



DAILY PROGRAMME

Second-Chance Education: Prison, Release and After

DURATION 5 days · 25 hours	DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	LANGUAGE English (B1+)
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		GROUP SIZE Max 20 participants

Week at a glance

DAY 1 What changed in April — and what it asks of you	DAY 2 Vocational training that leads somewhere	DAY 3 The learners the new text names	DAY 4 The rest of the curriculum, including the digital one	DAY 5 Across the gate
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Day by day

Day 1

What changed in April — and what it asks of you

- **Icebreaker:** "Why This Work" — each participant says in one sentence why they came into work with adults who are in, leaving or at risk of entering the justice system — inside a prison, on probation, in adult education or in a community service, which is also the week's first map of who is in the room
- Introduction and expectation-setting
- **From Rec(89)12 to CM/Rec(2026)5:** what the Council of Europe kept, what it added, and why it was rewritten now
- **The parity principle (Rules 2 and 3):** a curriculum "commensurate in level, breadth, quality and qualifications" to adult education in the community — and what that phrase rules out
- Two rules that decide whether a qualification is ever used: Rule 7 on what a certificate may not say, and Rule 8 on status and pay
- **Access without exceptions (Rules 9 and 10):** regardless of sentence length, remand status, security regime or classification
- **Workshop:** working from the recommendation's own six section headings, each participant writes a short gap list for their own service, or for one of the supplied profiles — the working page for the rest of the week

Day 2

Vocational training that leads somewhere

- **Warm-up:** in pairs, describe a certificate one of your learners earned and whether anyone outside would recognise it; the answers open the day
- **Rule 15 and Rule 20:** employability skills and life skills are not the same thing, and the recommendation separates them for a reason
- **The three-step pathway (Upskilling Pathways, 2016):** skills assessment, a tailored and flexible learning offer, validation and recognition — worked through step by step
- **Where recognition actually comes from:** national qualification systems, units of learning outcomes, and what to do when the learner moves country
- **Employers:** what a partnership needs in order to survive the release date
- **Workshop:** build one pathway end to end for a realistic learner profile (supplied, or sketched without identifying details), with the validation route named at the start — then rerun the first two steps for the same learner in the weeks after release

Day 3

The learners the new text names

- **Adult literacies (Rule 23a):** listening, speaking, reading, writing, numeracy and everyday technology — for someone whose schooling stopped early and badly
- Neurodivergent learners and learners with mental health difficulties (Rule 23b): the teaching-design questions, kept clearly apart from clinical ones
- **Foreign learners (Rule 23c):** comprehension and communication before content, and what changes when the group shares no language
- **Workshop:** take one session you already run and rebuild it three ways — then mark what must remain identical in all three, and what changes if the same session runs in a community or transition setting

Day 4

The rest of the curriculum, including the digital one

- **Rule 19:** digital literacy "within a secure technical infrastructure" — designing for the constraint rather than waiting for it to lift
- Creative arts, physical education, health and wellbeing, active citizenship (Rules 17, 18, 21, 22): why the recommendation counts these as education and what transfers out of them
- Library access as a rule, not a courtesy (Rule 25), and what a weekly entitlement means in practice
- **Workshop:** design a digital-literacy session that works with no open internet, and state plainly what it teaches that a paper handout cannot

Day 5

Across the gate

- **Cross-review:** groups audit each other's Day 1 gap lists against Rule 28 — the same review criteria used for adult and further education in the community
- **Continuity after release (Rules 12, 26 and 27):** post-release learning, education outside the institution, and bringing the outside community in
- **Staying in this work:** supervision, peer debriefing and protected development time — the course's proposals for meeting Rule 24 (trained and qualified professionals), not the recommendation's wording

- **Workshop:** name what your own service already has, what it lacks, and write the request you would put to a manager for one missing piece
- **Rule 30 and this room:** transnational projects, partnerships and networks, and what each participant will take back to their own service
- Certification and closing

PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

ISSUED BY

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COURSE PAGE

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