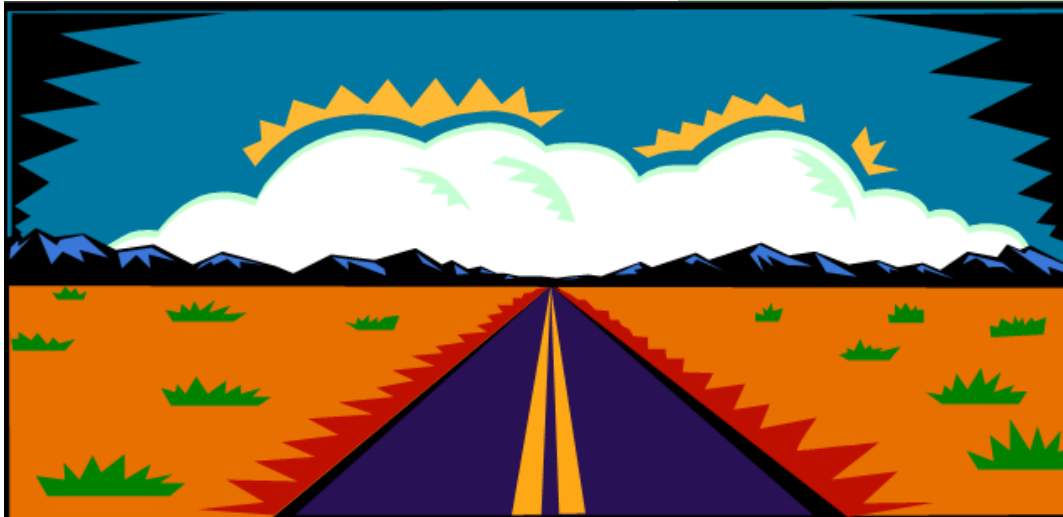


New Horizons



New Horizons is a transition and social reintegration program for people preparing for release from prison. Using an entrepreneurship model, it empowers inmates to build the confidence, skills, and competencies to take control of their futures.

New Horizons is a program of CG International.

CG International is a leader in entrepreneurship the fields of Youth, Education, Social Reintegration, and Private Sector Development.

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What is New Horizons?

New Horizons is an entrepreneurship program that aims to support inmates in their transition back into the community with a self-defined action plan that will minimize recidivism.

New Horizons is built on an understanding that many inmates have demonstrated characteristics similar to those of successful entrepreneurs, such as risk-taking, a talent for creative problem solving, economic motivation, and the ability to plan and take action. International experience shows us that many inmates incarcerated for economically motivated crimes demonstrate a strong capacity for entrepreneurship and achievement in general. "Some of the typical offender personality traits, which don't fit into primary jobs, would be very useful in a more independent economic role." (Holt 1978).

New Horizons merely resets the moral compass and offers legitimate options to become participating members of the mainstream economy upon release from prison.

The program facilitates a process where participants come to discover and believe in their own potential. They develop a self-defined action plan and train to implement it upon release. Program success is achieved when a supportive transition plan/process results in participants securing a job, starting a small business, going back to school or other chosen options that offers a viable alternative to a life of crime.

The program addresses the cause of the behaviour that leads to arrests. By doing this and building confidence, skills, and strategies to realize viable economic options upon release, New Horizon's is able to significantly reduce the recidivism rate. This in turn offers huge gains in public safety and cost savings to the criminal justice system. New Horizons offers a proactive approach to helping inmates take

New Horizons



Who is this for?

Participants: Prisoners who have committed economic based crimes. Ideally participants will self select, but without the prior knowledge, selection can be done by administration.

Institutions: The institution that will do best with this program wants to try innovative programs, and is able to adapt regulations to meet program goals.

Society and Government: Both will benefit from increased citizen safety and in reduced incarceration and enforcement costs, as well having contributing, functioning citizens.

Funder: This is for a funder whose goal is an improvement in the society in which they are working. The goals are short and long term, so a patient funder is best.

Where does this happen?

Prison: Most of the training and teaching happens in the prison environment, and works in low to high security situations.

Community: Participants will have activities that take place in the community and parts of their transition phase will ideally happen there as well.

When does this occur?

Ideally, the participant starts in the program 10 to 14 months before release and uses an entrepreneurship model to build the confidence, motivation, and competencies for inmates to secure a job, start a small business, or go back to school upon release.

Practically, the participants learn skills that will stay with them for long periods, so they can start 24 to 30 months before release.

control of their futures.

Why Use New Horizons?

Benefits

There are many benefits to using a program that has been developed by experts and has been proven in the field. New Horizons is based on over ten years of experience and observation, working first with young offenders and then with general prison populations.

The non-cost benefits are substantial - increased public safety, reduced drain on the criminal justice system, and the personal empowerment of participants who discover legitimate options for their future – true role models for other Youth in Crises!

The first and foremost benefit of using New Horizons is that it has the details necessary to run the program, with lesson and activity plans as well as program and methodology training. Yet it is also designed to be flexible, to incorporate lessons learned from previous implementations. It is also designed to be adaptable, easily allowing changes to take into account cultural and institutional priorities.

New Horizons has been designed with the end goal of social and economic reintegration of the participant in mind. To that end, the program has throughout its materials the goal of improving the participants self image and their eventual reintroduction to society.

Benefits

Funders/Sponsors

- Association with a youth in crises intervention that works.
- A social investment in the health and welfare of the community.
- An investment that pays great dividends to the social responsibility mandate of an organization.

Implementing Organization

- Access to a tested, proven, and customizable program that is accompanied by as much training and support as is required.

Participants

- Participants build the required confidence, skills and knowledge to **start a business, secure a job, or go back to school.**
- Increased self-image, pride and confidence to take control of their futures and achieve their potential.
- Increased levels of literacy and **reduced unemployment rates.**
- Increased levels of attention and value placed on connecting and supporting the family unit.



There are also financial benefits to the program. The decreased societal costs that result from economic crime are reduced as a result of the low recidivism rate of the program. Law enforcement can focus on other groups. The legal costs are reduced as well as some incarceration costs. On top of this reduction on the negative side of the ledger, there is also an increase on the positive side. Job creation and economic activity is increased, and taxes are paid.

Goals & Objectives

At its core, New Horizons' emphasis is on personal development. Participants are supported in building a belief in themselves and the knowledge, skills, tools and an action plan for taking control of their futures. The result of this systematic transition process is that participants develop confidence, motivation, and competencies to take action. They empower themselves to:

- Pursue viable options to a life of crime.
- Complete the program and **secure a job**, start a small business or go back to school.
- Build a network of positive support people who will support them in a successful transition from prison.
- Set career and life goals and an action plan for achieving them.
- Become contributing members of their communities and participate in the mainstream economy.
- Develop tools and strategies for dealing with their personal and work environments and society in general.

Financial Benefits

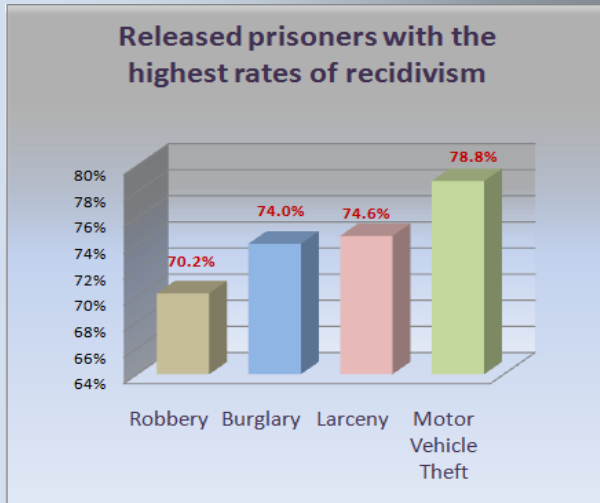
Cost Savings Per Participant 5 Year Projection	
Do the Math & Discover the Economic Value of New Horizons	
Projected Costs of In-Action	
The Economic Costs of crime - insurance claims, medical expenses (injuries) and loss of valuables.	\$ -
Law Enforcement - Investigations and Arrests.	\$ -
Legal Proceedings - discoveries, legal aid defences and administration.	\$ -
Court Proceedings and Administration.	\$ -
Incarceration.	\$ -
Transition and restorative justice processes/programs.	\$ -
Social & medical costs of victim trauma, stress, long term anxiety, and living in fear.	\$ -
Reputation Losses - reduced regional revenue from lower tourism and visitation rates, lower housing values in high crime areas = lower tax base.	\$ -
Other:	\$ -
Section Total	\$ -
Lost Contributions if New Horizons is Not Run	
Lost 5 year contribution to the tax base (employed/self employed).	\$ -
Lost Economic Impact from Business Development & Job Creation.	\$ -
Other Losses:	\$ -
Section Total	\$ -
New Horizons Cost per Participant	\$ -
Cost of In-Action	\$ -
Lost Contributions	\$ -
A Per Participant Cost Savings to the Community is:	\$ -
The cost of in-action is many times higher than taking action to intervene in support of the targeted youth in crises!	



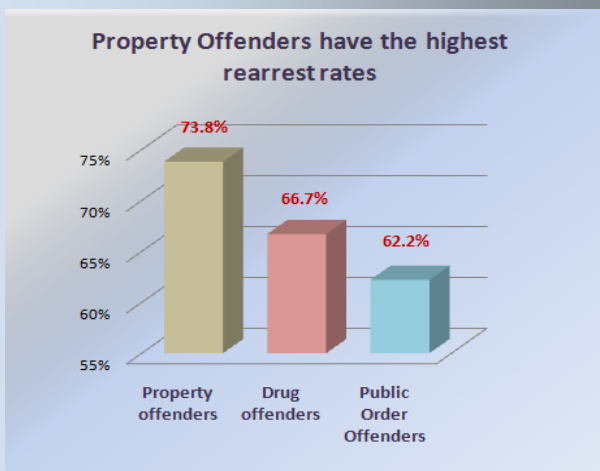
Released prisoners with highest re-arrest rates:

Economic motivations

Released prisoners with the highest re-arrest rates include those convicted of robbery (70.2%), burglary (74%), larceny (74.6%), motor vehicle theft (78.8%), and stolen property (77.4%). (U.S Federal Bureau of Justice Statistics, 2004)



Property offenders have the highest re-arrest rate (73.8%) followed by released drug offenders (66.7%), and public-order offenders (62.2%). (U.S Federal Bureau of Justice Statistics, 2004)



- Develop a viable and defensible business plan that is within their capacity to implement if they choose to do so.

The impacts of this transition process include:

- Increased levels of literacy, employability and career related skills;
- Reduced unemployment rates and lower levels of dependence on the community's social safety net;
- Increased levels of attention and value placed on connecting and supporting the family unit;
- Reduced recidivism rates which results in a reduction in criminal activity, thus offering huge gains to public safety;
- Significant cost savings and reduced burdens on the law enforcement and criminal justice systems.

Additional reasons for funders to be interested:

- Association with a social reintegration intervention that works;
- A social investment in the health and welfare of the community;
- Supporting New Horizons is an investment that offers a great return on investment in both economic and human terms.

Measured Results

New Horizons has been built so that the results can be measured and reported. There are two areas of measurement, one during the course, and the other is the post program impact.

Throughout the course of this program, including the transition phase, the following results will be measured

- The self reported attitudinal changes in the participants.
- The attitudes of participants as seen by the supervisory personnel.
- The number of participants in the program and who successfully complete the program.



- The number of volunteers and an in-kind valuation of their contributions through mentorship, job and business coaching, business tours, guest lecturers etc;
- Number of prison staff and local stakeholders trained in entrepreneurship and experiential training methods;
- Satisfaction levels with the program reported by key stakeholders – participants, facilitators, prison administrators, parole officers, key family members etc.;
- Number of participants that have returned to school/training;
- The number of participants who secure gainful employment and average salary levels;
- Business start ups and jobs created;

At the end of the program, the participants will be tracked and the following results measured.

- Number of Probation violations;
- The number of participants who do not re-offend.
- Economic impact (\$ amount) resulting from new jobs, business starts, and increased contributions to the tax base;

Additional measures will be defined by the various stakeholder groups involved with the program.

Reporting & Evaluation

The program is structured so that manager will develop and submit monthly project reports for review by stakeholders. Funding partners will also receive monthly financial reports to ensure transparent monitoring of the financial management of the program.

The aforementioned reports will in part be informed by monthly participant feedback evaluations and ongoing dialogue with and input from stakeholders. The budget also calls for an independent post program evaluation. This evaluation will cite program statistics and draw conclusions on the impact, value, successes, challenges, and cost effectiveness of the program. This information will be useful for improving the efficiency, effectiveness, and impact of the future implementations.

Other evaluation measures and reporting schedules may be determined by the funding partners and other primary stakeholders.

Cultural and Gender Sensitivity

New Horizons realizes that people incarcerated come from diverse backgrounds. It is designed to be culturally sensitive and to ensure gender equity. By its very nature, entrepreneurship is very much focused on the individual and their specific interest, abilities and motivations. New Horizons takes a learner centered approach, encouraging participants to take an active role in designing their learning plan and content. The program model has been internationally tested and shown to be inclusive. In addition, staff training includes a review of techniques for maintaining an inclusive, safe, and sensitive learning environment for all participants. The selection of guest presenters is also made with cultural and gender sensitivity and balance in mind. In addition, as each participant is required to select a mentor and a



business idea, they are encouraged to incorporate their own preferences and interests into their decision making process.

Cultural and gender sensitivity is crucial for trust to be established. Building trust and a feeling of safety is a key cornerstone of the program's success.

Benefits for the Implementing Institution

During the initial program year, the implementing institution is trained and supported by CG International to learn the program and build the capacity to run it independently in year two. CG International will provide program manuals, a facilitator's guide, and proven resource materials for the program. We will also provide support to adapt materials to fit with and meet the needs of the anticipated participants, institution, and local community. In essence, we are providing access to a program, approach, and methodologies that is accompanied by as much training and support as is required. New Horizons is pre-packaged and much more cost effective than developing a comparable intervention in-house.

Additional benefits include:

- a) Once trained on the methodologies, models, and approaches, the implementing institution will have the capacity to apply this knowledge to the creation of new programs and services to support a broader range of inmates.
- b) The initial year of training and support creates the foundation that allows the implementing institution to reach hundreds of inmates in the future. This investment in their capacity is indeed sustainable.
- c) In subsequent years, the cost will be at least 25% less expensive than the first year because staff will be trained and the program manuals will already be in place.
- d) Program success will create demand from stakeholders who will come together and collaborate to see the program continue.

Lessons Learned

- a) Activities such as writing the business plan and initiating formal market research may be intimidating exercises for some participants. These exercises can be rife with learning successes when broken down into small manageable pieces.
- b) Linking with and engaging local role models and young business people that the participants can relate to will serve to motivate participants and build self-confidence in themselves and their ability to take control of their futures;
- c) It is important to create an emotionally-safe environment for each participant. Start where each participant is, and support them in charting their own course forward at a challenging but manageable pace. If the learning environment lacks trust and respect, or becomes intimidating, negative behaviours may surface as a means of concealing individual insecurities and skill shortages;
- d) Creating recurring opportunities to participate in experiential learning processes will significantly enhance participants' confidence and ability to take action to implement their transition plans upon release;
- e) It is important to provide a program orientation for family members, counsellors, probation officers, workshop presenters and other people who will come in regular contact with the program participants;



- f) It is extremely advantageous for members of the participants' immediate family to understand and support participation in the program;
- g) Celebrate and reinforce the significance of achieving small successes and milestones.

How the Program Works

The following graphic provides an overview of the program's five phases:



Phase I: Assessment week

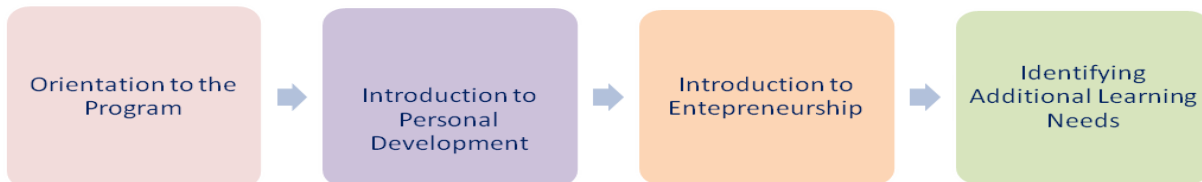
During Assessment Week, participants engage in idea-generation exercises, hold discussions with visiting entrepreneurs, role-play, run a Business-for-a-half day, participate in debriefing sessions, and attend interviews with program facilitators.

Assessment week allows participants to explore the world of entrepreneurship. At the end of the week, they will be asked to assess their own suitability for the 12 month program. It also allows facilitators ample opportunity to observe and determine those who are ready for the program.

Phase II: Discovery

During this phase, participants are involved in a journey that prepares them for the remainder of the program. Participants will develop tools and strategies to overcome the fears that hold them back from setting and working towards personal goals and successes. Participants learn to "put a positive spin on negative experiences." They begin to explore and develop coping skills and strategies to better manage relationships and environments that they will find themselves in now and in the future. Participants also engage in positive and competitive experiences that explore alternative possibilities and challenge them to discover and define their potential.

The discovery phase covers four distinct areas:



The Discovery aspect of the program is addressed through specific activities and workshops that help participants to:



Participants will:

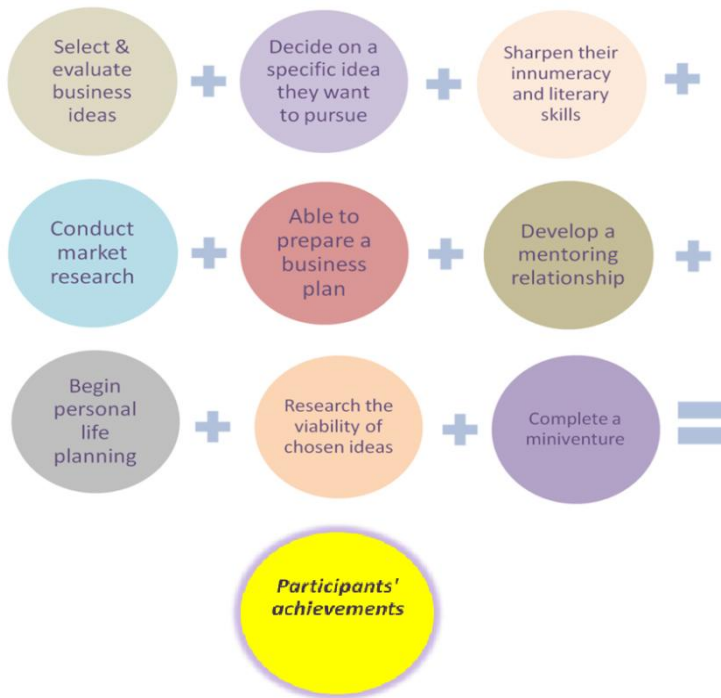
- Complete a Prior Learning Assessment and identify the skills, abilities, and strengths they currently possess.
- Continue to explore the world of entrepreneurship.
- Develop tools and strategies to more effectively deal with their environment and personal and professional relationships.
- Set personal and professional goals.
- Create and commit to a personal learning and development plan.

Phase III: Ideas and Opportunities

During this phase, participants have the opportunity to explore and discuss potential business ideas and decide on the idea that represents the best opportunity for them. They will develop and practice a range of idea generation and opportunity identification strategies, combined with learning the concepts of feasibility and viability. As they explore business ideas, they will ease into the planning process by answering the following preliminary questions: *What? Why? How? How Much? Who? When? Where?* This phase also introduces basic business concepts on topics such as marketing, sales, competition, business structures etc. *This builds a foundation for launching into phase four.*

During this phase, participants are expected to achieve these goals:





Phase IV: Business Planning

This phase allows participants to learn the art of planning. It encourages them to embrace the concept of planning in their lives. Just as they have in the past planned to engage in illegal activities, they are now encouraged to redirect these technique into productive activities.

This phase allows participants to apply the idea generation and opportunity identification techniques learned in Phase three to the selection of an idea that they will develop into a viable business plan. Selected plans will be realistically implementable and within their capacity to implement if they choose to do so.

As business plans can be intimidating, the planning process is broken down into manageable components. This process is rife with learning and achievement successes which significantly contribute to the confidence of participants and their belief in their own potential.

During this phase participants also deepen their understanding of business concepts so they can apply these to the planning of their ventures.

Participants will be engaged in the following components:





It is important to learn entrepreneurship by doing entrepreneurship. Therefore, it is advantageous for participants to secure authorized day passes to go into the community under supervision, to plan, start and operate mini ventures, connect with mentors and market research their ideas. These experiences offer many opportunities for skill development and helps put some of the theory into a relevant context.

Additionally, the day passes are an earned privilege that begins the emotional, psychological, and physical transition back into the community. This gradual transition allows for each participant to plan for their transition, experience day releases, reflect on their experiences, and plan ahead accordingly. Peer support, group obstacle busting and the guidance of a mentor/coach all prove extremely effective in navigating participants through this phase. (Note: this phase can be successfully completed without day passes, but this would not be the preferred approach.)

At the end of this phase, participants will submit their business plans for grading and deliver a business plan presentation in front of a review committee. Whether a participant intends to start their business or not, this phase focuses on sourcing the information and resources to fully complete the business plan – financing, location, suppliers etc.

In addition, all participants will draft their own personal transition plan. For some it will involve starting a small business, some will choose to secure a job and others will choose to return to school. This is a document that will outline their self-defined goals, strategies, and support network for ensuring a successful transition from prison.

Throughout this phase, participants will attend sessions on entrepreneurship, personal and professional development. Employment readiness training is also introduced. This involves developing cover letters, resumes, job search techniques, and interviewing skills. Individual support, coaching and mentoring sessions are of great importance at this stage, as participants seek direction and support in constructing their personal transition plans.

Towards the end of this phase or the beginning of the next, but prior to release, participants plan and launch their graduation ceremonies. This is to acknowledge and celebrate their accomplishments to date and to offer support for their future endeavours. Family, mentors, facilitators, correctional staff, funders of the program and other stakeholders are encouraged to participate in this celebration.



Phase V: Transition & After Care Support

At the beginning of this phase, participants prepare for release from prison. They finalize and gain approval for their transition plan and put it into action.

Although Stage Five can be an extremely intimidating phase of the program, this is what participants have been working towards. It is filled with uncertainty for participants and requires facilitators to take a very active role in supporting their transition. Each participant will have a network of support people playing very specific roles in their transition— family, mentors, social workers, parole officers, counsellors, employers etc.

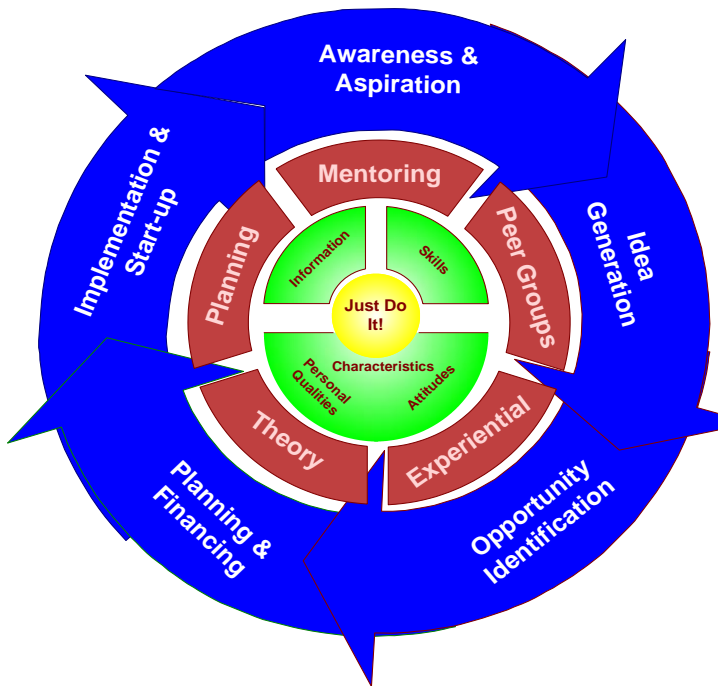
The facilitators will ensure open lines of communication, reporting, and support from themselves and the support group for up to two months after release. At this point, the program will officially end. The designated support group will continue to monitor and support participants to stay on track with their action plan – starting a small business, going back to school or securing a job.

Post-release employment, self-employment, and educational engagement rates are very high. Over 75% of participants complete the program and successfully transition back into the community. The program allows participants to discover their potential, revealing viable options to a life of crime.



The Engine under the Hood

CG International has developed their entrepreneurship development model and uses it to guide the delivery of the New Horizons program. The graphical representation of the model is shown below; this model is cyclical in nature and is multi-faceted.



At its core, we believe that entrepreneurship is about taking action. People build entrepreneurial qualities, skills, and knowledge through action. In our model, this action oriented philosophy is at the core, with a “Just Do It!” attitude. This is why the program takes a hands-on experiential approach to building entrepreneurial competencies.

Entrepreneurship Development Philosophy

CG International’s model of entrepreneurship is based on years of experience in entrepreneurship education and private sector development. It deals with the person, their learning styles, and the development cycle of the entrepreneur. The model is action-oriented, reflective, and applies to development on a personal and business level. Central to our philosophy are four pillars that give a framework to our work. They are:

Entrepreneurship and empowerment are **Learner Centered** activities. In this, CG International focuses on the individual and the development of the person. We believe that our job is to help develop good entrepreneurs, who can make good decisions about their business.

We **De-mystify Entrepreneurship**. We do this by breaking the process into achievable steps. In doing so, the learning process becomes rife with opportunities to experience success which builds confidence and belief in one’s potential.

Our training and programs recognize that **People learn in different ways**. To accommodate a broad range of learning styles, our programs and training incorporate a multi-sensory and experiential approach to building required knowledge and competencies. We start by allowing participants to identify their assets and abilities from prior learning. From here they develop their self-defined learning plans to deliver them from where they are to where they want to be. This learner centered approach connects with the participants’ interests and motivations and is very effective in engaging inmates in a learning and development process.

Most importantly, our programs and training are **Experiential**. Entrepreneurship and empowerment are about attitude. We do not get attitude from a book; we get it from our everyday experiences and their consequences. Action shapes attitudes, and so



About CG International

CG International is a leading organization in the entrepreneurship and international development field. We work with organizations, and governments, using entrepreneurship and education in order to enhance the capacity of individuals to improve their lives.

New Horizons is but one of several programs that CG International has developed in its goal to help with issues of social reintegration, unemployment, empowerment, and participation in the main stream economy.

CG International has an innovative team with over 15 years of experience in the field of entrepreneurship development, social reintegration and private sector development. With several international offices, we use our collective skills and capacity to strategically communicate and foster entrepreneurship initiatives worldwide.

At CG International, we take pride in our entrepreneurship expertise and are proud that our small, specialized team is responsible for helping over 500,000 people in over 45 countries. CG International has worked for International Financial Institutions, National Governments, local NGOs, and large corporations.

Before jumping into business training, New Horizons builds the self-confidence of the participants and help them to believe in their own potential. They learn to “dream it” as the first step of achieving it. Once they have their dream and are motivated to achieve it, New Horizons facilitates the process of achievement. Thus, building the personal qualities, characteristics, and attitudes is a core foundation for the success of the program.

Entrepreneurship development is about people development. People who have a confident belief in themselves are empowered to do whatever it takes to take control of their futures. From here the program focuses on the development of specific business knowledge and adaptive skills. Adaptive skills are competencies that will enable participants to cope in the community and the employment/business world – time management, networking, team work, presentation skills, negotiation skills, leadership, etc. This is what most business training programs neglect to sufficiently address. The CGI model recognizes that if we want participants to take action to change their lives, they need to be equipped with the tools to do so. These tools, knowledge, and competencies help develop confidence to take actions, allowing participants to go through the process of self-actualization.

Extensive research has demonstrated that successful entrepreneurs draw on five primary streams of learning – peers, planning, mentorship, experience and sector-specific theory and knowledge. These five streams are integrated throughout the program.

The final ring of the model represents the cycle that New Horizons repeatedly take participants through. With each cycle, participants gain a heightened sense of self, more business knowledge and skills and become better prepared to launch into the next cycle of learning in a more sophisticated and strategic manner.

The implementation of this model results in participants developing the confidence and competency to take action to start a business, secure a job or go back to school. Please contact CGI if you require a more detailed description of the model and the theoretical/academic learning framework which support it.



Some New Horizons Fundamentals

Just do it!!!

The “Just Do It” part of the model is based on the belief that the best way to learn entrepreneurship is to do entrepreneurship.

Acting in an entrepreneurial manner is in essence, the ability to take action to marshal required resources to seize an opportunity. Many people are able to study and probe the benefits of taking particular actions. However, to varying degrees, some are unable to put their plans into action. This is sometimes a result of the perceived magnitude of task. In other cases, it might be that seizing an opportunity is not part of a person’s learned behaviour.

Through an experiential approach to learning, participants develop the confidence and competence to take an action-oriented approach to setting and achieving their goals. Participants come to realize their potential and ability to take control for their future. New Horizons dramatically enhances their confidence, self-esteem, and ability to be successful in pursuing legitimate alternatives to a life of crime.

Technology

Participants will be trained on computer use and a wide range of current software and technologies. This will include but is not limited to scanners, printers, and digital cameras. For research, communications, and customer relationship management, participants will learn how to use the internet, Microsoft Outlook, Messenger, phone linking and phone conferencing technology. For business tasks such as preparing the business plan, business cards, marketing materials, and financial statements, participants will be introduced to current versions of Microsoft Word, Excel, Power Point, Publisher and several business planning software packages.

Participants will become familiar with the above listed technology which will enhance their employability and ability to cope in a work, business, or educational environment upon graduation.

The Facilitators

Two full-time trainers will play the role of a facilitator rather than that of a traditional teacher. They will support, encourage, and guide participants to ensure that their individual programs are achieved. Facilitators must be resourceful, creative, and self-motivated and must help develop these qualities in the participants. The facilitators must also be committed to:

- a) creating an environment that is conducive to participant-centered learning;
- b) encouraging participants to take charge of their own learning;



- c) facilitating an activity-based environment where participants use their experiences as a basis for learning;
- d) earning the trust and confidence of the participants.

Facilitators will need to look beyond participant behaviour to address the causes of the inappropriate behaviour. In addition, it is common for participants to be burdened with a range of family, peer group, economic and social issues that require the facilitators' attention to clear the path towards the priorities of the program. To this end, Facilitators will receive a 10 day orientation to the program, delivery methods, its philosophy, and approach. There are also short coaching and preparation sessions prior to the beginning of each phase. Ongoing support and consultation is also provided on an as needed basis.



Facilitators are receiving training on the model, curriculum mechanics and implementation methods.

In addition to the full-time staff, there are budget allocations for guest facilitators, personal development specialists, and participant professional development sessions. This is complemented by one-on-one coaching, formal mentorship, and peer support sessions. In summary, this program utilizes an experiential and multi-sensory approach to learning that is designed to satisfy the learning styles, preferences, and pace of all the participants.

Truly, the success of the program depends on selecting multi-skilled facilitators who have faith in the basic goodness of the participants and believe that they can become productive members of their community. Facilitators have to believe it in order for participants to see it, and then go on to achieve it.

Participants

Experience has demonstrated that the most compatible participants are those who have engaged in economic crimes – theft, drug dealing, financial fraud etc.

To qualify, applicants:

- a) must be in prison;
- b) must qualify for release from prison within 10 to 14 months of the program start date;
- c) cannot have a history of unrestrained violence and aggression, uncontrolled psychological disorder, severe anti-social tendencies or severe learning disabilities;
- d) must demonstrate an interest and commitment to completing a 12 month transition strategy using an entrepreneurial model.

Participants will be recruited and selected in collaboration with correctional officers, trainers, psychologists and other relevant stakeholders. In selecting suitable candidates, selection committee members must be non-judgmental, look for potential as opposed to deficiencies, and believe that with the appropriate training, support, and access to resources, the applicants can become productive members of their community.



Benefits for the Implementing Institution

During the initial program year, the implementing institution is trained and supported by CG International to learn the program and build the capacity to run it independently in year two. CG International will provide program manuals, a facilitator's guide, and proven resource materials for the program. We will also provide support to adapt materials to fit with and meet the needs of the anticipated participants, institution, and local community. In essence, we are providing access to a program, approach, and methodologies that is accompanied by as much training and support as is required. New Horizons is pre-packaged and much more cost effective than developing a comparable intervention in-house.

Additional benefits include:

- e) Once trained on the methodologies, models, and approaches, the implementing institution will have the capacity to apply this knowledge to the creation of new programs and services to support a broader range of inmates.
- f) The initial year of training and support creates the foundation that allows the implementing institution to reach hundreds of inmates in the future. This investment in their capacity is indeed sustainable.
- g) In subsequent years, the cost will be at least 25% less expensive than the first year because staff will be trained and the program manuals will already be in place.
- h) Program success will create demand from stakeholders who will come together and collaborate to see the program continue.

Lessons Learned

- h) Activities such as writing the business plan and initiating formal market research may be intimidating exercises for some participants. These exercises can be rife with learning successes when broken down into small manageable pieces.
- i) Linking with and engaging local role models and young business people that the participants can relate to will serve to motivate participants and build self-confidence in themselves and their ability to take control of their futures;
- j) It is important to create an emotionally-safe environment for each participant. Start where each participant is, and support them in charting their own course forward at a challenging but manageable pace. If the learning environment lacks trust and respect, or becomes intimidating, negative behaviours may surface as a means of concealing individual insecurities and skill shortages;
- k) Creating recurring opportunities to participate in experiential learning processes will significantly enhance participants' confidence and ability to take action to implement their transition plans upon release;
- l) It is important to provide a program orientation for family members, counsellors, probation officers, workshop presenters and other people who will come in regular contact with the program participants;
- m) It is extremely advantageous for members of the participants' immediate family to understand and support participation in the program;



- n) Celebrate and reinforce the significance of achieving small successes and milestones.

Conclusion

New Horizons offers a learning approach that actively engages participants in developing a self-defined transition-from-prison plan that offers an alternative to a life of crime. The program strikes at a key cause of the high level of recidivism – a perceived lack of legitimate economic options, and ability to stand tall upon release.

At its core, New Horizons is about personal empowerment, business development, job creation and the mainstream participation of released inmates in the local economy. We facilitate a process where inmates understand that they have the ability and option to take control of their futures. Armed with legitimate options, the destructive cycle of economic exclusion and recidivism can unquestionably be broken. The result – increased public safety, job creation business development, and hope for those that we reach!

