



Training path report

Integration of a trainer in the prison educational team

This path has been implemented with a new trainer: Isabelle S. She started to work within the prison in november as a trainer in Prevention, Health and Environment. She has some experience in training on these subjects but had never worked before in a prison.

Her integration training path has consisted in the following steps:

1. Welcome by the training coordinator

The training and the group of learners was presented by the training coordinator (learner by learner, spending some time on the level, experience and behaviour in the frame of the courses).

Then the main questions of the trainer were related with:

- the logistics: what can I bring in a course? Can I take a USB key? Is it possible to work on computers? Is it possible to invite external experts (eg. A nutritionist for dietetics)?
- the educational level of learners. Was French the first language for all of them?
- the organisation of the exam: As it is a permanent open workshop, do they all take the diploma at the same time? The assessment procedures and conditions have been explained. Examples of assessment have been given to the new trainer.
- the content: part of it is related to sexuality and prevention of sexual diseases, she wondered how she could undertake this subject with prisoners. (A solution could have been the intervention of an external professional on this area)
- “if someone is late, shall I accept him on the course?” (NB: it is not possible to be late as the guards open the cell for going to the courses).
- the atmosphere and the behaviour of the group.

Then she wondered how the prison would know about her coming in the premises, who would the staff welcome her, etc.?

She also had some concern of being alone with the group.

All these questions have been answered

2. Meeting with the manager of the prison

This was the opportunity to know how to enter and to de-dramatise the procedure.

The functioning of the prison and its history have been explained. The judicial system also: role of the application judge, existence of reduction/adaptation of sentences, conditions for this.

With the aim to make her comfortable, the manager then explained the role of penitentiary staff and where and how she would be able to find help in case of problems.

He insisted on the importance of this training for the detainees as it is one of the only activity that can be proposed to them, so it is very important to provide them with good quality training. This training course is also very important for the overall equilibrium of the prison. If not anybody can participate to the courses, some make applications and need to have a good behaviour to be able to be selected. It has to remain an open possibility for every prisoner.

Without entering in the particular case of every detainee, the manager told why they were there (not as



individuals but in percentages). He also talked about some recurrent characteristics (How to keep distance with the target group, how to avoid the most common tricks and traps from prisoners, prevention of risks).

At the end, the rooms have been visited and additional practical questions have been answered.

3. Peer exchange

A peer exchange with members of the training team has helped to reduce the apprehension. The same kind of questions as with the training coordinator have been asked.

4. First course and remediation

During her first face to face course, she had a problem. She made a remark to a learner saying that he did not seem very active in the course. When she left, he insulted her. She told it to the guard who seemed astonished. She was upset by this event and she contacted the training coordinator who decided to organise a meeting with the prisoner. This was not necessary because when she went for her second course, the prisoner gave her apologies and everything was smooth during the course. He had been taught by the other prisoners that his behaviour was unacceptable and apparently he understood it. As a consequence there was no continuation about this incident.

Greta du Velay

<http://velay.greta.fr>

cri@velay.greta.fr

This project has been funded with support from the European Commission. This document 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.