention to realize their rights (OHCHR, 2017). The sustainability, replicability and scalability of the initiatives will undoubtedly depend on this.

Vocational training public policies, with a human rights-based approach, must also take into account the fundamental dimensions of the right to education, commonly referred to as the "4 A" (Tomasevski, 2002):

- a) availability, to ensure that education is available, free of charge and with institutional infrastructure and structure and human resources appropriate to the people to whom they are intended and the context in which they will take place;
- b) accessibility, to secure access to all members of the community, without discrimination on any grounds, and with particular attention to setting out appropriate timetables (and not competing with other activities such as work, formal education, cultural, religious or recreational activities), under appropriate safety conditions and with relevant teaching aids and resources (beyond traditional tools);
- c) acceptability so that conceptual and procedural content is relevant and of quality, culturally appropriate and meaningful to those for whom it is intended. This is particularly important when thinking about and

implementing vocational training as it requires questioning "traditional trades" proposals and bringing forward new training proposals linked, for example, to information and communication technologies and new work arrangements such as telecommuting;

d) adaptability, to offer a relevant, flexible, updated, adapted and contextualized curriculum that enables students to take different educational pathways, regardless of the institutional setting, ensuring appropriate assessment and accreditation of knowledge without stigmatizing "marks".

Different innovative initiatives exemplify the above-mentioned set of dimensions and serve as guidelines for developing public policies on the vocational training of people in conflict with criminal law.¹³

In this regard, it would be interesting to rigorously survey, systematise, analyse and evaluate how and to what extent such initiatives contribute to social and labour reintegration of persons in conflict with criminal law and to reducing recidivism. All of this is based on the premise that training for work is a substantive part of the rehabilitation process, but not the comprehensive solution. Among other aspects, it would be worth exploring which treatment can provide content and psychosocial skills that are in line with the vocational training proposals. Because researching, analysing, evaluating and discussing imprisonment is also investing in public safety.

¹³ As an example we can mention, in Cartagena de Indias, Colombia, the restaurant Interno which is located inside the prison and run by women deprived of liberty (<http://restauranteinterno.com/>). Also in Colombia, the Chiper platform offers telecommuting opportunities to women who have been released through the sale of surplus stock products. In the field of work involving persons deprived of liberty, a group of national institutions facilitates the marketing of products made in various locations: Libera Colombia (<https://liberacolombia.wixsite.com/liberacolombia/blog-1/>); IntegrArte Panama (<http://www.mingob.gob.pa/integrarte/>) and Muã Paraguay (<https://es-la.facebook.com/muaencendeesperanza/>).

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Notes for photos:

Authorization has been obtained from the persons depicted in the photographs.

Photograph taken in activities with SIRPA, within the framework of the Justice and Inclusion Programme (PJI), Uruguay. 2015

Photograph taken in the classrooms and workshops of the Las Rosas prison unit in Maldonado, Uruguay. 2015



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