

**Prison, Reintegration, Education. Trainings to support social and labour market
(re)integration of people in or after detention**

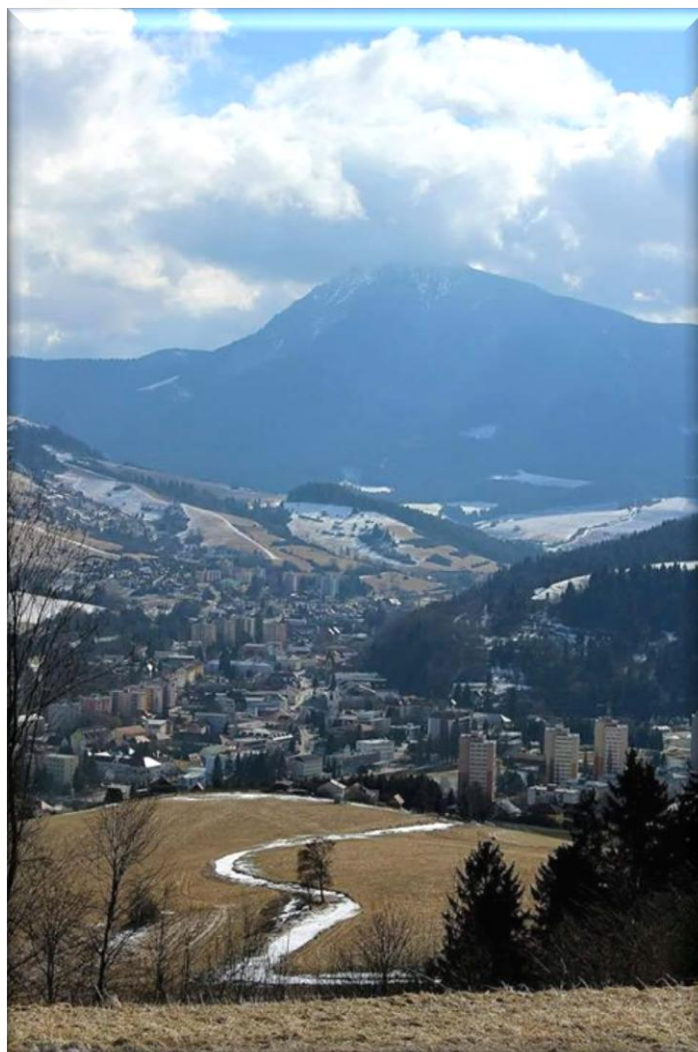
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WORKSHOP BOOKLET

4th international meeting in Dolný Kubín, SLOVAKIA

February 23 and 24, 2017

*Individual customised support: mentoring, individual development/training and learning
paths.*



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1. THE PROGRAMME

Date: February 23 – 24, 2017

Location: J.Ľatliaka 2051/8, Dolný Kubín, Slovakia

1st day: Thursday, February 23, 2017

10:00 – 11:00

Welcome, visit of Edukos, operational issues: programme, deadlines, tasks, administration, etc.

11:00 – 12:00

Case study – the presentation of a living case (an actual client will present his life path from imprisonment to life after release together with the social worker who has been guiding him in this process) giving the opportunity to present the examples of good practices of mentoring/tutoring and individual paths leading from prison to life after release.

Presented by Katarína Trubanová and Ján Podbrežný.

12:00 – 13:00

Lunch

13:00 – 16:00

The presentations of the partner organisations in the topic of individual, customized support; mentoring, individual development/ training and learning paths (O6)

13:00 – 13:30: VSA - individual customised support – Hungary

13:30 - 14:00: Grudas – individual customised support – Lithuania

14:00 – 14:30: Edukos – individual customised support – Slovakia

14:30 – 15:00 coffee break

15:00 – 15:30: Rubikon – individual customised support – the Czech Republic

15:30 – 16:00: Slawek – individual customised support – Poland

16:00 - 16:30: common discussion concerning the preparation of the pedagogical material of O6 (suggestions, comments, deadlines, etc.)

16:30 – 17:00 coffee break

17:00 – 17:30

The summary of the day (analysis, commentaries, suggestions...)

18:00 – 19:00

Common dinner

2nd day: Friday, February 24, 2017

8:00

meeting and departure for the prison in Banská Bystrica

10:00 - 14:00

The visit of the prison in Banská Bystrica (general presentation, relationship with civic organisations, resocialisation programs of the prison, everyday life in the prison, meeting/conversation with detainees,...)

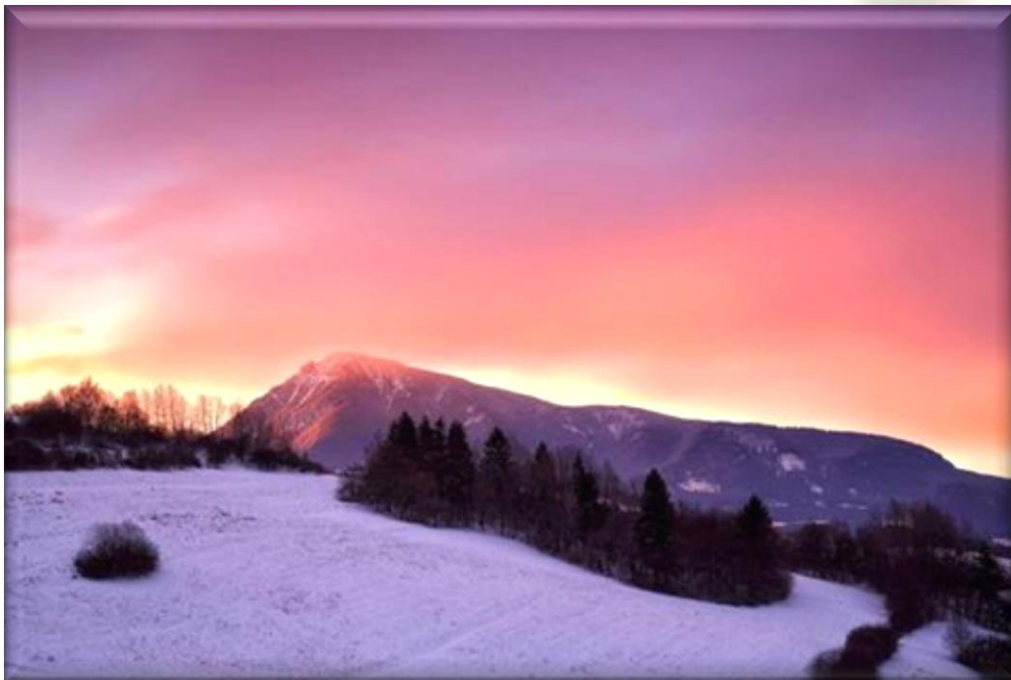
14:00

return to Dolný Kubín

15:30 – 16:30

The final summarisation of the meeting and its evaluation

2. INDIVIDUAL CUSTOMISED SUPPORT: MENTORING, INDIVIDUAL DEVELOPMENT/TRAINING AND LEARNING PATHS



2.1 VALTO-SAV ALAPITVANY

INDIVIDUAL, COSTUMIZED SUPPORT: MENTORING, INDIVIDUAL DEVELOPMENT/TRAINING AND LEARNING PATH

„So if you can establish a good contact with the helper that can help you through everything, literally everything.”

„They could influence me, unintentionally, you know, they just said the things, and I found it interesting, because I liked them and took their advices. And not always advices, because they don't give any a lot of times, we were just talking, and I started to think about myself, like, oh my God, I see thing wrongly. So this was nothing like I imagined, and unintentionally, well I say that they influenced me. But this is a very bad word, but still they did influence me. And I started to change this way...”

(Instalments from interviews with imprisoned and release juveniles)

According to our interpretation helping relationship means when a helper is trying to achieve some changes in the thinking, emotions, acts, behaviour, often even in the values, moral judgement of another person through a human relationship. Helping relationship is aiming to redound the better conformation of the helped person's personality to the environment. The essence of helping relationship is guiding the individual to self-helping.

Helping relationship includes systematic, regular meetings, formation of emotional relation between the two parties, and a unique series of common experiences. Helping is nothing else than inducement for particular actions, changings, moreover, the shaping, refinement of these which is provided by the common experiences.

One of the basic criterions of helping is the creation of favourable atmosphere. The changing process, happening in the helped one, is occurring by the identification with the helper, so at the end the helped person has to find his/her identity, which means a certain degree of identification with someone. The process of identification is a very important recognizance of a helping relationship; the helper's words are important, means a lot to the one needing help. The constructive finishing of a helping relationship is subversed by the decreasing dependency from the helping person. The meetings between the helper and helped is getting rarer and rarer, and happening with bigger and bigger intervals, until the work ends.

The essence of the activity of Váltó-sáv Alapítvány is “throughcare”:

- the relationships already starts in the penal institution
 - starting trust building – after release outside helping resource is the already known organization's helper
 - contact in the prison, before/during/after the release's crisis
 - +after release

Why is helping relationship in penal institutions important?

- already building a human/helping/civil relationship inside the prison world is safe
- earning, solidifying trust
- ensuring continuous emotional safety
- help providing from an accepting community
- presence of external helper resource

=decreasing release crisis, prevention of recidivism

VSA interprets mentoring, coaching and personal caring, case management as the synonyms of helping relations (helping relationship is the “biggest conglomerate”). Helping relationship provides an opportunity for the client to cope with one's own life tasks, so the goal is the development of problem solving and coping capacity. So the basic tasks of the helper are:

- inducting changing
- upholding motivation
- monitoring of both.

From another approach Personal caring, guidance, and development are the methods of the personal, continuous concerning about the target group, which provide an opportunity for shaping a psychological, mental, ethical self-control for recidivism, so for the prevention of committing new crimes.

Tasks of helping relationship/helper in details:

- psycho-social handling, caring of personal problems
- mental hygiene service, psychical caring
- conscious support of the development, changing of the client

- secure support in crisis
- information-flowing from the outside world, its goal is preparation for release (under detention)
- representation of interests, advocacy (e.g. towards the organization's staff)
- helping in wording, exploring, processing problems
- conscious recognition and applying of one's own skills and knowledge
- feedback for the actual situation
- confirmation in (positive) decisions, positive confirmations
- contact keeping, cooperating with relevant professionals
- helping of relatives, family members
- supplying administrative duties
- social administration
- talking of the future – realistic – plans (planning, shaping/development of future-orientated thinking)
- support of forming a individual life style which compliance with the majority society's value and norm system.

To sum it up: the goal is forming the skills of self-helping, individual solution of one's own life problems, so the widening/development of communicational, conflict management, problem solving repertoire.



2.2. GARSTYCIOS GRUDAS

TEACHING/LEARNING TO FORGIVE MORAL EDUCATION MENTORING MODEL SUMMARY

1. INTRODUCTION

1.1. Mentoring is:

- long-term cooperation, without financial reward - voluntary basis,
- based on a pre-defined plan with a specific content:
 - which satisfies the personal growth / development needs;
 - helps to reveal the full potential;
 - have benefits for mentor and learner.

1.2. Participants and requirements for them

1.2.1. Mentoring model coordinator

The implementation of mentoring model needs a coordinator - the person who assumes responsibility for the implementation of the mentoring process. Confidentiality and secrecy are very important factors. The coordinator is obliged to maintain some secrecy during and after.

1.2.2. Learner and requirements for him

A learner is a sentenced person and / or a person returned from prison, having problems with unforgiveness after he suffered any disadvantage toward his own and as a result inside himself he supports unforgiveness, malice, revenge, hatred, frustration and so on.

1.2.3. Mentor and requirements for him

A mentor is a person who helps learner to discover self-confidence. This is a person who helps to understand that despite the dark of the night, in the morning you will meet success. He is a person who helps to know that your side, which often is unknown for us.

1.3. Relevance

Forgiveness phenomenon studies show a positive impact on the dismissal of the moral values of education, psychological well-being, socialization process.

The researchers explained that the victims, who forgive his oppressors, recover much faster psychologically and physically. For respondents groups that have been the ones who are ready to forgive and forgave the healing process went quickly, and they heal completely.

2. AIM

1. To help a person to escape from unpleasant emotions and **return control to external and internal life.**

2. The purpose of teaching to forgive is to develop proper moral values, improve psychological state, **to facilitate the process of socialization.**

3. PERSONS OF TARGET GROUP

The convicts and persons released from detention facilities. The method is intended for use in a fully enclosed institutions (in prison).

4. THE COMPETENCES ACQUIRING IN TRAINING

Interpersonal, intercultural, social and civic competences

5. TRAINING METHODS

5.1. Individual consultation

In forgiveness process is an important motive - why you need to forgive.

Many people believe that if they forgive the oppressor, this will support its cruelty or afflict himself, or will offend the dead victims. An important understanding and knowing that the to forgive - it does not mean to agree with the violent behavior of the crime. We need to forgive for our own sake, for our health, our inner peace, for our emotional liberation from a painful past. Not to forgive - means to decide to continue to feel resentment, to suffer, to be sick, to live in the past.

We can forgive in spite of the fact that we do not feel the forgiveness inside of us.

Forgiveness is not a feeling - it will act.

To forgive does not mean to justify the behavior of the offender.

Forgiveness and trust are two different things. To forgive does not mean to trust the offender. **Forgiveness is not freeing from liability.** Many people think that if you forgive the oppressor, he easy will get away from punishment. I suggest you not to focus on this mind. We cannot exempt from liability nobody, it is not in our forces. Only God always and anywhere may request somebody's responsibility.

Wrong reaction in general is no better than the wrong behavior.

However, **some people will never forget and does not forgive** - they remain permanently disadvantaged - victims sinking in sin.

5.2. Practical tasks

According to family therapist T. D. Hargrave during forgiveness process model we will use four intermediate stations.

A mentor should be involved in the practical tasks implementation, filling tables - answering questions. In this case, the learner will feel supported and whenever able to seek for help at the uncertainty.

REHABILITATION

I. Topic: "An attempt to understand the situation of being hurt".

II. Topic: "Understanding and identification with the offender".

FORGIVENESS

III. Topic: "Reward enabling "

IV. Topic: " Open forgiveness act ".

Individual tasks with a mentor - "**Rehearsing of forgiveness act**"

Individual tasks with a mentor - "**Implementation of forgiveness act plan.**"

After convicted person is released to freedom, the mentor should:

- keep in contact with learners;
- to maintain the motivation to implement the forgiveness act in practice;
- strengthen his decision to forgive and to live free from the heavy burden that oppressed him till now.

A mentor should help the learner:

- to find where the offender lives;
- to contact with the offender and make an appointment;
- to plan the whole scenario and plan from leaving the house toll return to the house;
- by learner's request, can go with him to the offender, to maintain him, to help if the circumstances will turn unexpected direction.

After the forgiveness act implementation, regardless of how it succeeded, mentor with the learners should to discuss the process and its results.



2.1. KIC EDUKOS

Individual support of the (ex)convicts

Individual work with (ex)convicts is done inside as well as outside prison. Outside prison the clients are either ex-convicts release from prison or convicts serving an alternative sentence. **The support of convicts** inside prisons is possible within the framework of the cooperation with the prison staff in the so-called preparation for release departments or at the request of the client himself – mainly in writing.

Individual support of clients outside prisons

The support is based on the individual needs of the client. It is provided by a social worker, psychologist, external lawyer or volunteer. It is implemented in the following forms:

- Counselling;
- Development of social competences;
- Individual guidance;
- Cooperation with the social guardians of the Office of labour, social affairs and family (ÚPSVaR), or probation and mediation workers if the convict is sentenced to probation supervision.

The most commonly used forms of **counselling** in terms of the problems that concern (ex)convicts, are psychological counselling, counselling in the area of debt management, social-legal counselling in job search and carrier counselling.

In the framework of individual support it is suitable to develop various **skills** in the clients which will help them in the process of reintegration into life after release. These skills may be new to them or they may have lost them due to the imprisonment experience:

- the development or exercise of social skills – communication, assertivity, personal job interview, critical situations;
- the development and exercise of skills of written and phone contact – advertisements, formulation of written application for potential employers, phone job interview;
- the development and exercise of electronic communication skills – PC literacy, using the internet;

A common problem is insufficient financial literacy and indebtedness of the clients. The objective here is to teach the clients to plan their personal finances, use them effectively, manage their personal budget as well as ways of avoiding indebtedness, possibilities of solving indebtedness, mapping of debts, ways of communication with the creditors and the legal framework of executions.

The education of (ex)convicts in the area of financial literacy can be summarised in two main areas:

- *Household economics* – life securities and money, value scale (health, family, accommodation), income and work, payments and the financial market.
- *Indebtedness and counselling* - healthy and unhealthy indebtedness, the causes of indebtedness, kinds of obligations, the ability to discern creditors, types of debts and the consequences of non-payment.

In the framework of the cooperation with **the social guardians of the Labour office and the probation and mediation officers (PMO)** individual guidance is done in two forms:

- the social guardians of the Labour office and the PMOs inform the client about the possibility to obtain help through EDUKOS, then it is up to the client to use this opportunity;
- the social guardians of the Labour office turn to EDUKOS with a request to cooperate in case of problematic clients (the provided service includes especially help in procuring basic documents, application, social benefits, job search, solving problems with accommodation and family, etc.)

The individual support of clients in prisons

The individual support of convicts in prison is done in the framework of the preparation for release department where the convicts are prepared for their release in cooperation with other institution in a period of cca 6 months. Non-governmental organisations are also involved in this process. EDUKOS has agreements on cooperation with certain prisons and remand centers in the region (Banská Bystrica, Žilina, Ružomberok).

Individual support is provided in the form of counselling and development of social skills (development and exercise of social skills, writing and phoning skills, skills of electronic communication).

An example of an effective comprehensive help for the convicts is the booklet „Steps to a successful return“ that EDUKOS created and distributed to all prisons and remand centers in Slovakia. The booklet is focused on responsible behaviour and preparation for release from prison. The information of the booklet are divided into 3 parts:

- Entering the prison – basic information and warnings about what not to forget or complete so that the problem will not get worse (suspension of trade, dealing with one’s obligations – alimony, debts, etc.)
- Preparation for release – important documents, accommodation, job search, travel and clothing;
- First steps after release – official authorities, community, accommodation, important contact information;

The result of the distribution of the booklet was an increased interest in getting help after release from the non-governmental organisation.

Involvement of volunteers in providing individual support

Individuálna podpora odsúdených je realizovaná prostredníctvom dobrovoľníkov, ktorými sú najmä:

The individual support of (ex)convicts is done with the help of volunteers who are especially:

- Students of humanistic field, especially social work (or others e.g. anragogy, sociology, psychology);
- The registered unemployed with an adequate level of education;

Their preparation before the beginning of the actual work with the (ex)convicts is very important. They attend the course Mentor (students – 40 hours – preparation for work under the supervision of a social worker) or Tutor (adults – 100 hours – preparation for independent work). The course is focused on the system and specificities of social work with (ex)convicts, the methods and techniques of work with them. The content of the courses:

1. Penal law and the context of work of the assistant of a social worker in penal justice;
2. Tutor/mentor as guide of the client;
3. The description of the community in demographic and social terms;
4. Problematic clients and the skills necessary for working with them;

2.2. RUBIKON CENTRUM

Roma, Reintegration and Peer Mentoring

Roma mentoring

Roma mentoring is implemented and provided by NGO RUBIKON Centrum in co-operation with the Czech Probation and Mediation Service (PMS).

Idea - Roma mentoring is intended for members of the Roma minority who have received and serve alternative sentence or measure (e.g. community service sentence, conditional sentence with supervision) and are therefore clients of the Czech Probation and Mediation Service (PMS). Aim of the scheme is to encourage clients to fulfill obligations related to serving the alternative sentence (measure) and to lower risks of re-offending and social exclusion. The scheme improves effective work with clients as it increases their legal awareness and ability to make informed decisions. The Mentor method is based on the inclusion of community in the process of offenders' social reintegration. The mentoring service is provided by Roma mentor: trained layman, an adult from the Roma community who has expressed an interest in helping other Roma.

Implementation - Roma mentoring is **provided by Roma mentor** (*further we will use the term "mentor (he)" meaning both mentor-man and mentor-woman*): an adult from the Roma community who has expressed an interest in helping other Roma. **Mentors are chosen, trained and employed by RUBIKON Centrum.** Mentor is not a professional – he is a trained layman who graduated Mentor training by RUBIKON Centrum lasting 100 hours (60 hrs. of theory + 40 hrs. of practices)

Most common mentors' tasks:

- Encouraging clients to fulfill obligations related to serving the alternative sentence (measure).
- Giving information about obligations ensuing from the sentence (measure) imposed and about the consequences of failing to fulfill them.
- House calls to clients.

- Assisting and supporting clients in their search for jobs, homes etc.
- Linking clients with other providers of professional services in the region.
- Accompanying clients to the PMS center.
- Assisting clients in communicating with the authorities.
- Assisting in settling debts (e.g. through repayment schedules).
- Helping the PMS to understand the Roma community.
- Co-operation with community service providers.

Most common cases in which is the scheme used

The PMS requests mentoring assistance for clients:

- who have **difficulty co-operating** with the PMS or fail to respond to the PMS' call altogether. In such cases, clients may have alternative sentences or measures changed to imprisonment. Therefore, the mentoring service is seen as the client's last resort, allowing him to get an explanation of what might happen and how he could avert the situation from someone with the same language and cultural background.
- with established contact with a probation officer who have **difficulty complying with the alternative sentence** rules or other conditions set by the court or public prosecutor.
- who do co-operate but **face a very high risk of social exclusion**. This includes, for instance, long-term unemployed clients, clients residing in socially excluded areas, juveniles, etc.
- PMS staff also uses mentors when supervision by a probation officer is imposed under Act No. 218/2003 Coll. (Juvenile Justice Act).

Key aspects - Corner-stone of Roma mentoring is the participation of the members of the same (Roma) community in providing of the service. The success of the scheme is based on cultural, language and ethnic closeness between mentor and his client.

Reintegration and Peer Mentoring

Reintegration and Peer Mentoring is partly based on principles of Roma Mentoring and on experiences with its realization.

The aims of Reintegration and Peer Mentoring is to assist people with criminal records in their acute difficult situation when they need a quick social stabilization and subsequent connection to work and debt counseling provided by the organization RUBIKON Centrum. Mentors are trained lay people who represent a significant psychological support and assistance for clients. The needs of clients are connected particularly to the dealing with problems arising after return to the freedom. Cooperation between the mentor and the client is based on an informal relationship. The client can ask for help in matters of employment, debt and housing, or he can also ask for support during visits of an authority and various institutions or professionals. Several of our mentors are former clients who have the experience of dealing with release. We call the mentors who, were previous clients and cross their Rubicon, PEER MENTORS. This practice became successful since the mentors and clients have similar life experience and peer mentors can better understand the situation of new clients, they can effectively motivate them and they can be "live" example and role model. The Peer Mentoring came out from the idea of so-called "Expert by experience". It also fulfils one of the objectives of the organization RUBIKON Centrum which is to involve our clients into our activities. We pay attention to the quality of provided services, therefore our mentors even our peer mentors have to complete training and pass the final exams.



2.3. SLAWEK FOUNDATION

The Slawek Foundation in: O6 - Individual, customized support: Mentoring, individual development / training and learning paths operate in two ways: some people come to us during sentence, there are also those who come for help after release. It also happens that somebody from the family of inmate comes in for help. General aim of our individual work with convicts is to helping with problem solving and inspire to thinking about future after release. Each participant have own baseline, history and troubles. We try to helping them in every sphere. Individual work mean familiarization with participant, diagnosis of his or her needs and depending on this needs provide them with adequate support. Usually, our „adventure” with the beneficiary begins even when he or she takes a penalty. We prepare him to leave the prison walls and live in the wild in a individual way. We are approaching to this process holistically - we support not only the convict but also his family. Our offer is rich in various activities aimed preparation for release. Described activities are dedicated to each one who want and need help.

During sentence we propose:

- **Individual conversation** - Representatives of the Foundation, after receiving a signal of willingness to talk individually, reported by prisoners, conduct a conversation in a cell or other discrete place designated by the administration, offering advice, and while ensuring confidentiality. This is very important for the psyche of prisoners - helps them maintain mental balance. Sometimes convict does not have a family or friends and it mean that he or her does not have a close people which can support him or her in troubles. It has an another benefits - it happens that convict has no dialogue skills and this program fulfil a learning functions in this area. The administration units should ensure the possibility of discrete personal interview in a cell or a separate room, without the involvement of third parties, and freedom of movement of representatives of the Foundation in the unit. They should also be in constant contact with the Foundation and report every meeting need. It is necessary for the implementation of the program element. One meeting usually takes 1-1.5h.

Volunteers and co-workers help us in realisation of this program. Person which begin talks with convict „travelling” with him or her - it means that even convict change penitentiary unit our worker try to visit him and be in touch with him all time he need.

After release we propose:

- **Coaching for prisoners** - We work with people who come to freedom and seek support and work. We meet with qualified Coaches which diagnosis beneficiary job preferences and abilities. Coach does not only support the beneficiary in the entire process of job search, job interviews and start of working, what's important coach supports a person in the first days of work helping himself/herself to find in a new situation. Mediates between employers and potential employees creating employee-employer relationship. In this project we do not only write CVs and cover letters or improve techniques of self-presentation, but in mutual partnership relationship coach - the beneficiary allow anyone to explore their own, new ways of self-realization. They also can discover their interests and ways to develop of them. We assist in the job search process and give feedback on the errors in the proceedings. We monitor the beneficiary's situation by contacting with him and his employer.

Individual meetings with Coach are series of minimum 5-8 meets (mostly it depends on intensity and activity of participants). Maximal number of meets is not specified - it depends on needs. It is necessary to examine the initial needs, skills and resources - we use to it necessary, adequate tools and questionnaires. Optimal number of participants for one trainer is 10-15 people.

- **First steps on freedom** - It is an original project within which we send experts and trainers to the prisons. They host classes and workshops. Among the professionals are eg. psychologist, lawyer, career counselor, coach or other person in accordance with the needs of those to whom we follow the project. In situation where the group consists of people who will come out soon on freedom, we help to improve techniques of self-presentation, advise how to look for job and conduct training on effective methods of job search. When the group consists of people who have a problem with substance abuse, among professionals are addiction experts. Sometimes we helping with law-troubles - predominatingly these are problems with maintenance and parental rights.

Classes for the entire group in the penitentiary unit of the First Steps at Freedom program are a series of several meetings for each of the professionals. The intensity of these activities depends on the number of meetings. Optimal number of participants for one trainer is 10-15 people. Experts are people which are employed from the outside. They receive remuneration for consultations conducted within the program.

