



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 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

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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 have to answer the questionnaire per each organisation. If your organisation is not directly engaged in working in prison, please, contact people working in prison as trainers/guidance providers

01 Please describe your prisoners typology

Users are convicted, prisoners of different age and formal situation, usually long sentenced.

02 Why has your organisation chosen to work with this typology of users?

To help, support and prepare them for life after jail time.

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

Yes, we always try to speak with prisoners about their ideas but also we try to observe and take a feedback from personnel.

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

We try to use our resources and volunteers to give a possibility for additional value.



05 How is the activity funded?

By only its own resources

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

We based our work with our own 13 years of experience and some additional (if needed) help from psychologist.

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

It came from our organisation.

07 bis 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?

For helping and motivate convicts.



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

Our work has four formal levels and two non-formal. Involved 4 teams each 3-5 persons, 25 convicts

Formal meetings :

1. Permanent ministry twice a month , for all day - as the same people prepared for contuation of ministry/training
2. Periodical ministry/training - 5 times a year, 2 days of Formation Course for 25 convicts, rather new people.
3. Ministry 3 times a week conducted by convicts themselves who have become members or sympathisers of Assosiation and were through the proper training , no preselection.
4. One a month meeting with Directory of Association with Director of Prison ZK Wolow for reports and thanks.

Non Formal meetings:

1. Two times a year for celebration of Christmas and Easter
2. One time a year musical concert

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

Yes, our work is based on needs of convicts, but of course limited by law.

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

Yes, but time schedule is planned a year before. Only tools or little changes can be adapted if needed, for example from direction of the prison.

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

Management of Associations Volunteers



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

No, but we observe and listen to them needs.

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

Social skills, strength of character, motivation for better life, adaptation in society

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

Our work is accepted without any obstacles and difficulties for Assosation, but we are used to the same rules as for other external groups.

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

Strong points:

- permanent access to convicted
- no additional control during the ministry/training
- posibility to stay with 25 convicted (all hall) without guard or together with 100 inmates, but with guards

Weak points:

- permanently submission of application for entering to the Prison
- no fixed passes
- fully control in the entrance of the prison

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

We use protocol during our ministry/training. Any type of ministry has its own form, only content or animation can change for better remembering of material. Training has its own formalized form.

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?

Tolls for approaching are: 1. Frequent reporting from ministry/training presented once a month during the meeting of association 2. Assignments to association inmates themselves, who can have relations with a people from association 3. Care of inmates after completion of sentence 4. Presence of inmates and problems/possibilities in the media of association - books, or monthly magazine

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

Associations tools are based on the personal testimony of volunteers, it refers to the conscience, emotions and duties of the Gospel to inmates.

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

We would like to have better background from directory of the prison, better information skills between inmates and better advertisement of our work.

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

We don't want to transform any kind of our activity, but of course is required the continuous growth of our ministry, which may cause subsequent modifications in the program.



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

No, we have many other non profit and profit issues

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

Not applicable.



Tool N°2

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

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>
- inmates receiving bad information before coming to our training, - inmates come only for not sitting in them cells (scattering and interference)	- its important that instead of this they are coming, so other inmates (our members) trying to engage them into a training- create a creative and interesting enviroment to engage inmates	- forced and intrusive invitation to participate - passivity and boredom in the classroom

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</i>	<i>Keeping the situation open. Listening to the colleague</i>	<i>Having an aggressive attitude. Absolutely wanting to</i>

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same assessment about one user	(the reason in not in only one place)Use active listeningAsk for a third party as mediator (both the persons have to trust the mediator)Etc. etc.	resolve the conflict only for reasons of credibility in front of the group or for personal pride.
Trainer is too close to inmates (emotionally, physically) or improperly dressed (trainers are also women)	Talking after training, if needed doing an additional training for a trainer	No talking, not paying attention
Absence of colleague	Searching for replacing	Public explanation to inmates the absence of trainer
Colleagues play different roles in training and they can afford in the way	During the training to be flexible and professional, talking after training	Making comments, insulting, forcing their role

Pressure from your organisation

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. Explaining clearly your job, its specificities, its difficulties (sometimes managers don't know precisely what is your job).	Considering that your organization can't understand your situation and never communicate with it.
Too much duties for volunteers	Well organized schedule for better sharing of duties	No talking, no reporting, absence



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>
Permanently submission of application for entering to the Prison, no fixed passes, fully control in the entrance of the prison	Sumbition to the orders of Directory of the prison, trying to make building of trusting and preparation volunteers for control	Quarelling, no following of orders, cut relations with administration



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?

- Inmates are not engaged in training, they only come for not sitting in them cells

- Trying to do creative and interesting training to engage the inmates and create a team

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

Good, united team, which have a common goal for staying together and engage other inmates

a. Tools: patience, experience, humor

b. Competences: creativity, calm, interesting

c. Flexibility of relations: trying to create a solid relationships, but not to force

3) How to improve the relations with:

a. Penitentiary administration:
Follow the rules, not create additional problems and conflicts.

b. Prison staff:
Follow the rules, not create additional problems and conflicts.

c. Convicts.
Create possibility to change life and ideas, but also give them hope for changing the lives



d. Colleagues.

- Trying to organize all types of meetings after/before training,
- Help and open speak.
 - Good separations of roles.

e. Organisation:

- Be present during monthly final meeting and reporting.
- Be open if too much duties.
- Be open if there're some problems, discomforts.

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

- I'm trying to help in the best way the inmates
- I want to accompanied them on the way to a better future
- Personal expectations are not the most important in our ministry/training