



**MANUAL for USERS**  
that includes  
**RECOMMENDATIONS to**

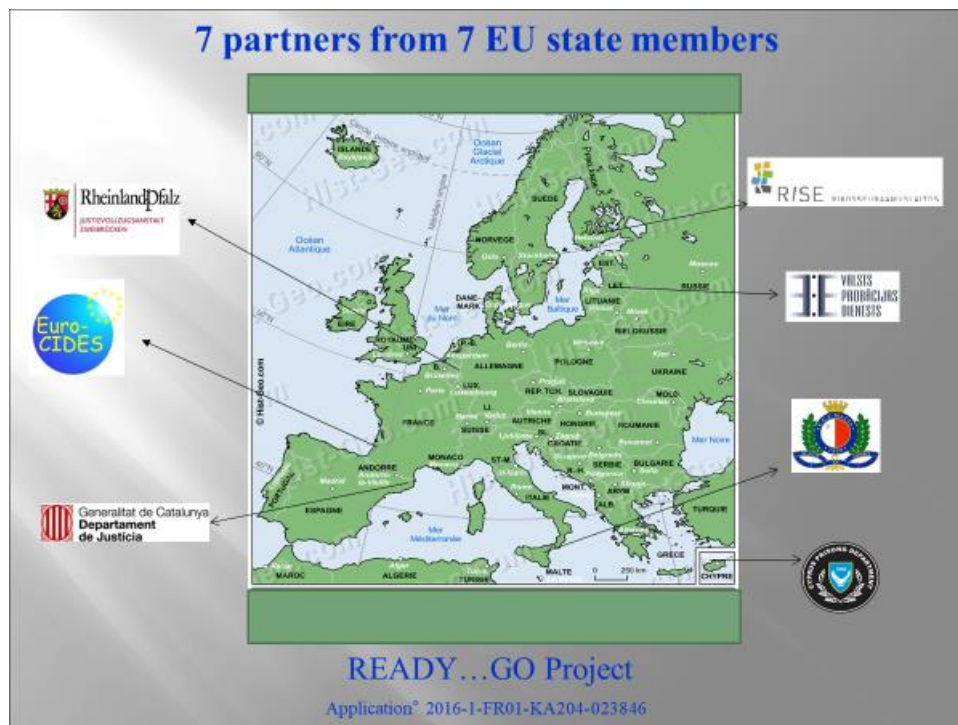
- **POLICY MAKERS**
- **PRISONS DESIGNERS**
- **DECISION MAKERS**
- **PRISONS MANAGERS**
- **PRISONS STAFFS**
- **HUMAN RESOURCES Units**



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## READY... GO CONSORTIUM





# READY... GO MANUAL for USERS

## The Philosophy of READY... GO

**What is READY... GO?** It's a European Project, earmarked sport in prison as a support for the attainment of transferable skills to help inmates to better prepare their reintegration back into society.

Participating countries shared their methodology and their skills, as they analysed the current needs of inmates, on one side, and of their sports instructors, on other side, with the aim to improve sports activities towards their re-integration goal.

**Who are behind READY...GO?** The participants behind READY...GO consists of committed and experienced people from seven European countries (Cyprus, Germany, Finland, Spain, France, Latvia, Malta). The participants are professional providers in various roles: they are prison managers, psychologists, education professionals, probation officers, sport instructors and supervisors, prison personnel, social workers and social engineer with experience in both the world of prison and other areas of education.

**Who is READY...GO for?** A tool was originally designed, then developed and assessed in various prison environments with adults and minors. This pedagogical tool can support professionals working with inmates, known as learners in this manual by trying to prepare them for reintegration back into society. This data will be led by the sport instructors in conjunction with any professional workers in the field of reintegration and probation.

Through the received feedback during this project time, it's important to notice that both parties, which means the learner and the sport instructor, can benefit from this method.



**What is the origin of this tool?** The partners in READY... GO project were aware of the power of the sport activities and noticed from previous observations that benefits were not sufficiently explored as education. So, they joined to create a competence-based pedagogical pack.

This pack consisted of two initial questionnaires proposed to inmates and sport instructors in prison for a total of more than 663 answers (592 from inmates and 71 from sport instructors). From the data obtained from the crossed analysis of these questionnaires, partners had re-confirmed from their experiences that neither inmates nor sport instructors found a structured pathway to identify Cross-Curricular Competences.







**What is a Cross-Curricular Competence?** CCC is a non-formal ability that falls within the area of personal development of an individual. This requires people to make connections among various elements of knowledge in order to adapt to their environment and develop and act effectively in it, mainly in society.

**What will you find in READY...GO grids?** An easy tool to observe and assess behaviours through sport activities to acquire and develop the above mentioned competences to facilitate learners to reintegrate into society.

Our purpose was to evaluate the evolution of the acquisition of CCC through Physical Activities and Sports (PAS). This tool has been tested by seven European countries already mentioned above a 10month period on male/female inmates and young offenders.

In the READY...GO pack, users will be able to find a variety of Physical Activities and Sports (which are not limited to the ones that were organized during the testing period) as support for assessment classified in 4 types:

- ✓ Cooperative sports / football, basket, volley, floorball, ...
- ✓ Opposition games / racket game, boxing, judo, ...
- ✓ Individual performances / circuit training, cycling, fitness, swimming, yoga, ...
- ✓ Artistic practices / dancing, zumba, circus activities, ...

8-ball	5	Autogenic training	5	Badminton	11
Baseball	2	Basketball	10	Bodybuilding	13
Boxing	2	Circuit training	19	Crossfit	5
Fitness	25	Floorball	8	Futsal	5
Table Tennis	20	Football	19	Indoor cycling	5
Judo	1	Rugby	2	Running	9
Self-defense	4	Squash	5	Step aerobics	5
Swimming	5	Trecking outdoor	2	Volleyball	10
Waterpolo	5	Yoga	7	Zumba	5



**Which type(s) of PAS is(are) useful to develop CCC?** The testing period showed that it has to be a mix of several physical activities and sports that targeted on the 4 top categories that are Cooperative sports, Opposition games, Individual performances and Artistic practices.

Among a total of 16 Cross-Curricular Competences, 6 CCC were identified as more accurate and beneficial towards this goal, however any instructor can change/amend according to their needs and based on the learner' individual project plan. Hereunder are some examples for your understanding.

- ✓ AUTONOMY: Individual performances + Artistic practices
- ✓ CIVIC and SOCIAL ATTITUDE: Cooperative sports + Opposition games + Individual performances/Artistic practices
- ✓ CONFLICT MANAGEMENT: Cooperative sports + Opposition games
- ✓ PROBLEM SOLVING: Cooperative sports + Opposition games + Individual performances
- ✓ TAKING RESPONSIBILITY: Cooperative sports + Opposition games
- ✓ TEAM WORKING: Cooperative games

And other 10 CCC have to be organized on the same model than the ones we just detail that are: CREATIVITY – CRITICAL THINKING – FLEXIBILITY – INTERCULTURAL COMMUNICATION – LEADERSHIP – LEARNING TO LEARN – MANAGING DIVERSITY – MENTORING – PLANNING RESOURCE MANAGEMENT – SELF-REFLECTION.

Target groups	Countries	CCC 1	CCC 2	CCC 3	CCC 4	CCC 5
Male 50 Female 10	CY	Learning to Learn	Team working	Critical thinking	Managing diversity	Autonomy
Female and Male 30	DE	Team working	Conflict management	Learning to Learn	Self reflection	Intercultural communication
Male 80+ Female 20	ES	Autonomy	Civic and social attitude	Leadership	Take responsibility	Mentoring
Female 60/90	FI	Take responsibility	Learning to learn	Flexibility	Planning resource management	Managing diversity
Minors and young adults 20	FR	Conflict management	Critical thinking	Civic and social attitude	Self-reflection	Mentoring
Male 10 Female 5	LV	Creativity	Flexibility	Planning resource management	Problem solving	Leadership
Male/Female 10	MT	Problem solving	Intercultural communication	Creativity	Conflict management	Flexibility



**How to use the READY... GO tool?** The assessment of the level of attainment of a competence is based on 3 dimensions (know, know-how, know-to-be), each of these 3 components being itself induced by sub-skills to be identified by means of measurable indicators. As an example, let's present the CCC card that referred to "AUTONOMY", but all 16 CCC are downloadable from

<http://euro-cides.eu/Ready-Go/upload/E-BOOk%20Grids/index.html>

AUTONOMY		Agreement Tutor/Learner	Indicators	1st assessment	2nd assessment	3rd assessment
KNOW	BE AWARE OF OWN LIMITS		Learner is conscious of own abilities and potential in the specific sports discipline.			
	CREATIVITY		Learner is able to invent new strategies to achieve his/her goal in PAS.			
			Learner is able to propose/find new rule(s) or modify the rules.			
KNOW HOW	FREE-TIME MANAGEMENT		Learner manages to conduct himself/herself in a productive manner in his/her spare time.			
	LEARNING to CONCENTRATE		Learner shows focus and attentiveness in conducting his/her tasks.			
	ACCEPT ERRORS		Learner shows a positive disposition towards criticism coming from the teammates, sports instructors and sports officials.			
			Learner is able to accept advice without taking it too personally.			
RESPONSIBILITY		Learner demonstrates concern for others and holds him or herself accountability for their actions.				
KNOW TO BE	SELF-ESTEEM		Learner regards himself/herself positively and appreciates their worth.			
	DETERMINATION		Learner shows resolve and persistence in achieving goals and completing proposed tasks.			
			Learner manages to conduct himself/herself free from external pressures and manifests an independence of thought.			
	OVERCOMING CAPACITY		Learner's ability to deal with obstacles and challenging situations one encounters.			
	TO ACHIEVE GOALS		Learner manages to conclude the activity and reach the desirable outcomes for that activity within a finite time by setting deadlines when applicable.			
	LEARN HOW to accept WINNING and LOOSING		Learner is able to congratulate his/her teammate when he/she is winning but also to congratulate his/her opposite team when he/she is loosing.			
			Learner is able to accept to loose without blaming his/her teammates.			
			Learner keeps playing even if he/she's loosing.			
		Learner doesn't blame the referee if he/she is loosing.				
SELF-CONFIDENCE		Learner demonstrates a sense of self-assurance and assertiveness.				





**Why is Assessment important?** Assessment is an integral part of instruction, as it determines whether or not the goals are being fulfilled. Assessment is good help for early school leavers, unskilled public... to show learner his/her strengths and weaknesses, opportunities and threats (SWOT).

Assessment inspire us to ask these questions "Are we really teaching what is really needed?", "Is the end user getting benefits from what we are teaching?", "Are we engaging well with the service users?".

Today's learners also need skills that will allow them to face a world that is continually changing. They must be able to think critically and to analyse what they have learnt so to be transferred in their life. Professionals need to take an active role in making decisions about the purpose of assessment and the content that is being assessed.

**How should the assessments be conducted?** The assessment needs to be done in 3 stages, with a min of 3, one at the beginning, 1 in the middle of the project and at the end, however more assessments can be done in this transition.

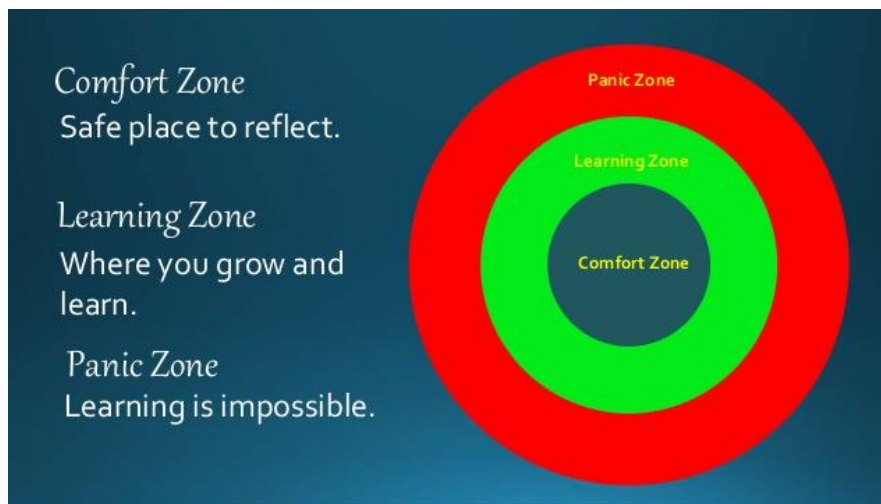
The assessor needs to explain to the learner the importance of this assessment, the purpose, the objective. Furthermore, the instructor needs to emphasise that these skills can be adapted in their personal life as well, not through sports only.

The 16 CCCs can be used jointly; they can also be separated from each other. In fact, it is imperative to remember that it's the learner's individual project that has to guide the CCCs to include in his/her assessment plan, and not vice versa.

Once the context, the objectives, the needs of the learner have been identified and determined, which at times additional professional staff would contribute such as counsellor/probation officer/... in charge of IN/OUT reintegration programme (or any facilitator that gets confidence from learner), the sport instructor should, at means of Physical Activities and Sports at its disposal, identify the indicators learner shows while practicing PAS and evaluate them using the following scale of measurement.

1	When the learner never shows it
2	When the learner shows it sporadically
3	When the learner shows it often
4	When the learner shows it almost always

Our recommendation to professionals who will use READY...GO tool with the learners who are unskilled is to never keep them in non-stress patterns (so called “Comfort zone”) but also never force them beyond their real abilities (so called “Panic zone”); we therefore recommend working gradually (so called “Learning zone” or “Challenge zone”) to build confidence in their learning and assessments then to win competences on panic zone.



**Can certification be important?** In explaining what the CCCs are a little further, we wrote that these individual skills were non-formal. Knowing that our addressing audiences, for the most part, have never been evaluated individually in their knowledge, skills and attitudes (or too often on a negative basis), nearly half partners found interesting the idea to find a certification system that meets requirements from both individuals and institutional (professionals working with learners and judges), while the second half thought that certification was not so important. And the main reasons that have been invoked to create a certification system were:

From learners’ point of view, this could be the first time in their lives that they can value some of their skills;

From professionals’ point of view, it was interesting to formalize the new learning of these learners by practicing Physical Activities and Sports;

From institutional point of view, there would be important work to do to integrate these acquisitions in the sentence plans so that the Judges of liberties can take into account in the study of a possible remission of sentence.



# READY... GO RECOMMENDATIONS



## To POLICY MAKERS and PRISONS DESIGNERS

- ① It is necessary that architects and building services listen to the requests of sports instructors in prison by allowing them to participate in the working group prevailing in the development of new (or renewing) penitentiary infrastructures.
- ② The surfaces dedicated to physical and sporting practices both inside the units and outside in the courts must be considered to allow the practice of differentiated activities beyond football and gyms.

## To DECISION MAKERS and PRISONS MANAGERS

- ③ To offer a broad and interesting range of physical and sporting activities to bring as many prisoners as possible to practice.
- ④ Physical and sporting activities should be included in each individual treatment plan and sports instructors should be included in the multidisciplinary team.
- ⑤ To plan sport activities as part of daily programme to achieve a permanent continuum process.



- ⑥ To not delete sports activities if one of the sport instructors is absent and prefer the choice of replacement by a staff member or even a qualified inmate.
- ⑦ To think about training and qualifying long sentenced inmates to assist sport instructors.
- ⑧ The surfaces dedicated to physical and sporting practices should be able to be used by sports federations and public safety services (ex. Police) to combine training and challenges between athletes from outside (professionals or not) and prisoners.

## ☞ To PRISON STAFF

- ⑨ To avoid the instrumentalization of the sports activity.

## ☞ To JUSTICE' HUMAN RESOURCES Departments

- ⑩ To invest on further education for sport instructors working in closed spaces.
- ⑪ To design an added certificate for sports instructors that includes how to use READY... GO tool (or any other supports) to assess competencies to specific needs by people we teach.

### [Train-the-Trainer course](#)