

GUIDE FOR NON-FORMAL EDUCATION WITH CONVICTS



SOCIAL ALTERNATIVES ASSOCIATION

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# **GUIDE FOR NON-FORMAL EDUCATION WITH CONVICTS**



## JUSTIFICATION

The penitentiary represents not only a detention space where the persons are serving a prison sentence but it also has a re-education role for an adequate social and professional reinsertion of convicts aiming to prevent relapse.

According to the Ministries Committee of the European Council Recommendation R (89) 12/13.10.1989, every convict must have access to education: this education must include basic education, professional training, creative and cultural activities, sports, social education and access to a library. At the same time, it mentions that the education within the penitentiary should be made by taking into consideration the entire person's development, her social, economic and cultural background. The importance of creative and cultural activities is emphasized due to the fact they offer to imprisoned persons special opportunities to evolve and to express themselves, whilst the social education based on practical elements allows prisoners to manage their daily life in penitentiary as premises for their future reinsertion back into society.

The education of the persons serving a prison sentence must be guided by the characteristics and principles of adults' education and by the effects of the freedom privation, and of the detention in general. Detention has some general negative effects such as depersonalization, institutionalization, de-socialization, etc. and some negative effects specific to each individual such as: a low level of education, focusing difficulties, weak communication and relationship skills, high level of irritability, poor anger management etc.

All these issues mostly justify the benefits of the non-formal education within the penitentiary environment, education that has as a main role the creative organization of the leisure time for the convicts and the development of autonomy abilities and skills that will increase the chances for the social and professional reinsertion.



## SUMMARY

- I.           Introductory activities
- II.          Self-knowledge and knowing-the-others activities
- III.        Games and relaxing activities
- IV.        Cultural and learning activities
- V.          Socialization activities
- VI.        Practical activities for work and life
- VII.       Autonomy development activities
- VIII.       Conclusions
- IX.        Bibliography



## I.

## I. INTRODUCTIVE ACTIVITIES

The **introductory activities** that we suggest aim to familiarize convicts with the techniques and rules specific for group working and with general terms about learning and education.

**Activity 1: WORKING IN GROUP**

Goal: To familiarize with the main rules of group working

Objectives:

- O1. To define group concept;
- O2. To explain the advantages of group working;
- O3. To realize their own set of group working rules;
- O4. To work in a group respecting the communication rules.

Materials: flipchart / blackboard, markers / chalk, drawing boards or slides with rules of group working, paper or notebooks and writing tools, Card with RULES OF GROUP WORKING.

Time: 1 h

Activity Description:

1. The group moderator asks the participants to offer examples of group types and after discussing a group definition emerge.

**The group is an ensemble made up of two or more people who develop a joint activity having the same goal and following the same rules.**

3. Open discussion about the advantages and disadvantages of the group working.
4. The participants are been asked to say what rules should be respected in a group like theirs. All opinions are written on flipchart and the group discuss its. At the end, the moderator can present a Card with the following RULES OF GROUP WORKING..

1. *All group members are equals.*
2. *All group members are sitting on chairs arranged in circle.*
3. *Every group members maintain a decent attitude (position on the chair, gesture, etc.)*
4. *Every group members are using an adequate language.*
5. *Each group member has the right to an opinion.*
6. *Group members have the possibility to express freely their opinions.*
7. *We speak one at a time and we raise hand to sign up.*
8. *Every group member listens without humiliating or irony.*
9. *Every group member respects the others' opinions.*
10. *We criticize only the ideas not the persons.*
11. *Every group members participate actively to the activities.*
12. *Every group members realise the exercise.*
13. *We discuss in group only the proposed subjects.*

**Activity 2: NON-FORMAL EDUCATION VERSUS FORMAL EDUCATION**

Goal: To familiarize with the concept of non-formal education

Objectives:

- O1. To explain the difference between formal education and non-formal education;
- O2. To work in group respecting the communication rules.

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Materials: flipchart / blackboard, markers / chalk, drawing boards or slides with definitions and characteristics of formal and non-formal education, paper or notebooks and writing tools. Time: 1 h

### Activity Description:

1. Informal group discussion about formal and non-formal education; definitions and characteristics using the drawing boards or slides;

**Formal education** is organized education – from primary school to university level – that includes specialized programs of professional and technical training and that are developing in schools or other educational institutions based on official programs after which participants receive certificates and diplomas.

### Characteristics of formal education:

- Compulsory up to a certain level
- Institutionalized and based on school cycles hierarchy
- Chronologically graded
- Organized and guided by an authority from a ministerial level
- Passing from one level to another includes going through a compulsory curriculum, mainly imposed
- The teacher represents the central authority
- Teacher-student relationship is formal

**Non-formal education** represents any planned personal or social educational program conceived in order to improve certain proficiencies outside the formal curriculum, using educational activities not included in the formal educational system and developed by different educational institutions.

### Characteristics of non-formal education:

- Voluntary, based on involvement of both individual as well as of the group; stimulates forming of human relations
- Develops in various contexts and includes a learning frame, a structure, and a flexible context
- Participative and focused on the learning person
- Follows certain educational activities but is focused on life skills and training for active citizenship
- Holistic and oriented towards the process; based more on experience and action, having as starting point participants' needs
- Values direct experience, authority being chosen instead of imposed

2. **EXERCISE** – Discuss about what is *Truth* and *False* regarding non-formal education. Write all opinions on a sheet on flipchart using two columns. Confront the list obtained with the table below.

TRUTH	FALSE
1. <i>Non-formal education is formative</i>	1. <i>Non-formal education does not include evaluation</i>
2. <i>In non-formal education information are being</i>	2. <i>Non-formal education does not require an</i>

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<i>transmitted</i>	<i>organized framework</i>
<i>3. Non-formal education is based on active and participative methods</i>	<i>3. The participants are under the subordination of the trainer</i>
<i>4. Participants may sit during the activities</i>	<i>4. Non-formal education is only about playing, not about learning</i>
<i>5. In a non-formal educational process participants can interrupt the trainer in order to ask questions or to clarify certain aspects</i>	<i>5. Non-formal education does not use explicatory and presentation methods</i>
<i>6. Non-formal education exists in schools, too</i>	<i>6. Mistakes must be sanctioned, punished</i>
<i>7. Initial plan of the training can be modified according to the reactions of the participants</i>	<i>7. Participants may, at any time, make jokes on their colleagues, trainer, etc.</i>
<i>8. Passing from one learning phase to another will take place, in a non-formal education, only after the completion of their tasks by the participants</i>	<i>8. Non-formal education must be coordinated at a central level by the Ministry</i>
<i>9. Participants may call the trainer by his/her name</i>	<i>9. In non-formal education there is no interest in what each participant has learned</i>
<i>10. Non-formal education is about feeling free to say what you think</i>	<i>10. Education is a one-way directed process: from trainer to participants.</i>

*(„Creative Methods used in Youth Activities” – Training material conceived by Life Foundation – Resources and Information Centre for Organizations)*

### Activity 3: LEARNING STYLES

Goal: To analyze the personal learning style

Objectives:

O1. To describe different learning styles;

O2. To analyze their own personal learning style using the questionnaire below;

Materials: flipchart / blackboard, markers / chalk, the Learning Styles Questionnaire, paper or notebooks, and writing tools

Time: 1 h

Activity Description:

1. The exercise *The Snake of the personal learning experience*. Participants receive a paper and a pencil and they are been ask to stipple a snake. The educator explains that on the snake they will have to note their personal learning experiences/situations that had a strong positive or negative impact on them. The participants have 3-5 minutes to complete with the task. The educator divide the group in subgroups of 3 – 6 persons every participant will have to describe and explain to the small group one situation of positive learning and one of negative learning that had a profound impact on him/her. After this task is completed, each subgroup puts together a list of positive and one of negative personal learning experiences. The lists are been placed on sight and discussed in the large group.
2. The participants will fill-in The Learning Styles Questionnaire in order to identify their personal learning style. The educator explains the particularities of each learning style: Active, Reflexive, Theoretical, and Pragmatic.

### Learning Styles Questionnaire<sup>1</sup>

Read the assertions and score it according to instructions. Transfer the score for each position of the cycle in the diagram and draw a line uniting the dots. The longest axis from the picture you obtain indicates your favourite learning style. Completing the questionnaire does not require a specific limit of time. A right answer is only an honest answer. There are no wrong answers. If you agree with the assertion, score it with “0”. If you do not, mark it with “X”.

1. I have firm opinions about what is good, what is wrong, about what is correct, and what is incorrect.
2. I often act without thinking of possible consequences.
3. I tend to solve problems systematically.
4. I consider that formal procedures limit people's freedom to act.
5. I have the reputation of a person who speaks loud, simple, and direct of what I think.
6. I realize acts based on intuition are as valid as those based on analytical thinking are.
7. I like activities that allow me to prepare and implement in a thorough manner.
8. I question people all the time about their fundamental premises.
9. What counts the most is whether a particular thing has a practical applicability.
10. I am actively looking for new experiences.
11. When I hear of a new idea or approach, I start to think how I can put it in practice.
12. I very much like self-discipline; for example I am careful about what I eat, I do daily exercises, I respect a strictly program.
13. I am proud when I accomplish something perfectly.
14. I get along much better with logical, analytical persons than with people who are spontaneous, “irrational”.
15. I am very preoccupied for the interpretation of data that I have access to and I avoid jumping into conclusions.
16. I like to take a decision only after thinking carefully and studying all alternatives.
17. I am attracted to new and unusual ideas, rather than to those with practical applicability.
18. I prefer to classify things in known patterns.
19. I accept and obey procedures and policies for as long as I consider it makes work more efficient.
20. I like to relate my actions to a general principal.
21. During discussions I prefer to be exact and on the topic.
22. I tend to have rather distant relationships rather than informal relationships with my colleagues.
23. I like the challenge of new or different things.
24. I like spontaneous, funny people.
25. I pay great attention to details before concluding over something.
26. It seems difficult to come up with crazy ideas.
27. I do not believe in wasting time around the same issue.
28. I am careful not to jump to conclusions too easily.
29. I prefer to have as many sources of information as possible.
30. Unserious people that do not take things seriously irritate me.
31. I always listen others points of view before saying my own.

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<sup>1</sup> P. Honey and A. Munford (1929) - the Manual of Learning Styles, Peter Honey

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32. I tend to be opened about how I feel.
33. During discussions, I like to watch others talk.
34. I prefer to react to events spontaneously and with flexibility than to prepare thoroughly for it.
35. I tend to be attracted to techniques such as contingency plans, graphics, and analysis.
36. I am worried in case I have to prepare a paper, if I have a dead line too short.
37. I tend to judge people's ideas on its applicability.
38. Calm, quite people make me feel uncomfortable.
39. People who rush things irritate me.
40. It is more important to enjoy the present than to think of the past or of the future.
41. I think decisions based on thorough analysis are better than those based on intuition are.
42. I tend to be perfectionist.
43. During discussions, I usually catch momentary ideas.
44. During meetings, I emphasize practical and realistic ideas.
45. Very often, the rules are been made to be broken.
46. I prefer to stay on the side and think of all considerations.
47. I often see inconsistencies and weaknesses in other people's ideas.
48. I talk more than I listen.
49. I usually can find better and more practical ways to solve a problem.
50. I think written reports must be concise and to the point.
51. I think rational logic thinking must come first.
52. I have the tendency to be attracted in a relationship to concrete problems than to engage in social discussions.
53. I like the people who see things realistically and not theoretically.
54. During a discussion, I lose my patience when irrelevant things are discussing.
55. When I have to write a report, I usually draft it many times before editing the final version.
56. I am enthusiastic about trying something to see if it is practical.
57. I like it when the solutions to problems are been reached logically.
58. I like it to be me who talks the most.
59. During a discussion, I often realize I am the realistic one, bringing the people to the point and avoiding speculations.
60. Before making a decision I like to think of many alternatives.
61. During a discussion, I often realize I am the most rational and objective of all.
62. I usually prefer not to be noticed, not to have control, and not to talk too much.
63. I like it when I can fit my current activities in the long-term plans.
64. When something goes wrong, I am satisfied with lifting my shoulders and count it as experience.
65. I have the tendency to reject spontaneous ideas on the count of its inapplicability.
66. It is better to think thoroughly before acting.
67. Usually I am a better listener than talker is.
68. I have the tendency to be harsh with those who find it difficult to be logical.
69. Most of the times I think the goal justify the means.
70. I do not mind hearting other people's feelings for as long as I get things working.
71. I find it suffocating to work according to formal and specific plans.
72. I am usually the heart of the party.
73. I do anything necessary to accomplish my work.
74. Methodical and through work bores me very quickly.



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75. I like to analyze fundamental premises, principals and theories on which are based different things and events.
76. I am always interested on what people think.
77. I like sessions conducted methodically and respecting the agenda.
78. I avoid subjective and doubtful aspects.
79. I like crises with its agitation and dramas.
80. People often consider I am insensitive to other's feelings.

### Score

Give one point to each assertion you marked with "O". The ones marked with "X" do not get any points. **Indicate on the list below the assertions marked with "O".**

2	7	1	5
4	13	3	9
6	15	8	11
10	16	12	19
17	25	14	21
23	28	18	27
24	29	20	35
32	31	22	37
34	33	26	44
38	36	30	49
40	39	42	50
43	41	47	53
45	46	51	54
48	52	57	56
58	55	61	59
64	60	63	65
71	62	68	69
72	66	75	70
74	67	77	73
79	76	78	80

Active

Reflexive

Theoretician

Pragmatic

## 4. EXPERIENTIAL LEARNING AS PREMISE FOR NON-FORMAL EDUCATION

Goal: To understand the mechanism of experiential learning;

Objectives:

O1. To define experiential learning;

O2. To exemplify experiential learning;

Materials: flipchart / blackboard, markers / chalk, drawing boards or slides with The Model of Experiential Learning, paper or notebook and writing tools.

Time: 1 h

Activity Description:

1. The definition and phases of experiential learning are presented to the group based on the model, and open discussions are realised for each model phase.

**Experiential learning is learning from experiences.**

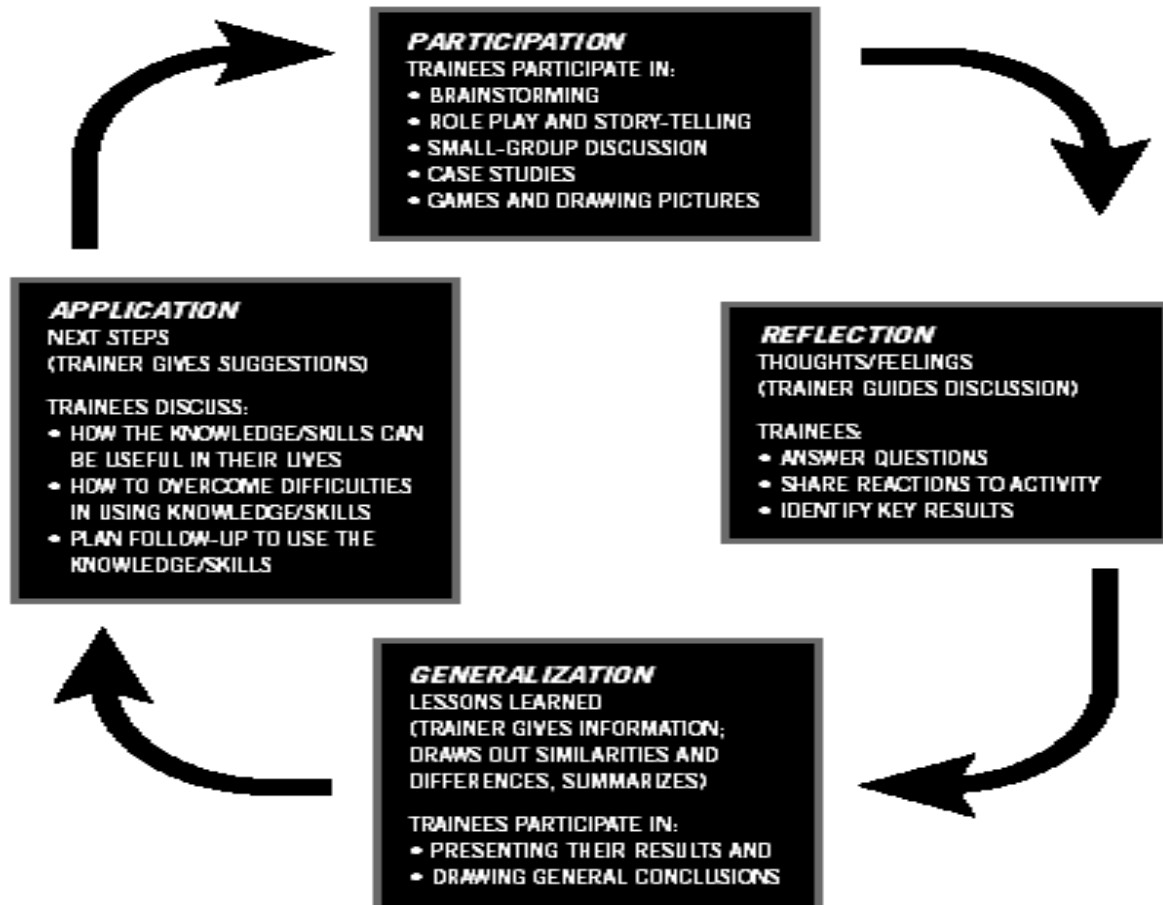
Experiential learning characteristics:

- Has a flexible structure for group learning and exercises inspired from real experiences
- The trainer has as main responsibility the creation of an adequate environment for the learning process (stimulating, efficient, relevant)
- Participants develop the learning process individually and undertake responsibility for it
- Includes engaging in an activity, critical overview of the mentioned activity, extraction of the conclusions, and applying the results in a practical situation

### Experiential learning Model:

#### **DIRECT EXPERIENCE**

(TRAINER INTRODUCES THE ACTIVITY/EXERCISE AND EXPLAINS HOW TO DO IT)



2. Open discussion about the importance and utility of experiential learning.
3. The exercise *The Axis Pro / Con* – The educator asks the participants to imagine one axis between the two extremes (TOTAL PRO and TOTAL CON). Participants will have to place themselves on this imaginary axis according to their personal beliefs related to the experiential learning utility; the more they agree/disagree they will have to place themselves closer to one of the extremes.

## **II. Self-knowledge and knowing-the-others activities**

The **self-knowledge and knowing-the-others activities** are exercises and games organized individual or in small groups of 4 – 20 people, having as a main purpose the better self-knowledge and/or the better knowledge of the others.

We recommend including it in a non-formal education program with convicts because these type of activities contribute to the optimisation of relationships and prevention of eventual conflicts within the penitentiary by developing to the participants prosociale attitudes like understanding, tolerance, acceptance, etc.

Depending on the moment or the duration allocated, these types of activities can be organized as simple introductory or final exercises within other sessions or discussion themes, or as simple entertainment sequences.

Examples:

1. **„I am ... and I like to eat .../ read .../ wear .../ etc.”**

Goal: To optimize self-knowledge and/or knowledge of the others

Objectives:

O1. To express in group personal preferences related to food, clothes, interests;

O2. To listen the other personal preferences;

Materials: - not needed

Time: ½ h – 1 h

Activity Description: the participants are sitting on chairs arranged in circle and each one of them must say their name and food/book etc. they prefer. If the group is quite new, the participants can be asked to repeat before speaking about him/her what the others said in order to memorise more and accurate information about the others.

The complexity level of the exercise can be increased by asking the participants to explain in details their preferences (*Why do you like it? When did you eat/read/wear it first time? Tell a funny story related to you preference! Etc.*) or to say their first 3 preferences.

**Alternative:** „If I'll be an animal I'll be ... because ...”

2. **„Name-adjective”**

Goal: To optimize self-knowledge and/or knowledge of the others

Objectives:

O1. To identify the characteristics of their personality;

O2. To listen others opinions;

Materials: not needed

Time: ½ h – 1 h

Activity Description: Participants are sitting on chairs arranged in circle and each one of them must say his name and an adjective that represents him and begin with the same letter as his name (e.g. Felix - faithful).

*Alternative: The participants can be asked to say their name and 3 qualities and explain in details their choices like in the above example.*

3. **„Personal Advertising”**

Goal: To optimize self-knowledge and/or knowledge of others and to develop creativity

Objectives:

O1. To create an advertisement for their own person;

O2. To evaluate and to critic positively the others advertisements;

Materials: flipchart sheets, markers, colours, paintbrushes or any other materials

Time: ½ h – 1 h

Activity Description: each participant will have to create an advertisement of their own person in 15 minutes and to present it to the large group as much as creative. This can be organized as a contest also.

#### 4. „Self-portrait”

Goal: To optimize self-knowledge and/or knowledge of others and to develop creativity

Objectives:

O1. To build their self-portrait

O2. To evaluate and to critic positively the others self-portraits;

Materials: flipchart sheets, markers, colours

Time: ½ h – 1 h

Activity Description: each participant will have to draw his/her face, portrait and then to discuss in large group answering questions like – Are the eyes opened or the look is turned away? Why? Is the smile/sadness has reasons in reality also? If you look at this portrait, do you recognize yourself? Is this self-portrait represents yourself? Etc.

*Alternative: It can be realised “Self-portrait in group” – each participants draw the self-portrait, the moderator presents one at the time these self-portraits and the group members have to answer to the questions above. The participants can be asked to identify the persons who created the self-portrait.*

#### 5. “Who am I?”

Goal: To optimize self-knowledge and/or knowledge of others and to develop creativity

Objectives:

O1: To express thoughts and feelings about personal problems;

O2: To discuss in-group about these thoughts and feelings;

Materials: Working Card for participants “Who am I?” pencils, blackboard, chalk, paper.

Time 1 h

Activity Description:

1. The participants are been ask to answer honestly and to fill-in the card “Who am I?”
2. After the participants filled-in the card, each one of them will describe one of the preferred qualities; the educator on a flipchart sheet/blackboard notes these qualities. If repetition appears these ones are been note with lines in order to underline how many participants prefer that quality.
3. An open discussion is realised related to following type of questions: Was it hard to answer the questions from the card? Explain; did you feel uncomfortable? Was it hard to write positive things about yourself even knowing that nobody will read you answer? Explain; what do you think about making some time to think on our qualities? Do we admire also people’s negative traits? Explain; etc.



**WHO AM I? – Working card**

Name \_\_\_\_\_ Surname \_\_\_\_\_

1. The people I care about most in my life are \_\_\_\_\_  
\_\_\_\_\_
2. I feel proud of myself when \_\_\_\_\_  
\_\_\_\_\_
3. I am a pleasant person because \_\_\_\_\_  
\_\_\_\_\_
4. The people I admire most in my life are \_\_\_\_\_  
\_\_\_\_\_
5. Their qualities that I admire most are \_\_\_\_\_  
\_\_\_\_\_
6. Two of my remarkable qualities of mine are \_\_\_\_\_  
\_\_\_\_\_
7. One of the best things I ever done is \_\_\_\_\_  
\_\_\_\_\_



### III. Games and relaxing activities

**Games and relaxing activities** are those individual or group activities that have as main purpose to distress, to relax the person or the group, the positive operational condition and to create a relaxing environment.

We recommend including this type of activities in a non-formal education programme with convicts because it can contribute to the optimisation of penitentiary relationships by reducing of stress and of the fear feeling, by optimising communication and providing entertainment etc. preventing this way eventual conflicts.

Depending on the moment or the duration allocated, these types of activities can be organized as simple introductive or final exercises within other sessions or discussion themes, or as simple entertainment sequences.

Examples: musical auditions, movies, walking out, dance, dramas; society games like “Wireless Telephone”, “Wireless telephone with gesture” (*the participants are placed in circle, with the back to the interior and one participant makes a gesture or a set of gestures; next participant must imitate it etc. The last participant in the circle will go in front of that one that start it the gesture and will make the gesture that he perceived in the same time as the beginner will make the initial gestures. In a normal way, these gestures should be identical, but this thing is happening rarely. After each participant do the gesture turns with the face to the circle interior.*), “Mime with or without music”, “Something I say and something else I do” (*the participants are placing in circle; one of them goes in the middle and mime one action; the next participant asks him “What are you doing?” The first participant will answer naming another action then the one mimed – e.g. he mime cleaning dishes but he says that he rides. The participant that asked “What are you doing?” will go in the middle and will mime the action that the first participant said he’s doing – for the example case, he will mime riding.*), “Multifunctional Object” (*the participants are placed in circle and one of them will stay in the middle holding an object in hand – e.g. a pencil. He will mime an action with this object but different then the usual actions made with that object – in this case pencil= is good for writing, during exercise the pencil will become good for brushing teetbes, brushing hair, cutting woods etc. Who recognize the mimed object will go in the circle.*), etc.

### IV. CULTURAL AND LEARNING ACTIVITIES

**Cultural and learning activities** are those activities that aim to consolidate / complete information, to develop the knowledge and to practice cognitive skills.

This category includes all activities that facilitate school reinsertion or school performances optimisation for those convicts that are finishing their studies during serving a prison sentence, activities for the completion of general and professional knowledge, for practicing basic cognitive skills (calculating, mathematics, writing-reading skills, learning skills, etc.).

We recommend including these types of activities in a non-formal education programme with convicts because it can optimise relationships in penitentiary by increasing self-esteem and valuing the individual interests of convicts.

Examples:

1. Tutoring and supporting activities for convicts that are school reinserted.
2. Open discussion about books they have read or movies they have seen. These discussions can be spontaneously organised if there are similar interests among group members (all of them have seen a movie that impressed them) or can be organized to debate on movies that were seen in group, or in order to recommend new books as support for discussions on various themes. The movie/book will be selected taking into account the group characteristics and preferences.

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3. Solving exercises and logical, mathematics and perspicacity problems;
4. Games and exercises for improving vocabulary like “**Find synonyms / antonyms / homonyms**”, “**Find as many words beginning with A**”, rebuses, etc.
5. Activities and exercises for the stimulation of group communication.

Example: **The list of proverbs and aphorisms**

Goal: To compare spontaneous opinions of group members, to find their opinions towards different situations

Objectives:

O1: To express opinions regarding some proverbs and aphorisms;

O2: To listen the others opinions;

O3: To respect group communication rules;

Materials: a list of proverbs and aphorisms for each participant and an answer sheet with all the proverbs' numbers and *the answer alternatives*: A – totally truth; B – is not totally truth; C – I can't answer neither A or B

Time: 1h – 1 ½ h

Activity Description:

1. Each participant has to fill-in the questionnaire.

2. The answers of all participants are comparing using a table: first column includes proverbs' numbers and the other columns include participants' answers.

In case of unanimity answers, the group members are asking to explain why they have same answers. In case of discrepancy, a discussion is organised about causes of it.

3. A discussion is organised at the end related to difficulties in communication (same expressions, even known and approved, may not have the same meaning for everybody) and there is underlined that many of the stressed situations have as a source the superficiality of expressing and presenting the personal opinions, the appreciations made to a person, the situations.

We present below a list of proverbs and aphorisms (these can be replacing with other). We recommend using a list of 35 – 50 proverbs.

1) *Proverbs and aphorisms*

2) *Group members*  
1 2 3 4 5 6 7

Think today for tomorrow too.

He who has an art has everywhere a part.

Much science, much sorrow.

The sun does not shine on both sides of the hedge at once.

A friend in need is a friend indeed.

Oaks may fall when reeds stand the storm.

Praise the sea, but keep on land.

Beware of a silent dog and still water.

Like mother, like daughter.

Better an open enemy than a false friend.

All talk and no cider.

God helps those who help themselves.

Cleanliness is next to godliness.

Honour changes manners.



Work shows the worker.  
 A man can die but once.  
 A tree it is known by its fruits.  
 All is alike at the latter day: a bag of gold and a wisp of hay.  
 It is easy to be wise after the event.  
 An apple never falls far from the tree.  
 A wise man esteems every place to be his country.  
 Make yourself all honey and the flies will devour you.  
 The faulty stands on his guard.  
 Much would have more.  
 Idleness is the key of poverty.  
 When drink is in, wit is out.  
 Words bind men.  
 Habit grows on man.  
 When in Rome, do as the Romans do!  
 There is no going to heaven in a Sedan.  
 No pains, no gains!  
 An idle youth, a needy age  
 Still waters run deep.  
 Every man is mad at some point.  
 Lend your money and lose your friend.

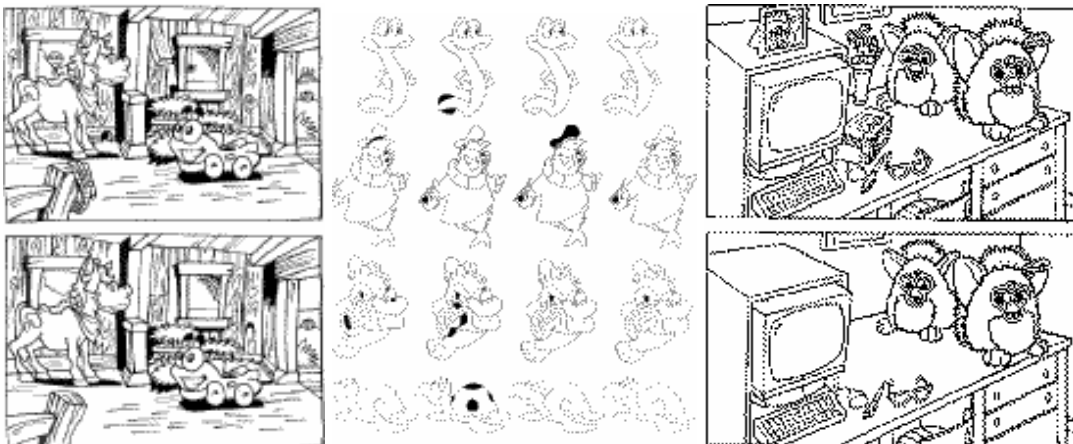
6. Games and exercises for imagination and creativity development like: drawings, mosaic collages, buildings scenarios or stories on a subject, drawing of an imaginary object or personage, completion of unfinished sentences/stories/drawings (“**Continue this thought**”, “**What will happened if...** - e.g. the sun will be cold or there will be no flowers on the earth, etc.”)

7. Practicing empathy (“**What will you do if you were in ...** e.g. mother’s place, president’s place, etc.”)

*Observation:* Depending on the group/individual level, at the beginning, the empathy exercises must be realised with people that are irrelevant for the offence the participants did, and only after that, they can exercise the empathy with the victim.

8. Games/Exercises for the attention and focusing capacities development like “**What is missing from the drawing/room?**”, “**What is more?**”, “**Find the differences/similarities**”.

Cards for “**Find the differences**”



## 9. Memory Exercises, etc.

**V. Socialization activities**

**Socialization activities** = activities that mainly aim to form and practice the civilised behaviour and the adequate social relationships skills and capacities.

Within this activities category we include all those that regards the optimisation of convicts' relationships during detention time, the consolidation and the development of assertive group relationships, the practising of small groups relationships (family, class, work group, friends group relationships) and of the large groups relations (at the diner, at the cinema, at shopping, etc.)

We recommend using it in non-formal education programme with convicts because these types of activities have an important role for the optimisation of penitentiary relationships and can facilitate the social and professional reinsertion by practicing prosociale behaviours.

Examples: party for their birth anniversaries or for religious occasions, role-plays and other games/sports contests, etc. For the role-play, we recommend to choose real life subjects. It is also recommending taking into consideration when organising role-plays, the feelings, stereotypes and prejudices of the participants that can influence the role-play results. Always, organise debriefing discussions after the role-plays.

**1. Guess, who's coming for diner?**

Goal: To acknowledge the family role in society values development

Objectives:

O1. To analyze the messages received from their family regarding people that are socially and cultural different

O2. To explain the values behind these messages

Materials: Copies of role-cards, paper and pens for special observers

Time 1h

Activity Description:

1. Four group members will volunteer to play roles, other four members will act as special observers and the rest of the group members will be general observers.

2. Each special observer will observe a volunteer and will note all his arguments used during play. They will choose from the beginning whom to whom observe.

3. Each volunteer receive a card with the description of his role and during 3 – 4 minutes, he has time to think.

Card 1 THE DAUGHTER/SON – You have decided to face you family and tell them that you want to move in with your black boyfriend/girlfriend.

*The situation – You announce your family that you want to leave with your boyfriend/girlfriend, who is black, and you try to maintain your decision. Your arguments: you want to stand against prejudices related to different races youth relationships.*

Card 2 THE MOTHER – Your daughter/son has a very close relationship with a black boyfriend/girlfriend

*The situation – You love your daughter/son very much but you do not understand how she/he could do such a thing. You are supporting your husband in everything he says. You do not threaten your daughter/son.*

Card 3 THE OLDER SISTER/BROTHER – Your sister/brother has a very close relationship with a black boyfriend/girlfriend



*The situation – You do not really care if your sister/ brother has a black boyfriend/ girlfriend and you actually stand for people's right to be free. You look your concern and you want to protect your sister/ brother.*

Card 4 THE FATHER – Your daughter/son has a very close relationship with a black boyfriend/ girlfriend

*The situation – You represent the authority in this house, you disagree with your daughter/ son's relationship and you do care about what people might say. Think of a sever father and present your arguments as such.*

4. The Scene: Four chairs arranged in semicircle represent the living room of a house where a family discussion is been play.

5. The scenario is playing for 15 up to 20 minutes.

6. Open discussion about what the actors felt during playing their roles. Each observer will read the arguments used by each actor to convince the others. An open discussion in large group is organised to reveal those arguments that are similar with the ones used in their families (Is there any difference if the boyfriend/ girlfriend has the same race? What would have happened if the boyfriend/ girlfriend has the same sex? Do you think that this kind of conflict is normal for these days or is it something in past?)

## 2. "The airplanes"

Goal: To practice negotiation and solving conflicts abilities

Objectives:

O1. To use negotiation and solving conflicts techniques

O2. To work in group

Materials: flipchart sheets, white paper, coloured paper, markers, coloured pencils/ water colour, paint brushes, retractable ball-point pens, scotch, glue, flipchart, video projector, laptop, projection screen

Time: 1 h – 1 ½ h

Activity Description:

1. The participants are dividing in two small groups.

2. The educator explains the rules of the exercise:

- Each group represents a big airplanes company. These two companies are in competition and must build the most performing airplane on the market (an airplane made by paper, coloured in at least 10 colours that should fly at least 7 m). In order to realise this airplane, each company has to realise a prototype that will help to convince the Bank (represented by 2 volunteers and the educator) to finance the airplanes production.

- Each company receives from the Bank a minimum of resources, insufficient though to start the building of the prototype; the first company receives 5 paper sheets, and the second receives 1 glue and 5 coloured pencils; the companies' teams may negotiate one with the other as well with the Bank in order to obtain more resources;

- The winner is the team company that succeeds to realise the biggest airplanes production in 20 minutes.

3. At the end, the large group discuss on: How the negotiations went? Is there any conflicts occurred? How the team members approached these conflicts? Etc.

## 3. „Negotiation of values"

Goal: To practice negotiation and solving conflicts abilities

Objectives:

O1. To use negotiation and solving conflicts techniques

O2. To work in group

Materials: paper, retractable ballpoint pens

Time: 1 h

### Activity Description

1. The educator tells to the group the following story: *“You are in holiday. You prepare to take a trip. Where?!... It is about taking a few months trip through life. You have to pack your luggage but for this trip, you have to take different things than usual. In order to relax and have a great time this holiday you have to pack at least 10 qualities and 10 flaws of yours.”* The participants have 10 minutes to write down these qualities and flaws.
2. After that, the educator continues: *“It is very, very late. There are only 5 minutes until the train leaving the station and you cannot close your luggage. Unfortunately, all your flaws are at the bottom of your luggage and you have at the surface only your qualities. You have to leave at home 3 qualities. Remove on your list 3 qualities without you think you can resist few months.”* The participants have 5 minutes to end this task.
3. After that, the educator continues: *“Congratulations! You are on the train now! You leave in your lifetime trip. Now you have arrived to destination. Unfortunately, you already observe that you do not have in your luggage everything that you need to carry on well. Fortunately, you can negotiate with your room mate in order to get from him what misses you.”* The participants are dividing in pairs and for 5 minutes they have to negotiate with their partner in order to receive what they want and they do not have. **Rule: you cannot receive anything without giving something in change.**
4. After that, the educator continues: *“Unfortunately you could not find everything you wish at your room mate. Fortunately you may go together at your flat neighbours to negotiate with them.”* The participants have 5 minutes to negotiate in small group of four peoples formed by two pairs.
5. The educator continues: *“Unfortunately you could not find what you’re wishing neither at your neighbours. Fortunately, you may all go in the lobby of your hotel to see if you can negotiate with another member of the large group.”* The participants have 10 minutes to go back into the large group and negotiate with the others.
6. In the end, the large group will discuss on: How easy/difficult went the negotiation?; How satisfied is each participant with his “present luggage” ?; How hard was to trade flaws on qualities? Etc.

## VI. PRACTICAL ACTIVITIES FOR WORK AND LIFE

**Practical activities for work and life** aim to develop and practice the abilities and skills that are necessary for an adequate school or/and social and professional reinsertion.

Within this category we include all activities designed for the development of the skills that are necessary for an adequate school or/and social and professional reinsertion, the development of focusing capacity, of time management, planning and work by schedule skills, the development of household abilities.

We recommend using it in non-formal education programme with convicts because these types of activities have an important role for the optimisation of penitentiary relationships and can facilitate the social and professional reinsertion by practicing prosocial behaviours.

Examples:

- plastically expression activities using different tools and materials – paper, colours, textiles, glass, seeds and any kind of natural materials, origami, wood, etc.
- exercises and games for organising personal space and for develop the temporal-space orientation capacities;
- household activities and for the maintenance of the personal space hygiene (cooking, dishing, cleaning, improving space, etc.)



Example of exercising the temporal-space orientation capacity:

**Touch the checkpoints** – The participants are placing in circle. The game coordinator names few checkpoints that the participants will have to touch: wall, the knee of a colleague, the shoulder of a colleague, lighting switch, red t-shirt, the nose of a colleague. The educator gives the start signal and the participants begin to touch all the named checkpoints in the order were mentioned. At the beginning of the game we recommend to use only three elements and then to increase the number of it. Checkpoints can be directional, like right side of the door, something green on the left side, etc.

## VII. AUTONOMY DEVELOPMENT ACTIVITIES

**Autonomy development activities** are activities that aim to develop/practice the self-care and self-service skills in order to adapt to the daily life.

This category includes all the activities that refer to the information about the personal hygiene, the hygiene of the environment, and about the sexual life.

Examples: discussions related to some information materials; role-plays for different family or social roles (employee, buyer, inhabitant of a block, etc.); exercises for practicing the management of the personal or family budget; discussions and role-plays for the development of making decision abilities and realizing of future plans capacity.

We recommend it to be included in a non-formal education programme with convicts because it can facilitate the social and professional reinsertion by expressing the prosociale behaviours.

### 1. „Healthy behaviours and risk behaviours”

Goal: to promote a healthy life style

Objectives:

O1. To identify the healthy and the risk behaviours;

O2. To analyze different healthy and risk “socially accepted” behaviours

Materials: flipchart / blackboard, markers / chalk, drawing boards or slides with a list of healthy and risk behaviours, paper or notebooks, writing tools

Time: 1 h

Activity Description:

1. The group is dividing in 2 small groups; one subgroup will have to identify behaviours that maintain the health while the other subgroup will work on the list with risk behaviours.

2. Each group will delegate one representative to present the list of behaviours.

3. The large group discuss its. Eventually, the lists below are been presented to the group.

**Healthy behaviours:** physical exercises (regularly practiced), health food, sleep-wake equilibrium, protected sexual acts, prevention behaviours (regular medical examinations, using seatbelt, using sun protection, using protection equipment, etc.).

**Risk behaviours:** sedentary life; unhealthy alimentation; smoking; alcohol, drugs consumption, unprotected sexual acts; non-using seatbelt, sun protection; irregular medical examinations, etc.

## VII. CONCLUSIONS

**Who are the persons able to organize and realize non-formal education activities with convicts?**

- The educators, the psychologist or the social worker from the penitentiary together with one or more beneficiaries;
- Beneficiaries among themselves (using the peer education principles)

**Where organizing these activities?**

- inside of a club or in a special designed space within the penitentiary;
- outside when the convicts have the permission for that

**Which are the criteria that guide the selection of the activities with the beneficiaries?**

- The beneficiaries age and education level
- The level of psycho-social and intellectual development of the beneficiaries
- The interests and needs expressed by the convicts
- The group largeness and the in-group relationships;
- The beneficiaries sanity and the psychologist's recommendations
- The future plans of each beneficiary
- The resources and materials of the penitentiary

**Important: Do not force the non-formal activities on the convicts!**

**Which are the modalities for the planning and evaluation of the non-formal education activities with convicts?**

We recommend the realisation of a **monthly activities planning** for each beneficiary or group of beneficiaries. This can include the goal, 1 – 3 objectives, activity titles and a short activity description, resources, performance standards and evaluation modalities.

**The evaluation** of the realised activities should have, mainly, a formative character. Depending on the type of the activity, the evaluation will base on questionnaires, working cards, observations cards, appreciation of the beneficiaries' activities products, exhibits, discussions, etc.

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