

Learning possibilities for elderly people
by training methods in the
Márianosztra Penitentiary Institution



Motto:

š Prison is not only a building
where they keep locked up felons .
Prison is an institution by which
the society holds a mirror for itself.
In prison they keep life stories.
(by Károly Orbán)

This presentation is by Ildikó Berényi PhD student ELTE PPK

The structure of the presentation

- introduction to the topic
- the method of sociotherapy
- training in the Márianosztra Penitentiary Institution
- summary of experiences

The actuality of the topic

- ❑ Recent changes in criminal law sanctions results a growing inmate headcount. The average saturation is 137%. (one hundrend and thirty-seven percent)
- ❑ The educational attainment of the inmates are very low.
- ❑ 14% (fourteen percent) of them did not complete primary shcool.
- ❑ The education and vocational training is a priority task of the institutions.
- ❑ Elderly people in penitetary institutions are in a cumulatively disadvantegous situation. Their involvement into the training program is essential for their re-integration into the labor market and for their successful re-socialization into the society.



□ *Research problem*

- How effective is the re-socializational education of the inmates during their imprisonment and what is the characteristic of its application conditions?

□ **Research questions**

- How do the representatives of different disciplines interpret the pedagogical, psychological and social work in closed institutions?
- What are the areas in which differences can be shown?

Training in the Márianosztra Penitentiary Institution

- ❑ The application was by a preliminary announcement.
- ❑ 16 (sixteen) people participated, at 10 (ten) occasions, in 60 (sixty) hours.
- ❑ 10 of them completed the training.
- ❑ 3 people were transported to another institution.
- ❑ 1 person got freed.
- ❑ 2 people after the fourth occasion did not want to participate the training.
- ❑ I did a phenomenological life history interview with 5 participants.
- ❑ Its processing is by content analysis which focuses on the unfolding of hidden connections.

Application of the sociotherapy method

- ❑ During the training course we applied the method of sociotherapy.
- ❑ Its methodological criteria is not as strict as the psychotherapy's.
- ❑ As theory, sociotherapy's objects are the inmates reinstatement into the so called "treated" society, to settle their social relationships, and to develop their personality emphasizing the importance of the social background and the active participation.

Collocation of participants

- ❑ **By enforcement classification:**
- ❑ 7 people jail, 3 people prison
- ❑ **The average duration of imprisonment:**
- ❑ 8 and a half year
- ❑ **The average age:** 41 (fourty-one) year
- ❑ **The traits of their criminal offense:**
- ❑ 2 people homicide
- ❑ 4 people robbery
- ❑ 1 person misuse of firearms
- ❑ 2 people sexual abuse
- ❑ 1 person fraud

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- ❑ 2 people work, 8 people participate building maintenance work required by law.
 - ❑ **Health status:**
 - ❑ All participants are healthy.
 - ❑ **Keeping contact:**
 - ❑ It is regularized and stable and for 7 people.
 - ❑ There is no active contact for 3 people at all.
 - ❑ **Level of education:**
 - ❑ Finished school years: 1 person year 5, 1 person year 7, 3 people year 8, 1 person year 10, 3 people got vocational school training certificate, 1 person graduated from secondary school.

Summary of experiences

- ❑ The duration time of the training was 5 (five) weeks, on two consecutive days, twice a week.
- ❑ First week: the so called: šice-breakingö phase which was getting started, getting to know each other, group formation.
- ❑ Second week: self-knowledge section.
- ❑ Third week: communication, situational plays, plays of assertiveness.
- ❑ Fourth week: conflict management, problem solving.
- ❑ Fifth week: closing part.

The most favourite task types

- ❑ *self-knowledge plays, writing about themselves depending on the type of task*
- ❑ *for example: unfinished me, value triplets,*
- ❑ *problem-solving, combined task types*
- ❑ *e.g.: island, heart transplantation, in a shoe store, our house, joint menu,*
- ❑ *black-white*
- ❑ *communication games*
- ❑ *e.g.: the whole world does so, information distortion, positive-negative feedback*
- ❑ *conflict management tasks*
- ❑ *š here and nowö states*

Less popular task types

- ❑ *the games of assertiveness*
- ❑ situational plays (when they had to play in different situations)
- ❑ when there were childish plays
- ❑ when they had to write a lot
- ❑ when we concerned on intimate topics

The importance of training

- ❑ The prison is a special closed world where the individual becomes totally exposed.
- ❑ Who exposes himself becomes vulnerable.
- ❑ For that reason it is a great result of the training that they became a group by the end of the training. The group members listened to each other, opened up to one another and they talked about their deepest feelings.
- ❑ For the majority of inmates who were involved into the group had communicational and self-knowledge problem.

Summary

- ❑ The inmates who were difficultly opened at the beginning, doubtfully accepted different tasks and accomplished them without courage during the training they were able to learn to improve their cooperation ability and self-improvement techniques in small groups.
- ❑ The inmates who accomplished the training which was for educational point of view useful and niche feedback were very positive based on the completed questionnaires on the closing day.

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- ❑ By the feedbacks from the group their real self-esteem strengthened.
 - ❑ The positive aspects of their self-concept came to the fore.
 - ❑ They have become much more open to manage the conflicts without violence in their daily lives.