

VIP

SWOT of practices daily performed with users

ROC Noorderpoort

April 2013

Step 0. Description of the practice

Name, context of intervention, group/individual, cost, financiers, place, actors involved, numbers, since when, feedback, duration...

Het Poortje in Veenhuizen, which is part of Portalis (min. of Justice) and education is taken care of by ROC Noorderpoort;

A youth prison for youngsters between 14 and 23, nowadays boys. They live here for between 5 days and 4 years. Cost per year around 180.000,- per young inmate, individual.

Financing through the Dutch Ministry of Justice and Safety and partial by the Ministry of Education.

Involved are: teachers, social workers, psychologists, medical and household personnel; management; and guards.

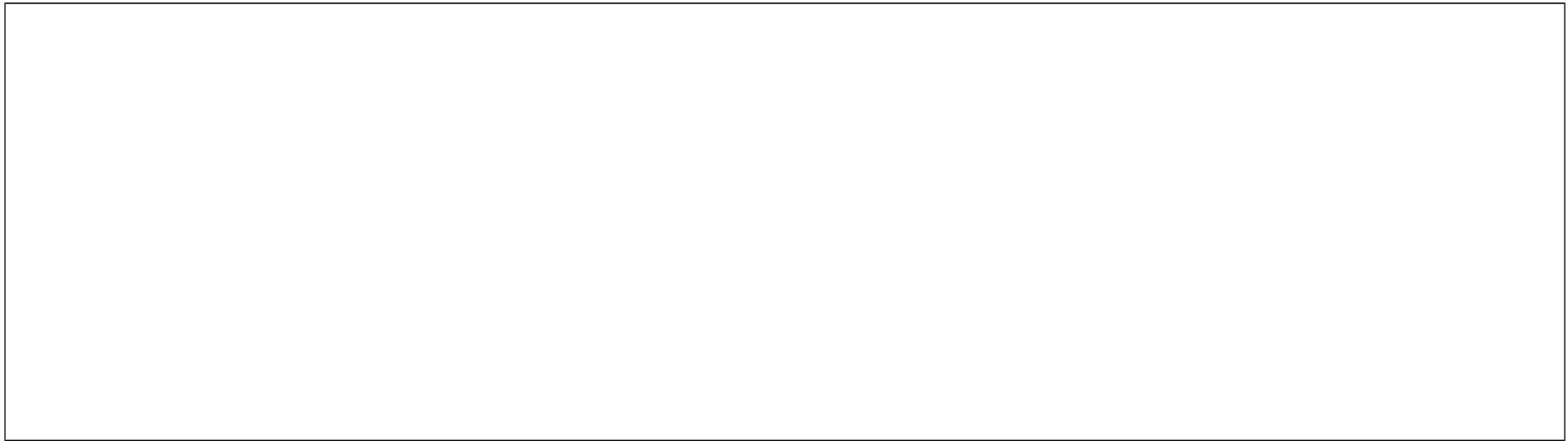
At this moment around 44 (also maximum) young people are taken part in education, even more kept in the prison;

Most of them are in education on basic level or in vocational education, sometimes also working in the small factory they have inside the prison. Here pallets are made on behalf of industry (Faber pallets) in nearby Assen. The prison gets paid for the work done by the inmates and they also receive some money for their work. Money can be spend inside the prison for sweets, cigarettes etc.

Young inmates can do a vocational training mainly in technics and catering together with another of the NP schools, the “School voor Werkwijs”. Assessment and examination is through this school in order to be able to hand out full diploma’s which are useful on the labour market after returning into society. They also have lessons in the Dutch language, English, maths etc. Also is important that the name of the school at the diploma does not refer to the stay in prison but to a general vocational school. In general the diplomas are on EQF level 1 but higher is possible in general education (level 2, 3 or 4).

The factory and the school in Veenhuizen are in rather full work since 3 years.

The inmates also learn how to prepare meals for their fellow prisoners and for the staff. Once a week they cook dinner and set the tables etc. So they learn a lot of “domestic” skills also. And they work also learn to work as builders.



Step 1. Team brainstorming

Method: group discussion with the members of the team, a moderator fills the SWOT table on a paperboard.

S, W: internal, you can directly act on them

O, T: external, linked to the context, more difficult to manipulate

Strengths	Weaknesses
<p>Close cooperation with NP school for Werkwijs and therefore the possibility to hand out good and recognised diploma's. Close cooperation with some companies in the neighbourhood and the possibility to do "real" work and get some money out of it. A good team of teachers and other staff. Flexible within a strict structure.</p> <p>Very small groups of max. 7 students. Good provisions and facilities.</p> <p>Possibilities to work outside and return every day to prison at night.</p>	<p>It is difficult to act while you do not know when an inmate has to leave again, not because he has fulfilled his sentence but because they have to go to another prison or institution or are set free..</p> <p>Traineeships in practise in companies are difficult to organise.</p> <p>Everything has to be locked and locked away.</p>
Opportunities	Threats
<p>More cooperation with the world of work like there is now with Faber, the pallet company; more creation of saleable furniture; youngster who have done their sentence are left free and are completely gone, no one knows what they do or where they are.</p>	<p>The economic crisis meaning the Dutch government is looking for reductions in budgets. The threatening closure of the surrounding prisons (for adults). The on-going changes in the vocational education and the requirements of assessments etc. The reduction of members of</p>

	<p>(educational) staff. There is about 1 teacher in 7 pupils while in the rest of vocational education it is 1 teacher in 24 students.</p>
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Step 2. Identification of consequences, actions to undertake and prioritising

Strengths	<i>Consequences</i>	<i>Action</i>	<i>Priority</i>
See above	• Stay the way it is organised now	• Keep on track	• 1.
•	•	•	•
•	•	•	•
Weaknesses	<i>Consequences</i>	<i>Action</i>	<i>Priority</i>
• See above	• Ex inmates are “gone”	• Follow up their actions after sentence	• Important
•	•	•	•
•	•	•	•
Opportunities	<i>Consequences</i>	<i>Action</i>	<i>Priority</i>
• Companies a board	the contacts should be broadened	• Intensifying the contacts	• important
•	•	•	•
•	•	•	•
Threats	<i>Consequences</i>	<i>Action</i>	<i>Priority</i>
• The EU economic crisis	• Reduction of money	• Re organising the educational system within the prison	• Important

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(Adapted from QAS methodology – <http://qas.programkontoret.se>)

Step 3. Assessment of Strengths and Weaknesses against Opportunities and Threats

	Strengths	Weaknesses
Opportunities	<p><i>What strengths do you have and how can you use them to take advantage of new or existing opportunities?</i></p>	<p><i>What strategies are needed to overcome weaknesses so that you can take advantage of opportunities?</i></p>
Threats	<p><i>What strengths can be used to minimise threats?</i></p>	<p><i>What strategies will minimise weaknesses and help your team to cope with threats?</i></p>

(Adapted from QAS methodology – <http://qas.programkontoret.se>)

Step 4. Main operational conclusion

Three items that works well and that you would like to transfer

1.	Traineeships with Faber Pallets
2.	Some groups for education
3.	Intense cooperation with ROC Noorderpoort and the possibility to get official recognised diploma's

Three points that you commit to improve in the 2-year VIP project

1.	A lot of inmates are able to get EQF level 1 and they need more and better education on level 2 in order to complete (part of their) vocational education, get assessed and get a diploma on level 2 in the end.
2.	NP and tPoortje need to improve the fine tuning of the content of the vocational education on EQF level 2. This has been achieved on level 1 but needs to become better at level 2.
3.	More possible traineeship placements in industry. Difficult and a challenge!