Identity and VAE among persons in detention:
Theoretical and methodological proposal

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General purpose

- Elaboration of a VAE pattern in its connection with social and professional rehabilitation of prisoners
This pattern must take the following items

3. The **characteristics of the penitentiary situation specific to each prisoner** and their consequences on the procedure and the follow-up of the VAE;

4. The **environmental, organizational and historical characteristics** allow to perceive the possibilities and the limits of the VAE procedure (inside and outside the prison);
This pattern must take the following items

1. The academic and professional experience of the person in detention;

2. The personal characteristics, resources and psychosocial competences that enable the person to motivate herself and give a meaning and constancy to her project of life, to find satisfying and sustainable methods of counselling;
This pattern must take the following items

5. The specific role and the influence of each professional actor intervening in the VAE procedure (prison officers, social worker, teachers, and psychologists.);

6. The training of these professional actors and the way this training may include apprenticeship facilitating the acquisition of practices, attitudes and knowledge linked to VAE and to the counselling towards the social and professional rehabilitation.
In order to implement these objectives:

1. **International bibliographic research** including an analysis of the link between the prisoners and the penitential organization, on educational, formative and expressive terms, with the preparation for rehabilitation, linked, or not, with the VAE.

2. **Assessment of the psychosocial resources and competences** that can be used in the context of the VAE:
   - Professional and educational competences and knowledge;
   - Personal resources can be used in the VAE approach, in particular self-esteem, dealing with stress, expression of values.
In order to implement these objectives:

5. Suggestion of a module for the professional actors (in particular for teachers) including working on the VAE approach and its models in terms of comprehension and explanation, of thematic follow-up (narrative identity among other things) and of personal counselling.
In order to implement these objectives:

3. Counselling through interviews to facilitate the assertion of the *narrative identity* and its links with the elaboration of a professional and personal project and the rebuilding of an actualized and invigorating personal identity.

4. The collection of accounts of professional players and their *taking part* in the implementation of procedures and research tools linked to the preceding.