



## **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

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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**

Disadvantaged women prisoners within female prison of Pozzuoli. This Women's offending and imprisonment is closely related to women's poverty. Women offenders typically come from economically and socially disadvantaged segments of society. Major crimes committed by these women are: to push drugs and robbery. Typically, they are young, unemployed, have low levels of education and have dependent children. Many of them have stories of alcohol and substance abuse.

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

We use the approach of diversity management engages as members and workers women in prisons for entrepreneurial activities.  
Our approach is a collect of actions, methods, interventions and services to support disadvantaged women in training programs; the main objective is to facilitate the employment the women prisoners

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

Not applicable

**04 How is the activity funded?**

By public funds  
By private funds  
By the sell of products that we make



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

Assessment  
Participatory planning  
Learning by doing  
Training on the job

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

we choose our methodology

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

Not applicable

**08 Why has this methodology been chosen for this typology of users?**

The our methodology was articulate in a different manners. The main objective was that to encouraging to changing. for this reason very important was been the section dedicated to assessment.

**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**

The programme is structured in 2 main parts.

The first part is an interview with professional guidance, this part is very important because after the interview we decide if the convict has the skill to work with us. During the interview the convicted began to talk about also the crime committed.. During the phase it is very important to explain to convicts that their illegal skills is possible to use in a regular job.

The second part is the training on the job: this part has as objective that to place prisoners in a dynamic of employability by facilitating socialization and communication with others in daily life and its environment (acquisition or reactivation of appropriate behaviours: respecting timetable, adaptation to a



framework, following of instructions given by teachers and trainers, emergence of solidarity practices, teamwork , and development of skills related to employment in a company.

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

All courses is individualized.

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

Yes, it is. Because the duration of the stay is different for each inmate there is the need of a lot of flexibility and we need adaptability during the process. Also depending on the needs of the inmates and of the prison

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

Experts  
Trainers  
Managers  
Users  
A team composed by different figures

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



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

- Social skills
- Employability skills

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

The collaboration is very good, we have a common understanding of the aim and objectives

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

Staff at the prison are numerous and different. So from one guardian to another, the relationship is different. So from one staff to another, the relationship is different. Some guardians are agree with our work, someone no. However exchanges between the two parties are always constructive. It seems that a relationship of trust has been established over time. The manager of the prison is very impressed our results.

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

Yes, we have a protocol and a ethic code.

We have a behaviour protocol describing the roles and responsibilities between of the trainers and convicts and between trainers and prison staff in particular with guards. We don't have a friendship with the guards of prison: for example our cell number is only in the administrative office and only the manager and the chief of guards is possible to call us. Furthermore a certain distance is established between the trainer and trainees, and between the trainer and guards manifested for example by use of "Lei" instead of "tu".

Also we don't make private phone for the prisoner, for example to call the lawyer or their family or send letters for their.



**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?

No, it is a personal approach

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

There are no tools for measuring satisfaction of trainers working in prison.

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

If there is a problem with prisoners we try to find a solution inside the Cooperative, if the problems is very serious we try to find a solution with manager of the prisons and with the chief of guards

**21** 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 two different cases per each typology.

### Pressure from users

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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>
Asking to send a letter without any control from the penitentiary administration..	Refuse without any option.	Entering in a affective relationship
The prisoner received a bad message just before he entered to work	Leave her alone for a few minutes and talk to her after a while. Give her time to think about your conversation.	It can be wrong to ask the prisoner to go to work/study immediately.

### Pressure from colleagues

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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 in 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>





Lack of communication about a difficulty encountered by/with a prisoner	Listening the prisoner explaining his situation. Not formulating any comment before listening to all parts. Looking for all the information available. Verifying that all the information is communicated to all the team.	Discredit a colleague
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### 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
<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>
Not applicable		

### 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>



**VIP: Vocational training in Prison**

**2012-1IT2-GRU06-37734-1**



Not applicable		
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## 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?

a) Sometimes some prisoners are suddenly absent because they have to go to the court or they get a special therapy or they have a visit (family-lawyer) .

Can not be overcome this obstacle because is part of daily routine of the prison.

b) A lack of motivation of prisoners during the work

Solutions:

Showing them that work that they learned will be useful in their everyday life, reminding that the employment perspectives are high in this sector, sending them back to the cell if they make no effort.

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

a. Tools

Cooperation, knowing the perspective, empathy.

b. Competences

Discussing with colleagues about the relationship with prisoners.

Creating moments of exchange with colleagues about the methodology used.

c. Flexibility of relations

Not applicable



- 3) How to improve the relations with:
- a. Penitentiary administration
    - By informing them regularly about the project
    - Cooperating
  - b. Prison staff
    - Respect of the rule of prison
  - c. Convicts
    - Respect the inmates as people
    - Not have a bias against prisoners due to crimes committed
  - d. Colleagues
    - Dialogue and cooperation
  - e. Organisation
- Not applicable

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

I love my work

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