Analysis of practices daily performed by organisations involved in activities aimed at supporting social inclusion and entering labour market of (ex)prisoners.

Rationale

The project is aimed at improving knowledge processes management in organisations dealing with social inclusion and vocational training of people in prison. The approach is constructivist: we consider learning as a social practice and so knowledge is a shared product of a common process in which each subject shares its skills, know-how, practices, etc.

Main areas of intervention are:

- Improve active social inclusion and entering in labour market of people in prison.

- Improve management of our adult education organisations facing the difficulties and stress of social work in prison.

The two areas are strictly linked because stressing situations not well managed, can hardly affect effectiveness and efficacy of social interventions and wellbeing of social workers and trainers.

VIP is aimed at recognizing supporting methodologies and exchange good practices among trainers in order to improve the effectiveness of their intervention in their context and their competences and skills in the social inclusion of people in prison.

Often trainers improve their skills by experiences: they need time and space to assess their skills for becoming more and more aware of them, refining them acquiring awareness of what they need to improve.

Furthermore sometimes is very difficult to share know how from a person to another, because someone is not aware of his/her knowledge learned by experiences. Moreover in organisations – above all in small organisations – there is little time to carry out team building activities because often people play different roles in the same time. Nevertheless awareness is the key word for managing this kind of matter and improving effectiveness of actions performed by trainers.

Otherwise, awareness and peer to peer support/comparison is an important mean in order to overcame stress of social work plaid with people in prison. In order to improve management of our adult education organisations, we need to share good practices, methodologies, approaches, tools, for stress management.

Methodology

In order to obtain the right answers, we need to ask for the right questions. This methodology arises from this common reflection. In fact, when we have questions to answer we have possibility to stop for a moment and reflect about what normally we perform daily.

On the other hand, in order to have possibilities to compare different practices, we need to have a shared organisation of the issues we are going to compare.

Here you'll find three different tools that have to be used together. Please, accomplish the requirement of the tools respecting the order of the list. And, please, if possible involve the same persons in all the tools. This way, people will arrive to the focus group prepared and aware of the matter.

Tool N°1

Questionnaire addressed to people working with convicts in prison

At least two different persons involved have to answer the questionnaire per each organisation.
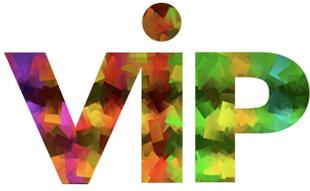
01	**Please describe your users typology**

02	**Why has your organisation chosen to work in prison?**

03	**Does your organisation assess users' needs and expectations? And, if yes, how does it assess them?**

04	**Does your organisation assess context needs in order to organise activity? And, if yes, how does it assess them?**

05	**How is the activity funded?**

06	**What is the methodology you use as ground of your activity?**

07	**Have you chosen this methodology? Or does it come from your organisation?**

07bis	**If the methodology used is chosen entirely by your organisation, Do you change something? What? And Why?**

08	**Why has this methodology been chosen for working with prisoners?**

09	**Please, describe the activity you are dealing with. Please, do not forget to explain timetable of activities, their frequency within the week, number of users, number of trainers.**

10	**Is the activity plan flexible and adaptable to prisoners individual needs?**

11	**Is the activity plan flexible and adaptable to needs arising during the process?**

12	**If you have answered yes to 10and/or 11, who adapts activities plan?**

13	**If you have answered yes to 10 and/or 11, do prisoners share the adaptation of activities plan?**

14	**What kind of skills/competences would you like to improve?**

15	**Describe the relation between your organisation and the prison administration, underlining weak and strong points.**

16	**Describe the relation between you and the prison staff, underlining weak and strong points.**

17	**Do you follow a behaviour protocol or ethic code in your relations with convicts? If yes, please describe it.**

18	**Is the behaviour protocol or ethic code prescribed by your institution? Or is something shared in the institution but not aware? Or is it a personal approach?**

19	Has your institution tools in order to assess satisfaction of trainers and other professional engaged? Please, describe it.

20	If satisfaction of trainers and other professional engaged is not high, does organisation carry out action in order to improve it?

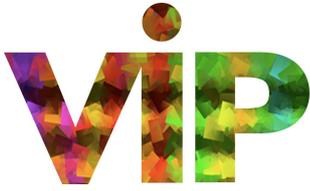| 21	What kind of transformation do you suggest in order to improve the activity you are dealing with? (if any)

22	The activity you are dealing with is a pilot project (with an end) or is a service?

23	If the activity is a project with an end, how do you foresee to continue your work here described?

Tool N°2

Case Study: Please, describe at least three different cases per each typology.

<u>**P**ressure from users</u>

What kind of pressure from users you deal with?

Describe typical situations and describe practices that decrease pressure, and what does not work.

Pressure	Practices that work	Practices that do not work
Example: learner with aggressive attitude (trainer/learner conflict)	*Keeping the situation open. Expressing trainer's concern to the trainee. Involving a neutral third party (triangulation)...*	*Having an aggressive attitude. Absolutely wanting to resolve the conflict only for reasons of credibility in front of the group or for personal pride.*

<u>**P**ressure from colleagues</u>

What kind of pressure from colleagues you deal with?

Describe typical situations and describe practices that decrease pressure, and what does not work.

Pressure	Practices that work	Practices that do not work
Example: you and your colleague do not share the same assessment about one user	*Keeping the situation open. Listening to the colleague (the reason in not in only one place) Use active listening Ask for a third party as mediator (both the persons have to trust the mediator)...*	*Having an aggressive attitude. Absolutely wanting to resolve the conflict only for reasons of credibility in front of the group or for personal pride.*

<u>**P**ressure from your organisation</u>

What kind of pressure from your organisation you deal with?

Describe typical situations and describe practices that decrease pressure, and what does not work.

Pressure	Practices that work	Practices that do not work
Example: Too much pressure for getting positive results	*Involving the organization about your work.*	*Considering that your organization can't understand*

	Explaining clearly your job, its specificities, its difficulties (sometimes managers don't know precisely what is your job).	*your situation and never communicate with it.*

Pressure from penitentiary administration

What kind of pressure from penitentiary administration you deal with?

Describe typical situations and describe practices that decrease pressure, and what does not work.

Pressure	Practices that work	Practices that do not work
Example: interference of the administration in your work	*Keep calm, explain the reasons of your choices and approach of the work in prison, try to get a mediation in every way, use of non violence techniques for the solution of the problem*	*Cut off the relation with the administration, Not to accept mediation*

Tools N°3

Carry out a (light) focus group with at least 3 persons working with people in prison

Track for the focus group:

1) what obstacles do you daily cope in your work? How do you overcome them?

2) How can I improve effectiveness, efficacy and satisfaction of my work in prison?

   a. Tools

   b. Competences

   c. Flexibility of relations

3) How to improve the relations with:

   a. Penitentiary administration

   b. Prison staff

   c. Convicts

   d. Colleagues

   e. Organisation

4) What kind of expectation have you about your work/carrier?