



PRACTICES DAILY PERFORMED – METHODOLOGY AND TOOLS

Analysis of practices daily performed by organisations involved in activities aimed at supporting social inclusion and entering in labour market of 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 will be 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 of the project will be:

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 plaid 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.

The project comes from staffs needs and wishes. 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.

Further more sometimes trainers don't play managerial role and sometimes is very difficult to share know how from a person to another, because someone is

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein



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 overcome 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

01 Please describe your users typology

male inmates,
maximum sentence: 5 years

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

every inmate is supposed to work. Training is voluntarily . Inmates can choose among nine types of vocational training.

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

04 How is the activity funded?

by public funds

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

practical training:
teachers are guards with a specific practical vocational training
several workshops within the prison
comprehensive vocational training within a year, rather than 3 years outside. Diploma is neutral (not mentioned that they got it in prison)
training can be finished in prison even after release



prisoners from other prisons can apply to be educated at JVA-Simmering
high quality of training – many awards

theoretical training:
by teachers from outside

examination:
by representatives of Austrian Economic Chambers

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

07 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 this typology of users?

To assure completed, high quality vocational training. Having passed examination, after release inmates can apply for jobs with a diploma that doesn't show that training has been completed in prison,

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 users individual needs?

Activities are scheduled in detail for preparing inmates to regular working hours on the regular labour market. Providing structures and regulations shall support inmates.
Flexibility is guaranteed by adapting training to length of sentence.

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

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

Manager

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

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

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



All trainers are employees at the prison.
Our organisation (C-HM) has no regular relation to prison administration.
Information filled in above arises from a site visit of the VIP project group at the JVA Simmering.

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

Trainers describe the relationship as being very good, as both the guards and the trainers are very much interested in the young inmates and support them in finishing their vocational training.

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

18 Is the behaviour protocol / 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

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

routine vocational training



Tool N°2

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

→ Not applicable, as we do not work as trainers with learners in prison

Pressure from users

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
<i>Example: learner with aggressive attitude (trainer/learner conflict)</i>	<i>Keeping the situation open. Expressing trainer's concern to the trainee. Involving a neutral third party (triangulation) Etc. etc.</i>	<i>Having an aggressive attitude. Absolutely wanting to resolve the conflict only for reasons of credibility in front of the group or for personal pride.</i>

Pressure from colleagues

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



Pressure from your organisation

What kind of pressure from your organisation you deal with?

Not applicable

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

Pressure	Practices that work	Practices that do not work
<i>Example: Too much pressure for getting positive results</i>	<i>Involving the organization about your work. Explaining clearly your job, its specificities, its difficulties (sometimes managers don't know precisely what is your job).</i>	<i>Considering that your organization can't understand your situation and never communicate with it.</i>

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
<i>Example: interference of the administration in your work</i>	<i>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</i>	<i>Cut off the relation with the administration, Not to accept mediation</i>



Tools N°3

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

- source is our site visit at the prison in Vienna and information given in this framework by guards, trainers and the deputy director

Track for the focus group:

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

Inmates are not able to work regular working hours due to their physical (former drug abuse,..) /mental status (not used to continuous work,..)

- shorter training sessions, but no holidays as in regular labour market/school;

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

- a. Tools
- b. Competences: communication skills, conflict management, reflection, didactic skills
- 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?

Trainers report, that they like their work and think that it is satisfactory.

Trainers have a good standing in the team.



VIP: Vocational training in Prison

2012-1IT2-GRU06-37734-1



Trainers see success in their trainees; most of them manage to take their exams.

There is a very low fluctuation of staff.

Document completed by:

Name _____Sonja Novak-Zezula_____

Function Managing Director_____

Institution Center for Health and Migration, Vienna_____