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Mentor's Manual

Activity 1.11: Establishment of
mentoring system in prisons
and probation offices

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1. Introduction

Being the places where people sentenced to deprivation of liberty are detained, penal institutions are the living places that need to be watched closely and inspected continually by official and unofficial people and institutions. Remarks and recommendations in the reports prepared through inspections and investigations are evaluated as catalysts and guidelines for reform processes in punishment and execution field. As of 2000s, our country has been satisfying on a large scale The United Nations and European Council's standards for the terms of punishment and execution; nevertheless, it still needs further efforts into the issues like overcrowding. However, overcrowding problem of penitentiaries has decreased to a large extent thanks to the recent amendments, innovations and developments in the alternative measures to custody and detention, and efforts directed at increasing prison capacities. It is important to state that one of the greatest results of the works done in punishment and execution field is the decline in convicts and detainees' ' claims about torture and ill treatment. This is mostly due to the rise in the recruitment of more qualified staff, staff trainings in penitentiary system, which are mainly in human rights, and the judiciary and administrative investigations of torture and ill-treatment cases through efficient inspection mechanisms. The studies in punishment and execution field continue to help convicts and detainees so that they live a responsible life towards themselves and society when they are released. ¹

Prison officers interact with prisoners in a systematic manner in order to efficiently increase their chances of leading a crime-free life after their release by improving their life skills and social integration and by preventing recidivism during and after their parole. This is why prison officers need to have sufficient know-how and be capable of interacting effectively with both prisoners and other members of staff as well as supporting, advising and guiding prisoners in their efforts to turn their life around and become self-reliant, independent and sober. Professional, conscientious interaction with prisoners gives prison officers a better understanding of them and increases safety and security. Interacting with prisoners is a duty shared by all members of staff. Incarceration is seen as a comprehensive, goal-oriented process coordinated by a range of providers of prison and probation services. Cooperation and efficient communication between members of staff require procedures that factor in the issue of confidentiality. Officials who interact with prisoners also play a role in ensuring that the enforcement process is systematic and efficient. They contribute to carrying out risk and needs assessments on prisoners and supervising and implementing their sentence plans. This requires cooperation between different providers of prison and probation services, local authorities, the third sector and other parties. ²

The prison population has been on the rise in Turkey for more than two decades. From 49,212 in 2000 to more than 200,000 at the end of 2016, the number of inmates further increased in recent years reaching 291,198 as of August 2021 and the unprecedented prison population rate of 324. The penitentiary system kept the pace with this trend by expanding its infrastructure and workforce. After the attempted coup of July 2016, plans to build over 170 new prisons in five years were put into practice, and penitentiary personnel had to be recruited to run them. In line with the objective of the IPA II Indicative Strategy Paper for the period 2014-2020, building the capacity of new recruits is essential to ensure the respect of fundamental rights, prevent torture and ill-treatment and protect vulnerable groups in the country's prisons and detention houses. Progressively established on the legal basis of Law N° 4769/2000, five training centres are responsible for pre-service and in-service training of the penitentiary personnel in Turkey. The administration of training

¹ <https://cte.adalet.gov.tr/Home/SayfaDetay/the-latest-developments-of-turkish-enforcement-system>

²

https://www.rskk.fi/material/attachments/rskk/liitteet_rskk/gfvJoovb7/Curriculum_2018_2019_24102018_English.pdf

centres is the responsibility of the Directorate General of Prisons and Detention Houses (DGPDH) carrying out transactions of execution and correction under the Ministry of Justice. Penitentiary reform efforts in the past 15 years pursued the objective to improve the operational processes and training system of the training centres, including with the contribution of various EU funded interventions. As developing the management capacities of penitentiary institutions remains a strategic objective of judicial reform,³ strengthening the institutional capacity of training centres is still crucial to improving correction practices in Turkey.⁴

From the experts

This handbook has been produced as part of a European Union twinning project - Strengthening the institutional capacity of Personnel Training Centres of the Penal Institutions. Estonian and Finnish experts, together with Turkish colleagues from training centres, prisons, DGPDH and probation service, developed a mentoring system suited to Turkish circumstances within eight weeks.

The purpose of the manual is to provide an overview of key issues and agreements and to recall what has been learned in mentors training. You can also find drawings, checklists and samples here to make the day-to-day work of mentors a little easier. A mentor's job requires commitment, attention and empathy, but it's also one of the most rewarding things you'll ever do. We hope you find this handbook a good companion and that you will find the necessary guidelines to be a great mentor here.

We wish you a long and rewarding career as an internship mentor!

Kadri and Minna

³ 5 See Goal 10 of the Strategic Plan of the Ministry of Justice for the period 2015-2019 and Judicial Reform Strategy 2019-2022 Objectives

⁴ ROM report 10/12/2021

2. What is mentoring?

To understand why mentoring is used so extensively today, it can be useful to know a little about its history. It is widely cited that the concept of mentoring originated with the character of Mentor in Homer's *Odyssey*. In this Ancient Greek epic poem, dating back around 3000 years, Odysseus entrusts his young son Telemachus to the care of Mentor, his trusted companion, when he goes to fight in the Trojan War. Unexpectedly, he is away for decades and during that time Mentor nurtures and supports the boy.⁵

Mentoring is a reciprocal and collaborative at-will relationship that most often occurs between a senior and junior employee for the purpose of the mentee's growth, learning, and career development. Often the mentor and intern are internal to an organization, and there is an emphasis on organizational goals, culture, career goals, advice on professional development, and work-life balance. Effective mentors often act as role models and sounding boards for their intern and provide guidance to help them reach their goals.⁶

Most successful people can point to one or more people that have been particularly important to their growth and development. These people are mentors. Mentors can serve many purposes. Sometimes they will help an individual with immediate needs, helping them solve pressing problems, getting important information or learning a skill quickly. Other times it provides longer-term support and guidance. Regardless of the specific need being addressed, mentoring is a giving/receiving relationship for everyone involved. It is about helping each other to expand and grow so that everyone wins.⁷



Figure 1: What is mentoring?

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https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=74475§ion=2#back_longdesc_idm46154149703680

⁶ <https://www.td.org/talent-development-glossary-terms/what-is-mentoring>

⁷ https://cdn2.sph.harvard.edu/wp-content/uploads/sites/31/2015/10/Mentoring_Guide.pdf

Mentoring is the interaction between people where communication and learning are in a key role. Mentoring is needed open mind, enthusiasm and another person genuine consideration. It is important during mentoring to get the interns to realize the key issues related to their own careers objectives.

The main emphasis in student mentoring is how their absorbed theoretical knowledge can be put into practice and which ones they are key skills in working life. So Mentoring can be seen as a bridge between educational institutions and working life. The mentor teaches and advises mentee to use the tools that he has received during his studies. One goal is to broaden the perspective of the intern to what positions he can perform and how he may use the information he has acquired in his studies and skills in different job descriptions. It is important for those who intend to become mentors to point out that the interaction between the parties will help both, the mentors themselves also gain new perspectives to their work. Highlights of a successful mentoring process factors emphasize communication, interaction and trust and responsibility sharing. What the more these factors are put into, better results in mentoring are achieved. Above all, however, mentoring is an interaction where goals should be realistic.⁸



Figure 2: Mentoring as a bridge between training center and working life

⁸ https://www.metropolia.fi/sites/default/files/publication/2019-11/2017_Luhanka_Aalto_Mentorointiopas_ERILLISJULKAISU.pdf

2.1. Purpose of the task

The task of the mentor is to be responsible for the implementation of work-based learning in the field of Penal Institutions, as well as for organizing demonstrations of professional competence in an educational prison. Their job is also to manage the execution of the process according to pedagogical and didactic modeling, and to evaluate the trainee's competence very extensively. The task of the mentor is to plan a written teaching program for the training prison, with which students can achieve the following goals:

- The trainee becomes acquainted with different groups of personnel and their functions.
- The trainee becomes acquainted with the guard's duties and the guard's work.
- The trainee gets acquainted with the work of stakeholders and volunteer work in prison.
- The trainee gets to know the prisoners and their life situations.
- In his / her work, the trainee learns to apply the principles of legal protection and treatment of citizens in modern administrative procedures.
- The trainee internalizes and is able to act in accordance with the values of our profession.
- In addition, the purpose of the assignment is to be part of fulfilling the following goals.
- The value base of education; respect for human dignity, justice, and an understanding of an individual's ability to change and grow.
- Objective of professional qualifications; safety tasks, advice and guidance, and maintenance tasks
- Coordinating theoretical studies and practice
- Familiarize yourself with community sanctions.
- Doing close work and supporting the prisoner's daily life
- Contribute to the hygiene of the institution and guide the prisoner to cleanliness.

3. Pre-service learning goals/objectives

It is important that the provision of, for example, social welfare and health care services available to prisoners during their time in prison can also continue after their release. This is one of the aims of the interaction between prison officers and prisoners. Prison officers interact with prisoners in a systematic manner in order to efficiently increase their chances of leading a crime-free life after their release by improving their life skills and social integration and by preventing recidivism during and after their parole. This is why the members of prison and probation services staff who are responsible for supervision and guidance need to have sufficient know-how and be capable of interacting effectively with both prisoners and other members of staff as well as supporting, advising and guiding prisoners in their efforts to turn their life around and become self-reliant, independent and sober. Professional, conscientious interaction with prisoners gives prison officers a better understanding of them and increases safety and security. Interacting with prisoners is a duty shared by all members of staff.⁹

The Pre-Service training curriculum has been built up on the four main competences. All main competences are aligned with the Draft Guidelines of Europe (2018):

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https://www.rskk.fi/material/attachments/rskk/liitteet_rskk/gfvJoovb7/Curriculum_2018_2019_24102018_English.pdf

Four main competences

1. Security and use of force <ul style="list-style-type: none"> - dynamic security - procedural security - static security - use of force 	2. Rehabilitation and social integration <ul style="list-style-type: none"> - promoting desistance - psychological, social work and criminological approach - case management - mental health - substance abuse 	3. Ethics and Law <ul style="list-style-type: none"> - professional ethics - fundamental and human rights - legal Framework 	4. Management of professionalism <ul style="list-style-type: none"> - team work and collaboration - interagency work - development of professional skills, life-long learning - IT skills
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Figure 3: Main competences in pre-service curriculum

3.1. Security and use of force

The objective of the Imprisonment Act is to prevent crimes from being committed during incarceration and to increase prisoners' chances of leading a lifestyle free of crime after their release. The starting point is an operating environment in which security threats among prisoners and between prisoners and staff have been minimised. Executing sentences of imprisonment as a goal-orientated and systematic process requires a stable and safe prison environment free of drugs and alcohol at all hours of the day. Examined broadly, the question also comes down to taking prisoners' physical, psychological, and social needs into account in daily work. Looking after prisoners also includes creating and fostering a positive atmosphere in each prison officer's area of responsibility.

Competences in prison security are a central element in basic prison services work. The employees need a sufficiently wide perspective, covering know-how on communication and crises and conflict management. Sufficient use of force skills and other practical competences, such as substances control, are essential." (Staff recruitment, training and development in the 21st century, 2018). An important element of the security activities in prisons is, that security activities are multi-pronged, meaning that they do not solely rely on physical and technical means of various kinds (static security), but also on personal contact and a general knowledge of what is going on in the institution (dynamic security) (UNODC 2015).

Dynamic security is a working method by which staff prioritise the creation and maintenance of everyday communication and interaction with prisoners based on high professional ethics and ensure that there is sufficient purposeful and meaning activity to occupy prisoners, bounded by effective security. It aims at better understanding prisoners and assessing the risks they may pose as well as ensuring safety, security and good order, contributing to rehabilitation and preparation for release. Procedural security measures involve a procedure, process or a set out routine that must be followed, which is in place to organise how prisons operate and manage the prisoners, among other things (UNODC 2015).

The sub competencies of this main competence are:

1. Security and supervision activities;
2. Crises, conflicts and controlling special situations;
3. Basic first aid and fire protection;
4. Self-defence and use of force.

Security duties are carried out on the basis of understanding prisoners and being able to acquire information in different kinds of situations. Interaction in a prison environment is especially challenging, as many prisoners have multiple issues and their values can be very different from those of prison staff. Advising and guiding prisoners are made all the more difficult by the fact that they represent a range of nationalities, cultures and religions. One of the disadvantages of incarceration is its tendency to breed apathy and deteriorate prisoners' life skills. This is why one of the key objectives in the provision of advice and guidance is to encourage prisoners to stay active. Supervision can be both physical or carried out by technical means. It includes, among other things, searching prisoners, their possessions and rooms as well as monitoring their communication with the outside world. In order to prevent disturbances, guards and instructors need to create a physically and socially safe environment for detainees and prisoners. They are responsible for intervening in disturbances, rule-breaking and violations by means of regular interaction and inspections in cooperation with other prison officials and security authorities.

Prison officers need to be able to take the laws governing security and supervision into account in their work. They need to know the basics of self-defence and the use of force and be able to administer first aid and act appropriately in the event of fire or other emergencies. Justness and respect for human dignity must be observed in all circumstances. Prison officers need to know how to use force, restraints and other tools professionally and responsibly. They need to be able to make decisions that reduce the need to use physical force. (RSKK 2018.)

3.2. Rehabilitation and social integration

Guidance and advice duties include instructing prisoners in their work, studies, hobbies, daily interaction, and other prison activities. The duties also include helping prisoners and advising them on practical matters both inside and outside the prison, teaching the prisoners to cope with life and social situations outside prison as well as supporting them in matters related to leave and preparing for their release. Implementing sentence plans, effective contact work and multi-disciplinary teamwork make up a separate component of rehabilitation and guidance work. In addition to the day-to-day guidance of prisoners, prison officers contribute to activity programmes, prisoners' work activities as well as substance abuse monitoring and also substance rehabilitation.

In order to take part in the aforementioned activities, prison officers need to be familiar with the basics of sentence planning and knowledgeable about methods of effective interactive work (such as motivational discussions). Prison officers also need to have sufficient basic know-how of the causes and consequences of crime, its effects on control and the associated mental health and substance abuse problems. Participating in the execution of new forms of punishment requires not just an understanding of regulations and the basic premises of implementation but also of the social conditions of convicts and the underlying factors.

This competence is grounded in the mission of prison and probation providing humane management of suspects and offenders and the provision of opportunities for rehabilitation and reintegration (European Draft Guidelines 2019). Encouraging desistance from crime is the implicit focus of much criminal justice

policy, practice and research. Desistance means long-term abstinence from offending behavior. Producing or encouraging desistance is one of the key outcomes that justice interventions are designed to achieve and much research treats reducing or ending offending as a key measure of effectiveness (McNeill et al. 2012). Therefore, competence relating to desistance is highly relevant for prison and probation officials.

Prevalence studies conducted in developed countries show consistently that a very high proportion of prisoners suffer from poor mental health (Enggist et al., 2014). Imprisonment both causes and exacerbates mental ill-health. Contributing factors are uncertainty about the future, availability, or lack of, drugs in prisons and a lack of mental stimulation. Overcrowding, limited privacy and isolation and mistreatment inside prison, such as different forms of violence, bullying and harassment, stigma, discrimination and dehumanisation by staff furthermore causes mental ill-health. Therefore, mental health competences are essential for professionals working within criminal justice field (Mental health in prison 2018).

The sub competencies of this main competence are:

1. Promoting desistance;
2. Psychological, social-work and criminological approaches;
3. Case-management;
4. Mental health;
5. Substance abuse.

Interactive work in this context refers to working actively and in close cooperation with prisoners or individuals performing community service. Prison officers interact with prisoners by instructing them in their work, studies, hobbies, social situations and other prison activities. Prison officers guide and help prisoners to take care of practical matters both inside and outside the prison. Members of staff help prisoners, for example, to draw up leave applications and prepare for their release. The interactive approach gives members of staff opportunities to focus on those aspects of the work that are best suited to their personal interests and strengths, such as running programmes aimed at reducing recidivism, coordinating prisoners' work and activities or contributing to prisoners' substance abuse rehabilitation.

Familiarity with the basics of personal development helps prison staff to understand the impact of prisoners' formative background on their subsequent behaviour. Understanding group phenomena helps to interpret situations that may arise within a prison community. Incarceration also affects prisoners on a personal level as they adjust to being a prisoner and a member of the prison community. Rehabilitation and guidance require members of staff to be familiar with the causes and consequences of criminal behaviour and the effects of control. Prison officers engaged in rehabilitation and guidance duties also need to be able to recognise mental health and substance abuse problems and respond to them in a professional manner. (RSKK 2018.)

3.3 Professional ethics and law

The actions of officials in prison and probation services are regulated by a number of laws, decrees and recommendations that lay down their powers, rights, and responsibilities. The basic premise for working as a prison officer is knowing, accepting, and adhering to fundamental human rights. Embracing the principle of legality and understanding the ethical norms underlying legislation are an essential part of the professional competence of prison officers. A strong foundation of professional ethics enables prison officers to think critically and independently and gives them courage to face diversity.

According to European Draft Guidelines (2019) prison and probation services ought to have a publicly available code of ethics for their staff. The code should contain core values such as judiciousness, truthfulness, vigilance, respects for human rights. Also the code should regulate at least areas as staff accountability, integrity, respect for and protection of human dignity, care and assistance, fairness, impartiality, non-discrimination, co-operation, confidentiality and data protection. (European Draft Guidelines 2019).

When the students gain a strong ethical professional basis, it encourages critical and independent thinking. This gives students the courage to counter people in various situations with a wide range of problems. (Staff recruitment, training and development in the 21st century, 2017). The authority, rights and duties of staff in prison and probation services in both Turkey and the EU, are regulated by several laws, decrees and regulations that every professional must be aware of.

A basic understanding of legal framework that has an effect on the execution of the daily prison routines should be required of all employees. These are, among others, procedures, rules and regulations, which relate to conditions of imprisonment like accommodation, work, hygiene, contact with the outside world, policies and procedures relating to the maintenance of good order. (European Draft Guidelines 2019).

The sub competencies of this main competence are:

1. Professional Ethics
2. Law and Human Rights

3.4. Management of professionalism

Prison officers are responsible for the safety of the local community, the prison staff, and the prisoners. Prison officers also contribute more and more to rehabilitative services such as substance abuse programmes and prisoners' recreational activities. Prison officers perform an important and meaningful service to society in a position that carries a lot of responsibility. In addition to accountability and interpersonal skills, prison officers need to have a solid understanding of security and supervision duties, competence in rehabilitation and management as well as familiarity with the relevant laws and regulations.

Professional interaction and learning to understand prisoners are cornerstones of security and supervision work. The starting point is a stable and safe operating environment in which security threats among prisoners and between prisoners and staff, substance abuse and factors that breed instability have been minimised. Although communication is prison officers' most important tool, it is also sometimes necessary to resort to physical force. Ensuring safety and security requires the ability to foresee and analyse security risks.

The dimension of management of professionalism contains competencies linked to collaboration with co-workers and other agencies as well as the perspective of continuous professional development. This dimension is related to both to security and effectiveness of the work. It is a well-known fact that prisons require teamwork and good collaboration, in order to function in a safe and secure manner. Different professions ought to work together in a strong and united form, so that offenders have less possibilities to intervene and cause potential disruption to prison routines. Good cooperation between staff also enhances job satisfaction and makes the job a little easier (Crawley 2013). Positive feedback from managers to working level is also very important, so that staff on every level feel included. Possibilities to develop own professionalism through in-service training or via other training opportunities also functions as a motivational aspect to stay in the job and to improve one's skills when needed.

The sub competencies of this main competence are

1. Teamwork and collaboration.
2. Inter-Agency work.
3. Development of professional skills, life-long learning.
4. IT-skills.

3.5. Internship-period's learning goals as a part of the pre-service training

Here you can find the learning goals of the internship period, which are written out in more detail in pre-service curriculum.

For a better overview, we have divided the learning goals between the four main competences described in curriculum.



Figure 4: Internship period learning goals

4. Description of internship period

Internships provide a means of goal-oriented, systematic and assessed learning in connection with practical work. Supervised performance of practical work in real-life learning environments, feedback and constructive discussions with teachers and instructors support students' professional development. The objective is for graduates who end up in supervision and guidance roles to have a sufficient understanding of the key competence areas of prison and probation services in order to be able to interact effectively with prisoners and customers and help them to pursue a life without crime. Students complete their internships in the

prison and probation services units to which they are assigned. Internships provide a means of goal-oriented, systematic and assessed learning in connection with practical work. In this chapter is described the whole of the internship period. Your duties as a mentor already begins before the internship period begins and continues around the year.

The successful implementation of an internship period requires seamless and close cooperation between the educational institution, the workplace, and the student on a tripartite basis. Collaboration involves much more than the observation of a student and the reporting of observations related to his or her learning process to the educational institution. Good and seamless co-operation also includes the acquisition of study materials from learning platform and, correspondingly, the export of outputs to learning platform.

From the point of view of professional development, seamless cooperation is very important. Mentors are obliged to participate in the annual training and feedback days. Participants are required to complete separate assignments, such as evaluations of internship periods completed as a pre-assignment for feedback days, and otherwise an active approach to the development of internship periods is desired.

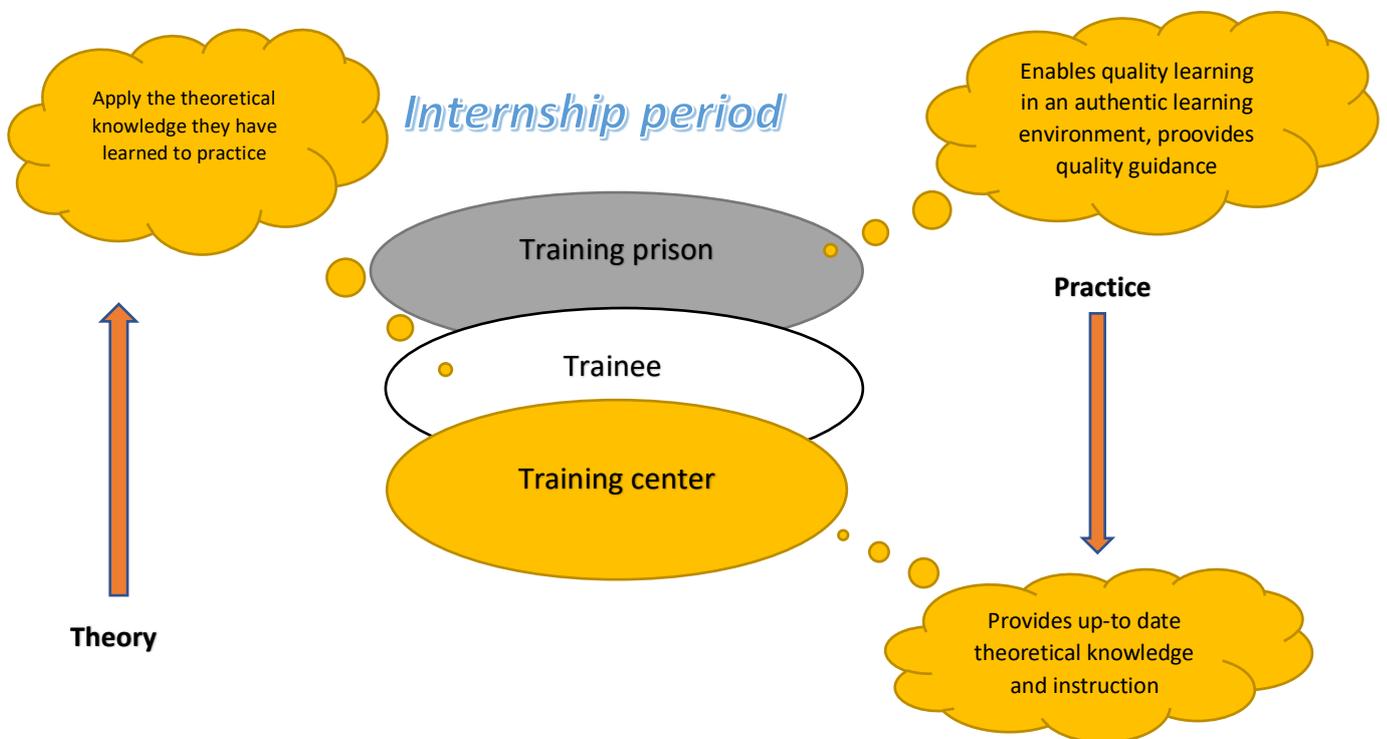


Figure 5: Internship period

4.1 Before the internship period

Before one can be a mentor, he/she will have to participate to mentor training. After training and before the internship period begins, mentor has to prepare him/herself for the period. Mentor has to plan his/her

worktime and make a schedule for the internship period. Also mentor has to be familiar with the curriculum and learning objectives.

The role and activities of the mentor at different stages of the internship

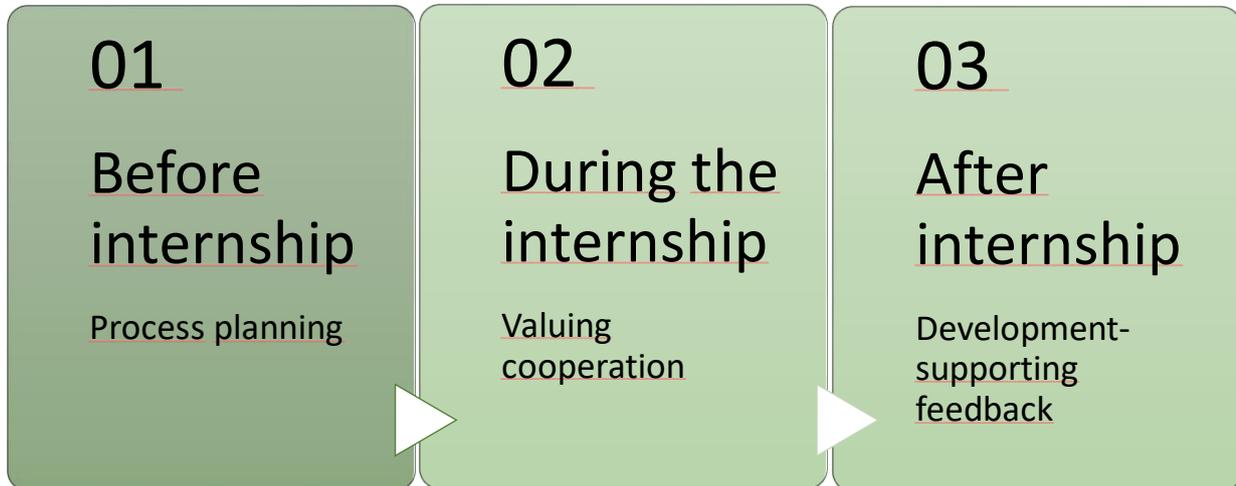


Figure 6: The role and activities of the mentor at different stages of the internship

Here you will find two checklists created by example of Estonian and Finnish internship systems. These lists are a good example of various activities to think about before the start of the internship. Thinking through and planning the process is always the key to success. Each mentor is a little different and you will definitely develop your own checklist over time, but you can start by taking the lead here.

Mentor's activities before meeting the intern:

- ✓ Analysis of schedule and learning objectives
- ✓ Planning your work time
- ✓ Participation in necessary courses
- ✓ Sharing experiences with other mentors
- ✓ Remembering your own internship time
- ✓ Preparation of internship assignments
- ✓ Internship preparation (equipment, accesses, accommodation, safety techniques / safety understanding, cases)
- ✓ Self-analysis - my example as a supervisor (responsibility to the office)

First meeting of mentor and intern

- ✓ Introduction of the mentor and the intern (find out the intern's background, interest, experience, expectations, previous professional knowledge).
- ✓ Setting common goals and planning time and activities (equipment, procedures, operations, schedule)
- ✓ Friendly attitude and greeting- trainee as a future colleague
- ✓ Safety awareness
- ✓ Relieving fears

- ✓ Self-analysis - what can I do as a mentor to support the trainee? What can I do as an intern to make the internship a success?
- ✓ Getting acquainted with the building, working conditions, colleagues, office, work organization
- ✓ Explanation of prison's and mentor's expectations

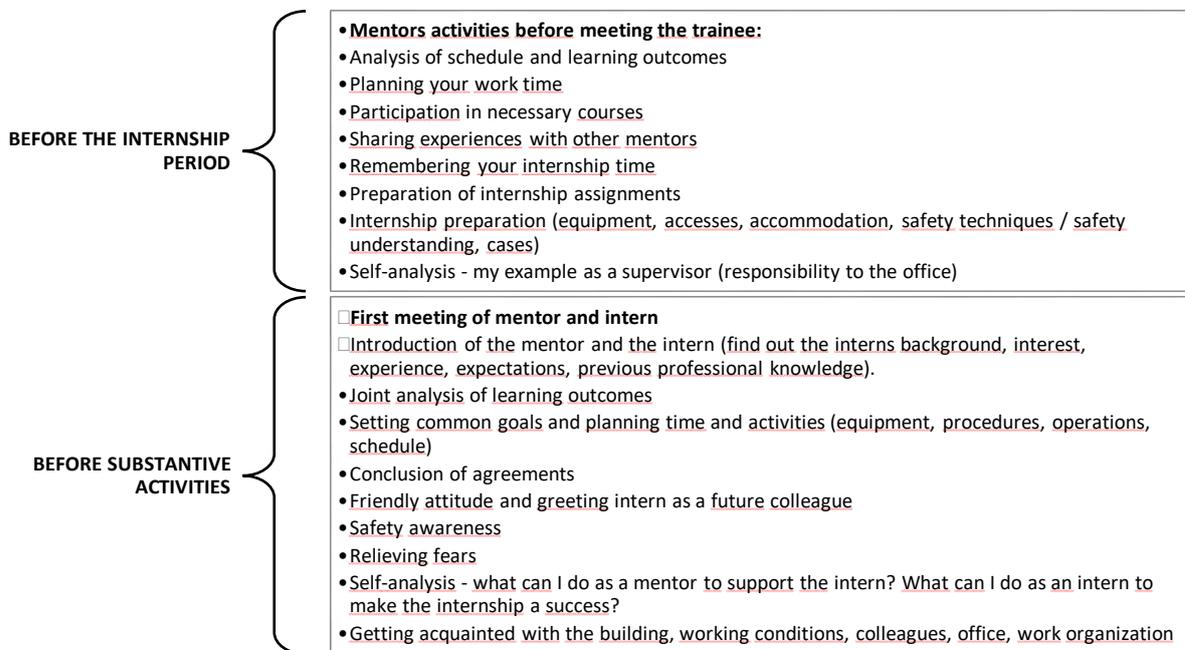


Figure 7: Mentor's activities

4.2 During the internship

During the internship, the mentor plays a significant role as a learning facilitator. Internships provide a means of goal-oriented, systematic and assessed learning in connection with practical work. Supervised performance of practical work in real-life learning environments, feedback and constructive discussions with mentors' support students' professional development. The objective is for students who end up in supervision and guidance roles to have a sufficient understanding of the key competence areas of prison and probation services in order to be able to interact effectively with prisoners and customers and help them to pursue a life without crime. Here are listed the most important things to be considered during the internship period:

- Valuing cooperation between the mentor and the intern.
- Direct communication and identification of the intern's real skills
- The mentor allows to get acquainted with the real work to achieve the goals of the internship (the role of the mentor is to encourage and provide feedback, the intern improves mistakes)
- The mentor listens, notices and supports the trainee's needs.
- Paying attention to security

- Both pay attention to the specifics and values of the field
- Creating an atmosphere of good practice, a positive role model, a good mood and inspiration
- Substantive and valuable cooperation between the mentor, student, school, and office
- The intern is responsible for acquiring the learning outcomes
- Promoting the trainee's independence and, as far as possible, delegating responsibility to the trainee
- Ongoing and direct development support feedback / dialogue, trainee guidance
- Sharing the knowledge and experience of the mentor
- To consolidate the acquired theoretical knowledge and practical skills during the internship
- Guide the trainee to ask questions
- Learning together and finding solutions to problems

4.3 After the internship

In the end of the internship period it is crucial to analyse its implementation considering different actors and gather feedback from actor to improve the system. Here are some suggestions how to manage it:

- Internship period summary meeting (activities to support the development of the mentor and the intern)
- To analyze together the effectiveness, impact, and process of learning together of the internship (how the learning outcomes were achieved, how the trainee acquired new knowledge, experience within the internship)
- Giving feedback to each other (mentors)
- (Joint) feedback and suggestions to the school and the prison
- The mentor directs the intern to self-analysis (what theoretical knowledge needs to be improved, knowledge / experience acquired during the internship, which can be used later in their work)
- Mentor's self-analysis (experience of success, need for self-improvement)
- Demonstrating interest in future collaboration and communication
- If necessary, the trainee prepares a self-assessment for submission to the school
- Submission of the supervisor's assessment
- After the internship, the mentor will discuss with the immediate supervisors how to mentor even better in the future (whether there is a lack of time, a large workload, what kind of support is needed)
- Keeping in touch in the future (job offers, sectoral support)

The internship process is an opportunity for developing a culture of cooperation, forming values and attitudes

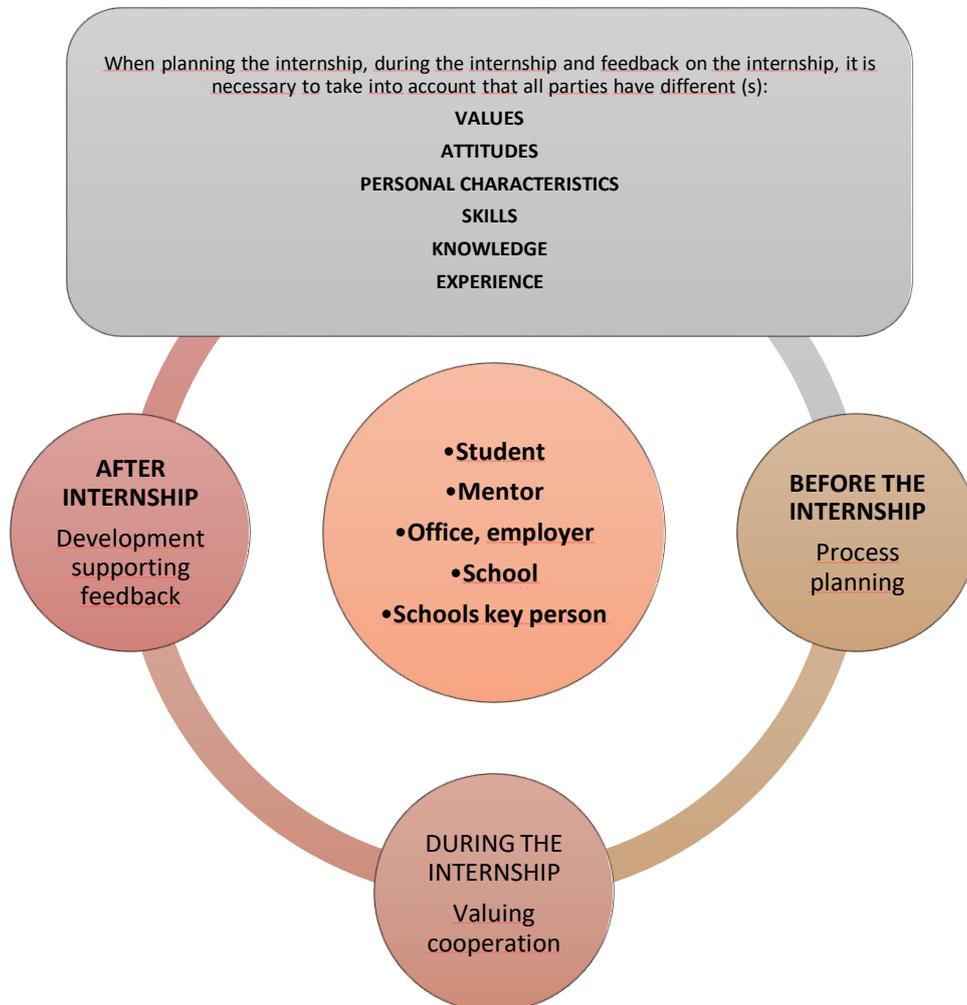


Figure 8: The internship process is an opportunity for developing a culture of co-operation, forming values and attitudes

5. Profile of mentors

On-the-job learning is an integral part of vocational training: in addition to learning in an educational institution, learning takes place in the workplace. Workplace learning should also be guided and assessed. Mentors are appointed for this position in the workplace, which are important in supporting the professional growth and development of students and in guidance. In this chapter there is pointed mentor's minimum requirements and critical personal characteristics.

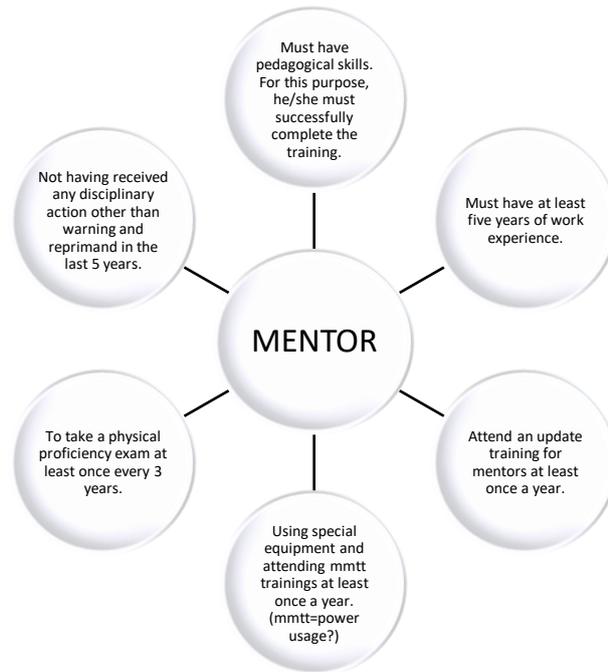


Figure 9: Mentor's minimum requirements

5.1 Mentor's minimum requirements

- Must have pedagogical skills. For this purpose, he/she must successfully complete the training
- Must have at least five years of work experience
- Attend an update training for mentors at least once a year
- Using special equipment and attending mmtt trainings at least once a year. (mmtt=power usage?)
- To take a physical proficiency exam at least once every 3 years
- Not having received any disciplinary action other than warning and reprimand in the last 5 years

5.2 Mentor's critical personal characteristics

- Must have at least a Bachelor's degree.
- Must have the title of chief correctional officer and correctional officer.
- Must have at least 5 years of work experience in the security and surveillance service or probation directorates.
- Must have strong general communication with colleagues
- Must have knowledge of legislation
- Must be reliable



Figure 10: What an intern expects from a mentor

6. Mentor's tasks and duties

Mentor has a great deal on different kinds of tasks and duties. Among that mentor is also required to have certain skills to success in mentoring. In this chapter there are introduced your main tasks and duties and also some important skills you are also presented in your training for mentors. As a mentor you should:

- Participate in the same shift with the intern
- Performance of internship in accordance with the internship program, considering the day-to-day operations and tasks of the specific workplace
- Planning the working day and tasks in order to best meet the objectives and outputs set out in the internship program
- Training center provides the mentoring program but there should be some flexibility for different kinds of prisons. Mentor has to adjust the program to the specific prison he/she works.
- During internship, the mentor's commissions written and oral learning tasks, reviews them and gives feedback on them to the intern (Addition 1: Learning Plan, example)
- The mentors hold guidance discussions with interns who personally review their learning process, development, and feedback on competence. The aim is to guide and motivate and encourage the intern to work actively.
- The mentors make personal assessments of the intern, which must be justified in writing (Addition 2: Example of statement)
- Mentors develops the process of learning at work together with the training center
- Development and partial implementation of an induction program for interns (Some of the tasks are outside the mentor's knowledge and could be some other competent person's responsibility, e.g., camera rooms, reception etc.)
- Feedback discussions with interns during the week (guidance, counselling, motivation and influencing attitudes)
- Guidance discussions with the candidate during the internship period and, if necessary, to support and influence the learning process
- Encourage interns to try and work actively

- Interact to keep the Training Centre informed of the progress of intern's training, learning and skills
- In the case of interns, try to correct any false information, misinterestment, attitudes and, above all, try to motivate the candidate to study and learn new things
- Interact with staff and interns in designing, arranging, and assessing professional skills
- Cooperation with unit supervisors
- Providing a final assessment and completing the certificate of success at the end of the internship according to the assessment criteria
- Ensuring the safety and security of the intern
- Introduction to the work and features of the specific workplace
- Participation in meetings, seminars and discussions related to internships
- Participation in the demonstration tests and in the development of tasks.

It is important to acknowledge why internship is really needed. It is needed for development of professional knowledge and skills, development of general competences and of course, overall development and sustainability of the sector.

Development of professional knowledge and skills

- the interns can gain real work experience and work habits
- putting theoretical knowledge into practice
- gaps in theoretical knowledge can be identified
- exposure to real situations in work environment
- the trainees can get acquainted with the specialty , work specifications and colleagues
- it is possible to study and discuss professional topics with experienced colleague/teacher/mentor

Development of general competences

- analytical skills
- teamwork skills
- career planning, aware choice
- cause consequence relationship understanding and analysis
- taking responsibility
- skills for setting goals
- time planning skills
- communication skills
- skills for solving problems and conflicts
- language skills

Development and sustainability of the sector

- suitability of the intern for the profession
- recruitment of new competent personnel
- cooperation and further better understanding and support between different generations
- developing a curriculum in cooperation with the school on the basis of feedback and internship analyses
- new ideas and visions from young interns

It's also important to understand what an intern expects from a mentor. After all, the main content and purpose of the internship still depends on the specific intern.

- Setting objectives and concluding agreements in cooperation with the interns
- Introducing your specialty and field to interns
- Share your professional knowledge and experience
- Creating opportunities for learning
- Making on-the-job learning programmes
- Supervise the learning process, verify the knowledge acquired and, if necessary, adjust it
- Support for trainees

SUPPORT - Considering the skills and knowledge of the intern. Encouragement and cooperation, involvement of an intern. I will explain my behaviour and the use of different techniques. Will not presume that the intern will succeed in internship immediately in everything he has acquired in theory. Every person is different, I'm flexible and I create an environment that supports learning.

- To serve as an example for an intern to support the development of the values and attitudes of an intern.
- Provide assessments and feedback on learning outcomes
- Assignment of responsibility to an intern to the extent possible
- Presentation and clarification of instructions and organisational documents, including attention to safety at work
- Feedback recipient and provider to the various participants in the internship process (intern, school, department, colleagues)



Figure 11: The role and responsibility of the mentor

In figure 12 there is pointed out an annual workplan. It is for the mentors to schedule their tasks and duties and internship periods to organize the whole year and mentor's workload so that it can be reasonable for a mentor in addition for his/her other work assignments. In the annual workplan there should also be added trainings and other duties provided by the training centre and other actors. Workplan can be done so that it complies several years or that it only complies only one year at a time. It should be scheduled together with the training centres so that teachers and keypersons are also available in certain duties as planned. In chapter four in this handbook, Description of the internship period, can be discovered that for a mentor there are many duties and preparations even before and after the internship period. Also these should be taken into count when planning an annual workplan for mentors.



Figure 12: Mentor's annual workplan

6.1. Motivation and guidance skills

Motivation is the process that initiates, guides, and maintains goal-oriented behaviours. It is what causes you to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. Motivation involves the biological, emotional, social, and cognitive forces that activate behaviour. In everyday usage, the term "motivation" is frequently used to describe *why* a person does something. It is the driving force behind human actions.

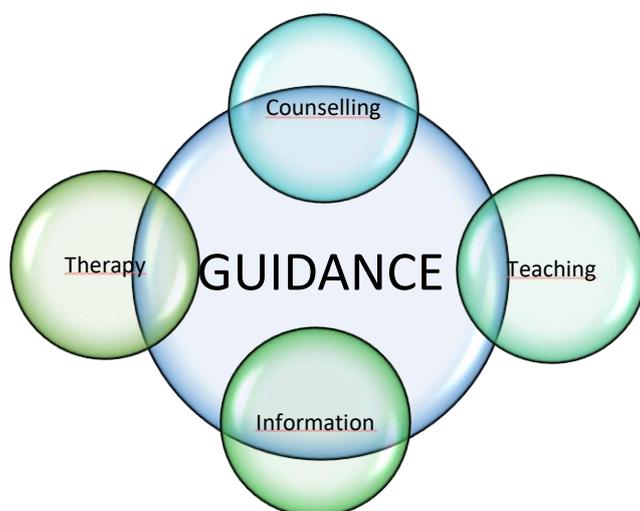
Motivation refers to the tendency and willingness to act in a certain way. According to current learning concepts, effective learning cannot only take place on the part of external stimuli, but the learner's own, active thinking activities are the most important in the learning process author. It is important for learning that the learner directs their interests and attention to the issues and factors relevant to the issue. For a mentor it is important to know how to motivate the students. Mentor should familiarize him/herself with the basics of motivating an intern. But first, mentor him/herself should be motivated in mentoring itself.

What is motivation?	
An attitude that starts with yourself	
Interest in the matter	Fear
Desire to do something	Reward
Desire to achieve something	Social motive
External (certificate, grade, reward) and internal (interest in the matter)	Belonging to a group
Desire to develop and learn	Forced
Willingness to show others	Positive or negative

Figure 13: What is motivation?

Mentor should also manage basic guidance skills in order to have good results with the intern during his/her internship period. Guidance in a mentor's position can be seen in many different dimensions. Intern can have many different anxieties that prevent him/her to give his/her best resources during internship. Good mentor will help him/her to find their own resources by counselling, giving information and sometimes even giving basic level therapy as a listener and encourager. That means that mentor should give the intern enough time, attention and respect.

Dimensions of guidance



- Councelling, giving information, therapy and teaching
- Giving time, attention and respect
- Extensive life planning method
- Finding one's own resources, this helps to reach the goal
- One can have many goals, but the final goal is a better life management

Figure 14: Dimensions of guidance

6.2. Motivated feedback that supports learning and development

Feedback discussion is often a method used to assess learning. Feedback is often given very informally, but the ability to give and receive it is an important part of learning the evaluative approach. It's not always even realized that it's really about evaluation. The feedback discussion can be documented, allowing you to return to it. It is important to find a common understanding on this issue. Feedback should mainly be provided as an incentive, but it can also be used to gather information for trainee development. Much depends on the atmosphere and the ability of the feedback provider and the recipient to have a feedback discussion.

The feedback should be a dialogue that also allows the recipient to participate. Feedback is preferably given by asking questions, although yes / no questions rarely make the situation fruitful. The questioner should use intelligible language and be careful not to lead or answer on behalf of the recipient.

Motivated feedback that supports learning and development is:

- Related to the objectives of the internship
- Personal, focuses on the strengths of the intern
- Descriptive, focused (quite detailed)
- Understandable, timely
- Focused on performance, not personality

Fe**e**d**b**a**c**k **h**A**s** **t**O **b**e **c**L**E**a**r**l**y**
uN**d**e**r**s**T**a**n**d**a**b**l**e!

Figure 15: Feedback has to be clearly understandable

The discussion can be used to find answers to the following questions, for example: What was done? What succeeded? Where is there still room for improvement? The discussion is usually about comparing goals and results. Although there is often something in the learner's action that needs to be corrected and improved, critical feedback easily discourages him. It is often recommended to give feedback in the so-called using

burger technology. In it, corrective feedback seems to be “baked” inside positive feedback (positive-critical-positive) that the recipient is ultimately left with a desire to continue learning and developing themselves.

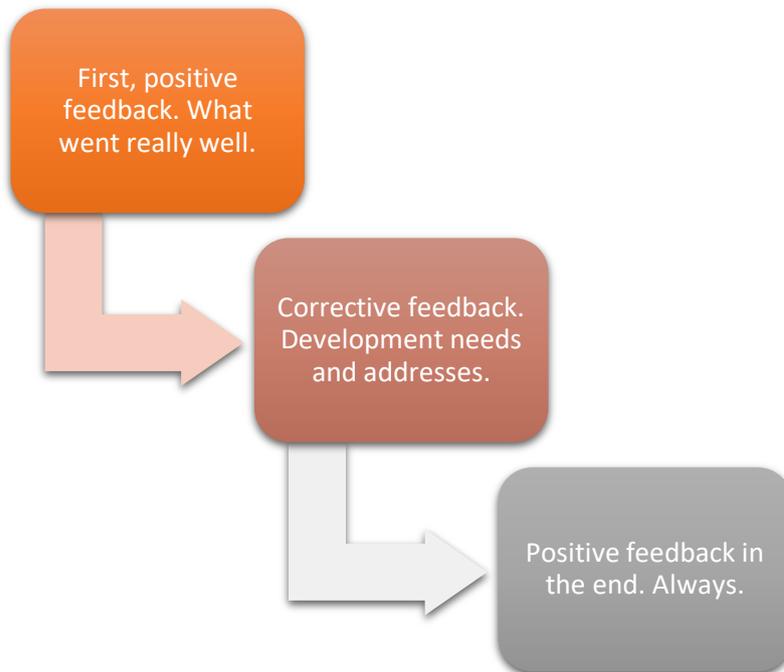


Figure 16: “Hamburger-feedback”

Feedback discussion is a trusting dialogue in which the student discusses personal and confidential matters with the mentor. It is meant to be a dialogue in which the student feels receiving support and opportunities to advance their own learning process. The feedback discussion is pre-arranged and should not be loaded with excessive expectations. The feedback discussion takes place in a positive, forward-looking and hopeful spirit. A feedback discussion is a two-way discussion between a student and a mentor where one must remember the skill of listening and the ability to be quiet then, without interrupting the other party, without rushing him. The average duration of one conversation is about 30-45 minutes and must be completed at the beginning, mid and end of all internship periods and, if required, as required by the learning process.

Mentor should be prepared for a feedback or control discussion. Mentor has to check his/her data before starting the conversation especially if he/she has multiple interns at the same time. Mentor is always the leader in these conversations and responsible for controlling the intern’s growth during these conversations. If there has been a learning assignment it should also be checked at this point. It would also be beneficial for the intern to prepare him/herself for the discussion.

Running a control or feedback discussion							
							
Motivate	Require the candidate to find out what he or she has done	Always read the written output	Conversation and comment	Detect clear errors and provide feedback	Continue with things worth pondering	Find out the level of internalisation	Understanding the content of work and activities is important

Figure 17: How to run a control or feedback discussion

6.3. Providing and receiving feedback in difficult situations

What is a conflict? Conflict is a contradiction between different people. The causes of the conflict may be: different perceptions of expectations of interests of needs values / attitudes of objectives of knowledge or lack of knowledge of unclear roles / inadequate communication. The conflict is not solved by itself and, unfortunately, every unresolved conflict is creating new conflicts. Different parties have different perceptions and expectations of role. Here you will find some simple instructions to follow when it is necessary to find out the role expectations and sense of role of the other party

Providing and receiving feedback in difficult situations					
					
Description of the action - expressing your feelings to highlight the outcome of the action (damage or benefit). We listen, we respect, we understand	Active listening is used to understand what another person is saying. It is characterized by listening to the end, not judging, asking, reflecting content and feelings	Ask questions: What do you think, what your behavior leads to / How your actions affect other teammates / Why do you think it's necessary etc.	It is important that the intern himself formulates the action, the problem and the possible consequences and understands the responsibility. If only you talk, then you don't know if the intern listens and how he understands it. Therefore, it is important that the intern speaks for himself.	Constructive feedback - emotionally equal partner situations analyze (dialogue), if possible be the first to listen to the interns thoughts. Not to highlight the mistakes of the past, but to look to the future, and coping feedback.	Conclude an agreement - let the intern formulate an agreement! What he learned from it and how to go on

Figure 18: Providing and receiving feedback in difficult situations

6.4. Learning methods

The method is the intended course of action, which provides a certain framework for a certain part of the training. Depending on the method, it can be, for example, an energy exercise, a simulation game or a lecture.

From the point of view of the participants, the method includes the entire training plan. The method itself says a lot about the planning process. A bit of a strange impression can be given when a five-hour lecture is held on active citizenship and participation, without giving listeners the opportunity to ask questions or go to the bathroom. In this case the method used would not correspond to the values promoted during the lecture or training. Therefore, the method used must be in principle consistent with the objectives of the training, i.e. the values, general objectives and specific objectives underlying the training. The chosen method must serve a specific purpose while at the same time complying with the values underlying the entire arrangement.

The list of questions to be answered before the method is chosen should start as follows:

- Does the method chosen correspond to the values to be communicated during the training and the objectives of the training?
- Can the chosen method achieve the objectives set out in the training strategy? (End sentence: I would like the participants at the end of this session...)
- Which methods of communication are encouraged by the method chosen?
- Does the method chosen contribute to the creation of a team or is it not relevant at the moment?

Learning methods			
			
Does the use of the chosen method contribute to the active participation of the learner in the learning process?	Does the use of the chosen method give the learner enough time and opportunities to understand what his feelings, interests and thoughts are?	Is it clear to the student that he or she is responsible for his or her own learning results and individual development	Will the training reveal issues that should be of interest in further training, discussions or studies?

Figure 19: List of questions before choosing the right method

After all, the success of using the chosen method depends solely on the trainer. Someone has said that trainers are also people, and he was probably right. However, in this area too, it is possible to avoid undesirable consequences by complying with a few simple rules. If you use the method of experiential learning, remember that this is not exact science. In the opinions that seem unexpected to you, there may be a great deal of teaching. However, it is only if the trainer is able to link these unexpected circumstances

to the expected objectives and course of the training. The main thing is that using the chosen method, the trainer feels comfortable and confident. If you, as a trainer, assess whether the chosen method suits you, please refer to the following points.

When choosing the method, the trainer should:

- be sure that this method is suitable;
- as far as possible, be experienced as a trainee (or as a crew member, if other members have experienced it and may present it to the entire crew) as to how this method is used;
- know what the results of using the method are, but also be able to take into account the unexpected consequences;
- be aware of the importance of his or her opinions and interpretations and be able to work with the interpretations and attitudes of participants;
- understandably explain what the objectives of a given course section are, while avoiding excessive simplification;
- avoid methods that may induce feelings that cannot be controlled in the course of the training;
- take into account that not all trainees may want to take part in any exercise;
- have developed a comprehensive strategy to produce summaries and receive feedback, which must also be suitable for dealing with unexpected situations;
- be aware that learning means change and not necessarily be a pleasant experience. Participants may argue that they feel uncomfortable when using a method (or when used by a particular trainer). The trainer must carefully analyse whether the inconvenience was caused by the method or whether it was caused by new feelings and discoveries caused by the method.

6.5. Learning tasks and plans

Learning task is a support for learning and at its best it is an encounter between theory and practice. Through learning tasks, shortcomings in learning can be identified, as well as the level of competence. Contradictions in learning assignments can be motivating and thus inspire students to learn more. What is essential in learning tasks is that they must not remain detached from internship learning itself but should be able to be applied to authentic workplace situations and tasks. Such genuine tasks related to working life and the various processes in working life require the student to solve problems and force them to change their understanding of the issue. It would therefore be preferable for the educational institution not only to plan tasks, but also for working experts (mentors) to be involved in the planning work. Learning tasks must always be varied, challenging and responsible, because they motivate the student and at that stage he or she is motivated to do them. Often, learning tasks are tied to real life and the solutions to the problems that occur there. Problem solving that requires thinking generates metacognitive skills such as problem perception, problem segmentation, thinking different strategies to solve the problem, etc. Good learning tasks activate metacognitive awareness in the student. This simply means that the student looks at his or her own knowledge of the subject being taught, situation or learning task.

Good learning tasks include:

- a task that leads to essential learning
- a task that makes sense to do
- a task that opens up the meaning and purpose of the subject to be learned, especially when the student is doing the work himself or herself
- a task for which the necessary material is well available
- a task related to the intern's experiences
- a task that is dimensioned correctly in terms of time and complexity in relation to the level of the student

- a task that demonstrates the connection between theory and practice
- a task that requires the application and analysis of theoretical knowledge
- a task that combines what has been learned before and with the whole
- a task that includes the learning process itself, i.e. self-assessment and developmental assessment

Meaningful learning begins with the problems and contradictions of practical life. A cognitive contradiction arises in the learner’s mind when his or her knowledge and skills are not sufficient to control the situation. The learner seeks to resolve the contradiction either by acquiring new knowledge (assimilation) or by arranging previous knowledge in a new way (accommodation). As a result of learning, structured ideas and explanatory principles emerge, which form the internal structures and models that guide the learner. The adoption of new knowledge is always seen as dependent on previous knowledge. In teaching based on the concept of cognitive learning, teaching is seen as a systematic guidance of learning, not just as the transmission of knowledge.

8. Tasks and responsibilities of different actors

In this chapter there are introduced different tasks and responsibilities of different actors which are related in the internship period. Co-operation between different actors is very important. In the internship process there is involved intern, mentor, keyperson, prison, training centre and DGDPH. All actors should have a common understand

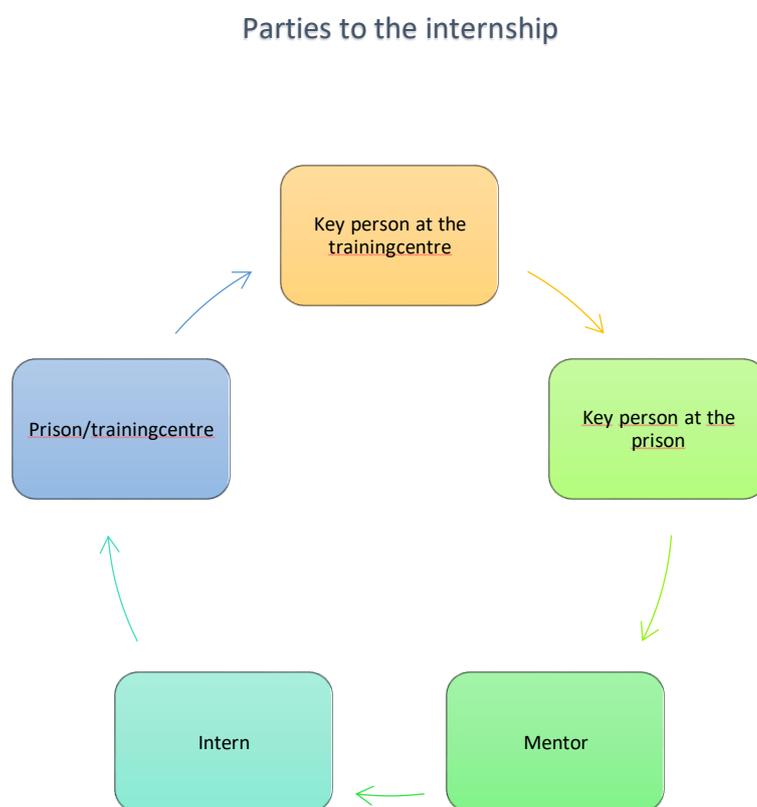


Figure 20: Different actors involved in the internship

8.1. Intern's responsibilities

In this chapter there is pointed out what to expect from the intern. These themes should already be acknowledged before the internship period begins and be clear to the intern. Mentor should observe the intern and make sure that he/she complies with and understands these themes and responsibilities.

Intern's responsibilities:

- Complies with the rules of order, safety instructions and regulations – and working hours
- Professional secrecy
- Responsibility for his own learning, duty to make him assigned task.
- Achieves the goals set for the degree in terms of internship
- The student must participate in accordance with the curriculum in force at the time teaching and perform the related activities.
- Studies include assignments, credits, and the obligation to attend teaching
- defined on a course-by-course basis between the curriculum in force at the time and
- according to the student's personal study plan.
- Due to absence, the student might be obligated to perform additional tasks that are part of the period
- The student must behave appropriately and respectfully towards the staff of the training centre and other students in and outside the educational institution.
- Each student is responsible for maintaining peace of work at teaching events organised by the Training Centre.
- Students must wear uniforms or protective clothing arranged by the training centre when individually ordered by the teacher or the head of the training centre.
- Substance use and intoxication are prohibited in the premises and area of the Training Centre and in the training organised by the training centre.
- Intern is responsible for achieving learning outcomes
- Plans his / her time to achieve the goal of the internship and learning outcomes
- Understands the necessity and purpose of internship
- Acts in accordance with the basic values, essential instructions, and documents of the school
- Provides ongoing constructive feedback to the supervisor and asks the supervisors for feedback on their activities. At the end of the internship gives constructive feedback to the school and the department of prisons
- Is active, curious and dares to ask questions
- Offers new ideas and solutions
- Understands his role and responsibility in internship period, is aware of his duties
- Observations during the internship period and writing analysis at the end of the internship.
- Respecting the agreements with the tutor, the school, and the department of prisons.



Figure 21: Intern's duties and responsibilities

8.3. Internship prison's

In this chapter there is pointed out agreed tasks and expectations for the internship prison. It is very important to understand that in order for the internship to be successful, all parties involved must contribute. There are many tasks that would prove extremely difficult to carry out for without the help of a Internship prison.

- Providing input to the curriculum (what kind of staff do they need)
- Appointment of internship mentors
- Sharing information and cooperation with the training centre
- Creation of a sound framework for the smooth cooperation of all parties (training centre, intern, mentor, prison)
- Supporting mentors, motivating them and creating opportunities for their professional development
- Ensures safety at internship time and protective equipment
- Providing access to databases if necessary
- Providing input to the development of the internship system

8.4. Training center's

Training centres often play a central role in the internship period. The task of the training centres is to collect information and feedback from different parties and to create a single whole of it. The training center is also a central place to get information and support for all parties involved in the internship. Here are agreed tasks and expectations for the training centers.

- Provides personal guidance if necessary
- Organises training for mentors
- Prison-specific development work and cooperation
- Monitoring the progress of internship and exchange of information
- Personal contact and communicator to mentors
- Provides the necessary information about internship period to intern
- Provides the necessary information about the intern to mentor
- Previous placements in prison in training, reviews, backgrounds
- Study plans, study guides, contracts, tasks for information, everything related to the success of internship learning period
- Conclusion of feedback and sharing of results with all parties
- Development of the internship system
- Ensuring cooperation between training centers (before the start of the internship and at the end of the internship, the relevant people in the training center come together and evaluate situation and results)

8.5. DGDPH's

All our efforts would be in vain if we did not have a budget, legislation supporting activities, or if no one was involved in the development of a profession. Here are agreed tasks and expectations for the DGDPH's

- Management of prison personnel and training activities
- Coordination and organisation of the development and evaluation of prison officials and personnel including mentors.
- Establishment of the budget and provision of resources for the coordination of internships in prisons
- Proposing the development and amendment of legislation in the area of prisons
- Take into account the number of mentors and the balance between prisons when transferring officials from one prison to another
- To determine the institution where the interns will do their internship
- Duplicating educational materials (printed documents)

8.6. Key person's

Training centres play a central role in the smooth running of the internship process. In order to help all parties and to make suggestions and improvements in the process on the basis of all the feedback gathered, it is necessary to have specific individuals involved in the internship area in training centres. Figure 21 illustrates very briefly the areas of responsibility that the key person's daily work involves.

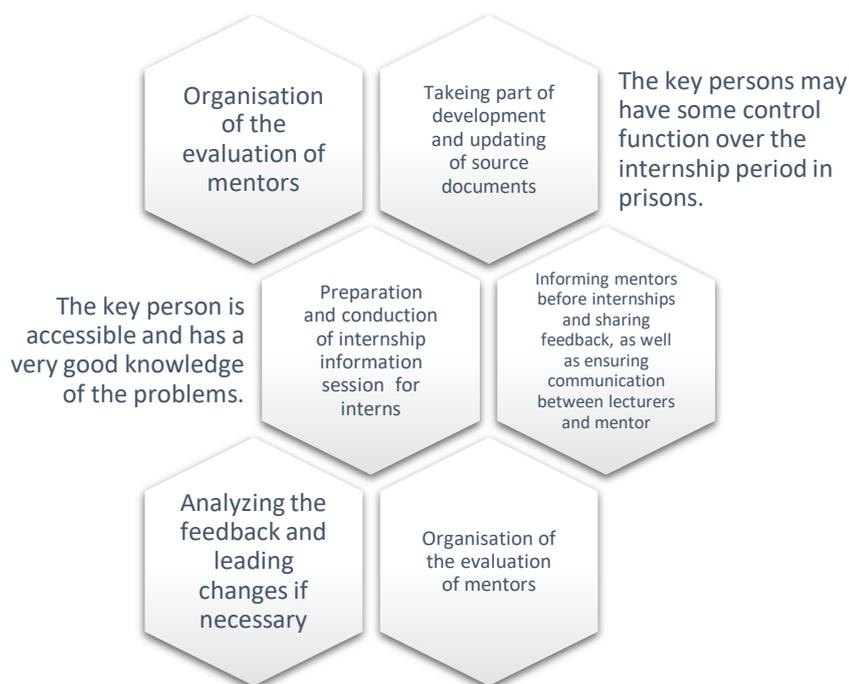


Figure 22: Keypersons's duties and responsibilities

9. Co-operation between prisons and training centres

9.1. Training for mentors

Mentors are given training before their position as a mentor begins. Training focuses more of the pedagogical and didactical perspectives than the curriculum. Training provides new mentors sufficient knowledge about how to be a good mentor for interns. Before the training, mentor should familiarize him/herself with the curriculum and with this manual.

In next subtitles there are established some of the topics studied in mentor's training. As a result of the training, the participant has the basic knowledge and skills of the process of preparing, conducting and returning the internships.

Here are some of the basic skills and knowledge that mentors acquire in the course of training:

- knows the role of the mentor in the various stages of the internship: preparation, execution and feedback;
- follows the instructions on the organization of the internship.
- Understands the mission and goal of education
- Is aware how to implement effective communication skills
- Understands the basics of teamwork and team leadership
- Has an overview of crisis management
- Is aware how to implement organizational skills

- Is able to analyse the needs of the intern and decide what information to share with him/her
- Has the necessary knowledge and skills to evaluate the intern
- Has an overview of course materials



Figure 23: Knowledge of mentor

9.2. Mentor network

The network of mentors has many different objectives. The most important of these are the exchange of information, the development of the system and the support of each other. Of course, the main tasks of the network can evolve and change over time. Especially in a situation where the initial task of the network is to develop internship system. Regular meetings, regional work arrangements and network leaders help to accomplish these major tasks.

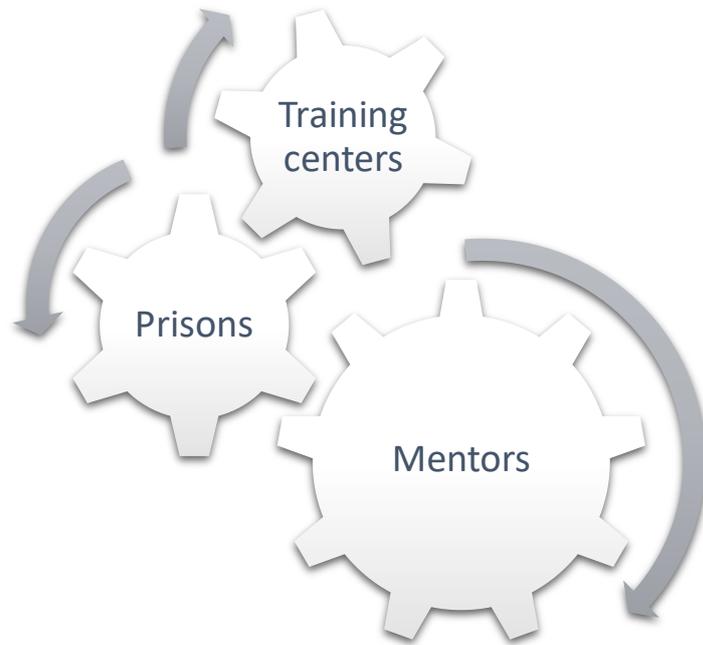


Figure 24: Mentor network

Cooperation and communication are always the basis for major developments. Understanding and taking into account the position of the other party is essential for the operation of the network. However, the network often stimulates the development of new friendships and fruitful cooperation projects.

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Additions:

Addition 1: Learning Plan

Addition 2: Example of statement

Addition 3: Evaluation sheets for supervisory activities

Addition 4: Final examination evaluation criteria surveillance

Addition 1: Learning Plan

*Subject: Body search

Produced by:

Task	Time	Content	Learning act	Guidance - social form
1. Why/when are prisoners subjected to personal body search?	30 mins.	The candidate(s) will consider the matter and consider in what situations personal checks will be carried out... *Candidate/candidates take notes	Motivation	Individual / Group Task
Break	10 mins.	Break	Break	Break
1.1 Disassembly of a task	40 mins.	Ensure that the candidate(s) have the correct information on the situations in which the inspection can be carried out. *The prisoner is suspected of possessing unauthorized items or substances. To prevent escape or trespassing. To combat the danger to prison security or order. For coming to jail. Because of an unsupervised meeting.	Orientation	Conversation in individual/ group
Break	10 mins.	Break	Break	Break
2. How to do body search and what needs to be taken into account	30 mins.	Knowledge of the prisoner, subtlety, undressing, if on top of any objects their inspection, gender, possible reluctance, what language speaks, witness, space where the inspection is carried out, personal examination record and its filling.	Orientation	Conversation in individual/ group

Break (lunch)	60 mins.	Break	Break	Break
3. Carrying out a body search on the prisoner.	15 mins.	The candidate(s) monitor how a more experienced official performs a body search.	Internalizing	Individual / Groupwork
4. Candidate / Candidates *Carrying out a body search on the prisoner.	15 mins.	Candidate(s) carry out a body search.	Practical task of lessons learned / Outsourcing , using information	Individual / Groupwork
Break	10 mins.	Break	Break	Break
5. Feedback discussion	45 mins.	Go through a task to see how it was performed. Which went well and if there is something to point out. Discussing possible difficult situations (e.g. language barrier, prisoner reluctance, refusal...)	Evaluation/ Control	Conversation in individual/ group

Addition 2: Example of statement

STATEMENT OF INTERN'S TRAINING PERIOD (EXAMPLE)

9.12.2021

Intern prison:

Intern:

Statement

XXX completed his first internship at XXX Prison. He was actively involved in the implementation of the planned program and showed interest in the field of criminal sanctions. A good motivation to study came up in the feedback discussion as well as a clear understanding of the diversity of the criminal justice sector. Previous long work experience in a closed prison did not cause problems with attitude and not in action itself – on the contrary, XXX was willing to see a different kind of prison treatment. Corrective feedback was provided on the learning diary entries, which were rare, and their quality did not reach the level agreed in the steering discussions. XXX has decent work experience so he can easily turn new learning on top of what he has previously adopted. Motivation and attitude are at a proficient level, and we believe, that during further theory studies he will develop further, and we will have a qualified candidate in our ranks. We would also see as a good feature that XXX did not rely on what he had learned earlier in situations of conflict, but he was able to interpret the matter from different perspectives and justify them in places. Based on our findings, we consider the student to be suitable for the Criminal Sanctions field and propose the course for approval. The candidate has been given oral feedback and a written statement about the internship.

Based on our findings, we consider the student suitable for the Criminal Sanctions field and propose the course for approval. The candidate has been given oral feedback and a written statement about the on-the-job training period.

Date and place

Mentor's signature

Trainee's signature

INMATES BODYSEARCH

Operations within one group of inmates must be checked - in case of a bodysearch, the activities of one official in the bodysearch of different inmates are checked (walking, sending to work / school)

Unit	
Date	
Time	
Inspected official	
Inspection officer	
The place where the inspection took place	
Sending the inmate in what case?	

Control operation	Result	Further action to address shortcomings
A bodysearch of the same sex is performed by a tactile search.		
The official shall not stand directly in front of or directly behind the person being searched.		
The prisoner is placed at a distance of 20-30 centimeters from the wall, his legs and arms on the wall at shoulder width.		
The officer wears gloves when searching the inmate.		
Gloves are disinfected or changed after contact with unhygienic surfaces.		
The search is performed from top to bottom.		
The search shall be conducted bilaterally. When tapping on the left side, the searcher stands with his right foot behind the left foot being searched, and vice versa when searching on the right side.		
The official performs the tactile with massaging movements, not sliding.		
If a hat is present, the hat is removed.		

The inmate shows his mouth.		
The prisoner shows his hands and moves his fingers.		
When touching the body, arms and legs, no area is left untouched.		
The officer searches the inmates's shoes.		
When a person is searched, the things accompanying the person have been searched correctly.		
If metal gates are used, a metal gate must also be used for additional control.		

Notes:

Search tactics

Whether or not a search is carried out by undressing, it must be done systematically and you must always be safe before you search.

Remember!

To make it harder to hit in the event of an attack, do not stand directly in front of or directly behind the wanted person. When searching by groping, make sure that the person being searched is on his or her back or, in the case of an aggressive person, on the floor and that his hands are restrained on his back with handcuffs. Before searching, place the person facing the wall if possible, instruct the stand to stand 20 to 30 centimeters away from the wall, and raise your arms and place them on the wall shoulder-width apart.

This unbalanced position is necessary so that the searcher cannot immediately hit the searcher with his foot or hand while touching his hands, body and feet. In order to attack, the wanted person first needs to achieve body balance, and this gives the searcher enough time to react.

Remember!

When searching by touch, act from top to bottom.

First the hat, hair, ears, nose, mouth are checked, then the hands, body, legs are checked and last the socks and shoes are checked. This order ensures that there is no dispute between the prisoner and the officer as to whether or not the gloves were already soiled during the further search due to the inspection of the footwear. The search of the arms, body and legs must be performed bilaterally, ie when searching on the left side, the searcher stands with his right foot behind the left leg to be searched, and vice versa when searching

on the right side. This position ensures that the officer does not stand directly behind the person being searched during the tactile and that the half change can be made once or twice.

The hat, the hair, the ears, the mouth - the hat must always be taken off the head and the whole hat can be felt with your fingers, because the hat is often made of multiple cloths, between which objects can be easily hidden. Hair should definitely not be overlooked, especially if it is long or patchy. If necessary, the prisoner must be allowed to disassemble the patch and, like the rest of the body, always touch it with his hands. Attention should also be paid to the nostrils, ears and mouth, and foreign objects such as cotton wool should always be removed for inspection. If a prisoner avoids speaking or has an unusual voice, this may mean that something may be hidden in the mouth, in which case the mouth should be checked particularly carefully.

Body, arms and legs - the body, arms and legs must be palpated so that no area is left untreated; always let the wanted person show their hands with their fingers. It is very common for a prisoner to hang an object on a chest or back with a piece of string or tape, to which searchers usually do not pay enough attention. When examining the body, the greatest attention should be paid to the belt and groin area. Most of the prohibited items are found there, as prisoners know that it is most inconvenient for an official to search the groin area by touch. Notwithstanding the discomfort, the official must not leave any part of the body unchecked, as prisoners will quickly draw conclusions from it so that the object can be hidden the next time so that it is not discovered. If there is any suspicion that a prisoner may be hiding in the groin area, an undressed search should be carried out immediately, subject to the above privacy requirement.

If it is suspected that the wanted person has hidden the object in the body cavities, the searcher's object can be identified in a way that does not require physical intervention (for example, illuminating the mouth and nostrils with a flashlight, letting the prisoner squat). If a physical examination of the body cavities is required, a doctor must be involved in the search to perform the procedure. Officers of the same sex may be present during the physical search of body cavities and, if necessary, coercion may be applied (if the prisoner resists).

Socks, shoes - Prisoners use socks and shoes very often to hide objects. In order to search for footwear, the prisoner must be allowed to take it off his or her feet, because only then can hidden objects be discovered by tapping with his fingers, bending his hands and visually inspecting them. In the event of the slightest doubt, if the presence of the object cannot be established without breaking the clothing, technical aids, such as a metal detector or an X-ray machine, must be used before breaking to prevent unjustified harm to the prisoner. Socks can also be checked by groping, but a more certain result is obtained when the prisoner takes them off his leg.

Remember!

When touching, try to avoid slipping movements, the risk of injury to the hand is lower (there is a risk if sharp objects are hidden in the clothes or body).

Addition 4: Final examination evaluation criteria surveillance

		Students name							
Topics to be evaluated									
1	In-prison escort								
2	Searching								
3	Opening of the compartment door or food door								
4	Use of physical force and / or weapons appropriate to the situation								
5	Use of handcuffs								
6	First aid								

Error categories

The first category

1	The student uses physical force if there is no legal basis for it								
2	A student uses a service weapon if there is no legal basis for it								
3	The student uses handcuffs if there is no legal basis for it								
4	The student does not use physical force / coercion if there is a legal basis for it								
5	A student does not use a service weapon if there is a legal basis for it								
6	The student does not use handcuffs if there is a legal basis for this (including the right to use restraint measures in urgent cases)								
7	The student fails to perform a mandatory search								
8	The student does not react to the health problem in the case								

Second category / 6 points

1	Prisoner is not warned to use coercion (provided the situation allows and requires it)								
2	The student ignores and takes away all prohibited items from the prisoners								
3	The door is opened when the prisoner in the cell is standing at the door, including opening the door "blind"								
4	The key, service weapon, special equipment, prohibited object shall be left in a place accessible to the prisoner								
5	Prisoner left unattended (may escape supervision by officials)								
6	The security officer will not be notified of any security incidents								

7	No irregularities will be detected and no orders will be issued to put an end to them																		
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Use of handcuffs

1	The handcuffs are applied from the rear hand																		
2	The removal of the handcuffs is started from the nearest hand																		

Use of physical force

1	Physical force is used, but the techniques used are technically impossible (wrong)																		
2	While on the ground, there is no control over the inmate																		

Use of pepper spray

1	Incapacitated by losing control of the weapon																		
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Use of a telescopic baton

1	The blows are deliberately targeted																		
2	Incapacitated by losing control of the weapon																		

Third category / 4 points

1	The student does not assemble the service belt properly, the cases are on the back, without tightening																		
2	The steward is partially informed of security incidents																		
3	Notices violations, but does not issue orders to terminate all violations																		
4	Does not respond to prisoner's disciplinary offenses (eg if the prisoner's clothing is incorrect)																		
5	The prisoner is warned, but is warned about the wrong thing or some other defect, due to which the prisoner may not understand the use of coercion if he or she does not obey the order.																		
6	When the door is opened, the latch is not pushed out or the locking tongue is not turned out to prevent the door from locking independently																		
7	When the chamber door is closed, the door is not locked or not latched																		
8	The food door is opened in a dangerous way (standing near the door, it is possible to injure your hand inside the chamber with the food door, etc.)																		
9	The prisoner is not kept a safe distance while being escorted in-prison																		
10	The prisoner is not kept in a safe position during the search																		
11	When opening the chamber door, what is going on in the chamber is not monitored and no instructions are given to ensure safety (incl. to remove objects)																		

Use of handcuffs

1	When removing the handcuffs, the handles are not kept properly or the wrong position of the released hand is not noticed (incl. the released hand is not left on the back)																		
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Use of physical force

1	The chosen technique is ineffective in this situation, but control over the inmate is achieved																		
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Use of pepper spray

1	Hands are not free when taking control of an inmate (eg in the hands of a gas injector)									
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Use of a telescopic baton

1	When preventing an attack with the wrong timing, the blows will not hit the object									
2	Opening the telescopic rod, it does not lock correctly									

Fourth category / 2 points

1	The walkie-talkie is turned on, but the communication is not checked									
2	The steward is informed, but late (not as soon as possible)									
3	Communication does not follow courtesy rules									
4	The orders are given clearly, but they do not help to resolve the event									
5	Inmates questions are ignored and the purpose of the actions is not explained									
6	The student starts arguing with the inmate									
7	The student do not wear rubber gloves during searches									

Use of handcuffs

1	The handcuffs are applied too loosely or too tightly									
2	When the handcuffs are removed, the moving part of the handcuffs remains open									
3	The instructions are not clear or unambiguous or there are no additional instructions									
4	The forearms do not face each other									
5	No double lock is used									
6	The handcuffs are placed in the middle behind the inmate during loading or unloading									

Use of physical force

1	The student loses control of the inmate and is restored with a delay									
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Use of pepper spray

1	The instructions are not clear or unambiguous or there are no additional instructions									
2	Too long breaks during operation									

Use of a telescopic baton

1	Unstable position (loss of balance when moving, legs in line)									
Total										

Error points by evaluation criteria (if the amount earned in categories 2-4 is greater than or equal to 24, the overall result is negative):

Grades:

- 5 (very good) - 0 - 8p
- 4 (good) - 9 - 13p
- 3 (satisfactory) - 14 - 23p

2 (incomplete) - 24 and more points