Kulttuurikongi – Promoting the Wellbeing of Inmates with Guided Functional Peer Support

Cecilia Lindström

2021 Laurea

Laurea University of Applied Sciences

Kulttuurikongi – Promoting the Wellbeing of Inmates with Guided Functional Peer Support

Cecilia Lindström

Bachelor's Degree in Social Services

Thesis

December, 2021

Laurea University of Applied Sciences

Bachelor's Degree in Social Services   **Abstract**

Thesis

Cecilia Lindström

Kulttuurikongi – Promoting the Wellbeing of Inmates with Guided Functional Peer Support

Year   2021   Number of pages   39

The objective of this thesis is to plan and develop future operation for Kulttuurikongi-project in co-operation with Kris Tampere and an unnamed closed prison in Finland. The product of this thesis is a written development plan for co-operation between Kulttuurikongi-project, Kris Tampere and an unnamed prison in Finland.

A secondary objective is to promote Guided Functional Peer-Support model as a valuable method to be used in the rehabilitation of inmates in prison and persons with a criminal background.

Thirdly, I want to demonstrate the benefits of co-operation between the public sector and third sector in rehabilitation of inmates and persons with a criminal background.

The working life representative for my thesis is Kukukunori ry, a non-governmental organization in Finland, working in the field of mental health in co-operation with other agents from several other fields.

During my thesis process, I worked in Kukunori ry's Kulttuurikongi-project, that strives to enhance the wellbeing of inmates in prison and people with a criminal background by increasing involvement and decreasing inequality with guided functional peer support model, also referred to as the GFP-model.

My development plan introduces how the co-operation between Kulttuurikongi-project and Kris Tampere may be executed while simultaneously disclosing the various factors, that should be taken into consideration whenever planning an co-operation between the third sector and a prison in Finland.

It includes a presentation of the use of guided functional peer support in prison, including various factors to take into consideration as well as examples of exercises to use.

In the summary, the benefits and challenges of co-operation between the third sector and public sector are disclosed.

The co-operation between the different sectors and between different professionals set a foundation for multi-professional co-operation, which allows the use of versatile knowledge, the opportunity to examine the process and the work from different perspectives as well develop the operation

Prison is a challenging operational environment, however, common goals and willingness to work together towards those goals saves the resources of all parties and provides the greatest benefit for the focus group.

Contents

1 Introduction

Guided functional peer support model focuses on the strengths and assets of the participants instead of the possible diagnoses, challenges or similar backgrounds they may have. The peer-support is based on common interests and fulfilling them through action, instead of sharing experiences through discussion. Guided functional peer-support has originally been used in preventive and rehabilitative mental health work (Kulttuuripajamalli.2020 & Missio, visio ja arvot. ND.). However, the model is flexible and applicable in various forms, in different operational environments and with diverse client-groups. Guided functional peer support-model includes peer-tutor training for volunteers, functional peer-groups led by peer-tutors and the support of professionals throughout the process.

Kukunori ry is a non-governmental organization in Finland, that is driven by the passion of finding new solutions or developing old ones, usually in co-operation with a range of different agents, in order to create a new culture of wellbeing. Kukunori ry was founded in 2012 and has since then been in charge or a part of several different projects, Kulttuurikongi-project being one of them.

Kulttuurikongi-project is the first known attempt In Finland to use guided functional peer-support model as a mean of promoting wellbeing and increasing involvement of inmates and people with a criminal background. The project has encountered many obstacles along the way but has also achieved success in various forms.

In my activity based thesis I will plan and develop Kulttuurikongi's future operation as a co-operation with other agents in the public and the third sector. Promote guided functional peer support model as a method as well as demonstrate the benefits of co-operation between the public and third sector.

1 Background of the thesis

1.1 Activity based thesis

The process of writing a thesis has a significant role in professional growth during studies in Universities of Applied Sciences. It promotes the ability to do independent research and analyse information in a critical and scientifical manner. Problem-solving, argumentation- and deductive skills are developed as well as written- and expressive articulation skills, while examining and developing practices and policies in the working field (Pohjannoro & Taijala. 2007. P.6)

Analysing a specific phenomenon entails thorough familiarization with the subject in question; researching literature and analysing previous research and concepts. However, it's equally important to examine the tacit knowledge, that the student has obtained during studies, in working life or in the writing process. The interactive use of theoretical and tacit knowledge is the base for professionalism (Pohjannoro & Taijala. 2007. P.7,10). For my thesis, I intend to combine both theoretical information as well as the tacit knowledge, that I've gained during my studies and working in Kulttuurikongi and the focus group in question.

My thesis is going to be an activity-based thesis. An activity based thesis entails developing work within the working field in question by developing, instructing, rationalizing or organizing practical policies. The process is based on professional theory and knowledge however, it always results to a concrete product. It can be for example a guidebook, a portfolio, video, an event or a project (Pohjannoro & Taijala. 2007. P.15). The product of my thesis will be a future oriented operation plan For Kulttuurikongi-project, which will also provide valuable information for other agents in the third sector contemplating and planning co-operation with a prison in Finland.

1.2   The objective and goals for my thesis

The objective of this thesis is to plan and develop future operation for Kulttuurikongi. A secondary objective is to promote guided functional peer support model as a valuable method to be used in the rehabilitation of inmates in prison and people with a criminal background. Thirdly, I want to demonstrate how the co-operation of the public sector and third sector benefits the rehabilitation of convicted offenders and ex-offenders.

My goal is to write a development plan for future operation to be easily followed and executed, by Kulttuurikongi or any other organization planning co-operation with a prison in Finland. I want to bring awareness to various measures, actions and notions, that need to be taken into consideration when working in a prison.

Furthermore, my goal is to bring awareness of the GFP-model as a method when working with inmates as well as the benefits of co-operation between the public and third sector. I'm going to achieve these goals by clearly demonstrating the method in theory as well as explaining how it can be used in practice. I will refer to literature as well as my own experience and knowledge as an employee of Kulttuurikongi.

I will examine the challenges and benefits of co-operation between different sectors by researching the policies of Criminal Sanctions Agency (Rikosseuraamuslaitos), the operational environment (prison) and the focus group (inmates and ex-offenders).

1.3 Feedback

I shall collect feedback about my development plan from my co-worker in Kulttuurikongi-project and from a previous employee, that used work for Kulttuurikongi-project when the work was still located in prison.

I will collect the feedback when my plan is almost written, so that I can receive more detailed feedback as well as feedback of the overall plan.

I will process the feedback and make necessary changes, while simultaneously keeping in mind my objectives and staying in line with the theoretical framework.

1.4 Working Life Partner: Kukunori ry

Kukunori is a non-governmental organization in Finland, working in co-operation with several other organizations within the field of culture, mental health- disability- and substance abuse services, in a mission to increase inclusion, equality between people and wellbeing for all (Kukunori. 2021).

The sense of well-beig requires solid mental health. The culture we operate in as well as its invisible structures affect the wellbeing of us all and it's essential to talk about them and make them visible in order to affect them. Kukunori is an organization that encourages and inspires everyone to take initiative and develop a new culture of wellbeing (Kukunori tutuksi. 2021).

Kukunori's values are "Pokka", Openness and Creativity.

Pokka is a Finnish proverb, that refers to having the courage to do something. Kukunori refers to Pokka as having the courage to bring forward partly invisible phenomenon and make them visible through communication, transformation design and by utilizing culture as a versatile source of means (Kukunori tutuksi. 2021).

Openness refers to the stand, that everything Kukunori does, and is involved in, shall be seen and heard. All operations shall be transparent and promote wellbeing (Kukunori tutuksi. 2021).

Creativity refers to the strive to do different things than others or to do the same things in a different manner. Kukunori urges to ponder, what is different and what is new (Kukunori tutuksi. 2021).

Kukunori's mission is to connect people in order to create a new culture of wellbeing. New solutions are created together by combining different fields, experts of experience and

agents on the grass root level. Kukunori strives to renew the field of NGO's by being an example on how to operate in new ways. In addition to their successes, Kukunori also shares their failures, so that everyone can learn from them (Kukunori tutuksi. 2021).

The daily effort for developing and finding new solutions is driven by Kukunori's vision to be a part of a world in 2030, where wellbeing is emphasized and everyone is seen and heard, due to the operation culture, built together (Kukunori tutuksi. 2021).

1.5   Kulttuurikongi-project

Kulttuurikongi is a project within Kukunori, funded by STEA for four years (2018-2021). Kulttuurikongi strives to enhance the wellbeing of inmates in prison and people with a criminal background by increasing involvement and decreasing inequality with Guided Functional Peer Support-model, also referred to as the GFP-model. The aim is also to affect the general attitudes in the society and decrease the stigmas related to inmates or people with a criminal background (Kulttuurikongi.N.D. K!Kulttuurikongi. 2021).

In the beginning, Kulttuurikongi-project included three employees, with various skills, education and background. One of the employees was an expert by experience and the original idea was to include this employee in the work implemented in prison. However, discussions with the prison's contact person revealed that all people working in prison must undergo a standard clearance vetting conducted by the Finnish Security and Intelligence services (SUPO). According to the security vetting, SUPO makes a discretionary decision, if the person is applicable to work in prison. One requirement is that there must be a sufficient amount of time passed since the last sentencing (usually at least five years) and during that time, the person has not been involved in any criminal activity. This led to a change in roles between the employees but didn't hinder the work from proceeding or the utilization of the knowledge and experience of the expert by experience (Karjalainen, H. 2020/2021).

Kulttuurikongi's four-year journey is illustrated below and as it depicts, the first project year included planning of the operation as well as finding the right prison for co-operation (figure 1.). Kulttuurikongi started its prison work in 2019 in an unnamed closed prison in Finland. Kulttuurikongi's employees introduced the GFP-model and what participation would entail, to the inmates. Thereafter the inmates had an opportunity to apply for peer-tutor training or indicate, if they were interested in participating in functional peer groups, guided by other inmates. The introduction was received with great interest – over 20 inmates applied for the training and several more expressed their interest in the activities (Karjalainen, H. 2020/2021).

Figure 1 Kulttuurikongi's Journey (Karjalainen, H. 2020/2021).

The process continued by interviewing the volunteered inmates for peer-tutor training. Through interviews and with the help of the prison staff, the most suitable candidates for the first training were chosen and the training itself could begin (Karjalainen, H. 2020/2021).

The training was successfully executed. However, soon after, the prison policies and guidelines went through changes, that were not revealed in detail, but affected the work of outside service producers. Unfortunately, Kulttuurikongi-project was unable to continue its work and had to find another prison for co-operation (Karjalainen, H. 2020/2021).

Analysing and contemplating the events retrospectively, led the employees of Kulttuurikongi-project to ponder, how much inmates affiliated with organized crime had influenced other inmate's willingness to apply for the peer-tutor training and express interest in certain types of activities. The high number of inmates affiliated with organized crime might also affected

the decision of not proceeding the co-operation with Kulttuurikongi-project, since it was implied to be due to security reasons (Karjalainen, H. 2020/2021).

Kulttuurikongi was able to continue its work in another, unmentioned, open prison in 2019. This led to successful execution of a peer-tutor training and implementation of peer-tutor groups. The inmates started a chess-club and an encoding-group. A cooking-group was also in the making, but since the peer-tutor planning the group was transferred to another facility, it didn't actualize (Karjalainen, H. 2020/2021).

Despite the promising start, Kulttuurikongi's work came to a halt in 2020, when the COVID-19 related restrictions set in. Outside service providers weren't allowed to operate in the prison. The chess-club and encoding-group continued their meetings independently, but new peer-tutor trainings couldn't be executed neither new peer-groups implemented. During this year, Kulttuurikongi developed various strategies to continue their work as well as other ways to involve the inmates in different activities while simultaneously waiting for the restrictions to ease, so that the actual work could continue (Karjalainen, H. 2020/2021).

Eventually, the decision of expanding the focus group and operational environment was made, since there was no guarantee, if and when the restrictions were going to ease. In the end of 2020, the project's focus group was expanded to persons with a criminal background and Kulttuurikongi started searching for new co-operation partners, mainly from the third sector. At this point, I completed my practical placement in Kukunori ry and continued as a part-time worker in Kulttuurikongi-project. The following depiction of Kulttuurikongi's operation during 2021 is written according to my own experience as an employee in Kulttuurikongi-project.

The COVID-19 restrictions affected the operations of several third sector agents and since most of the face-to face services were cancelled, many NGO's were trying to discover and develop new ways to serve their clients. Kulttuurikongi decided to contact NGO's, that work and support people with a criminal background. The aim was to embed the GFP-model as a constant part of the activities these specific NGO's were providing for their clients. Kulttuurikongi offered to guide the first peer-tutor training to the NGO's clients and participate in the possible expenses of the following functional peer groups. We wanted to demonstrate how versatile, effective, accessible and cost-effective the model is.

In 2021 Kulttuurikongi provided online peer-tutor training to the clients of Kriminalihuollon Tukisäätiö and KRIS Tampere. Kriminaalihuollon tukisäätiö is a national foundation in Finland, that offers services to support inmates about to be released, their families and to other professionals (Kriminaalihuollon tukisäätiö. N.D.). KRIS is an international organization, that provides help and support for inmates at the end of their sentence and when released from prison. Their activity is mainly based on peer-support (KRIS. N.D). An employee from each

NGO was present during the training, so that the training could be repeated to the next volunteers, that would hopefully follow. The online peer-tutor trainings led to a peer-group in KRIS Tampere, that produced background beats and melody for RAP-music. It also sparked the interest to start the process of including guided functional peer-support-model as a consistent part of KRIS's services.

2   Theoretical Framework

As theoretical framework for my development plan, I will begin by presenting the Guided Functional Peer Support Model. Thereafter I will introduce some key concepts, that are included in my plan and partially connected to each other. Finally, I will present the operational environment of my plan (prison) as well as the focus group (inmates).

2.1   Guided Functional Peer Support Model, GFP

Guided functional peers support model, also referred to as the GFP-model, has originally been used in preventive and rehabilitative mental health work (Kulttuuripajamalli.2020 & Missio, visio ja arvot. ND.). The original idea for the model was produced by Markus Raivio, founder of Kukunori ry, during 2005-2009 while he was working in Niemikotisäätiö ry as a music therapist (Kulttuuripajamalli. 2020. Missio, visio ja arvot. ND.) In 2009, Finland's Slot Machine Association (RAY) granted Niemikotisäätiö funding for ELVIS-project, where the GFP-model was developed further by Raivio and several other professionals, such as Heidi Karjalainen and Teppo Tolvanen (Raivio.M. et al. ND. Minun kulttuuripajani.P.33).

GFP emphasises the strengths and assets of the participants instead of focusing on diagnoses or challenges in life as well as functionality in the groups over discussion (Sosped foundation is peer support and communality. ND.). Volunteers are trained to become peer tutors and guide functional peer groups to each other. The aim is to strengthen personal assets in order to enable the participants to use their own abilities to achieve their goals in life. The peer support is based on communality; the assumption, that despite of possible diagnoses, challenges or similar backgrounds, the participants are individuals, brought together and joined by common interests. The activities are chosen according to the interests of the participants. Although the peer tutors plan and guide the activities, all the participants have an influence on the community and the content of the activity (Raivio.M. et al. ND. Minun kulttuuripajani. P.41.)

The GFP-model is implemented in several Culture Houses in Finland and has therefore also absorbed the term culture house model. Implementation, policies and practices related to the guided functional peer support model vary between the different Culture Houses,

however, they all prevent social exclusion by promoting active participation and their connection to each other can be examined through four different perspectives:

- The connection between the participants and their community
- The rules followed by the community
- The manner of social interaction within the community
- The desire to promote awareness of the GFP-model and encourage implementation in various forms

(Raivio.M. et al. ND. Minun kulttuuripajani. P.9,33.)

The sense of communality can be a new foundation for building new identities and connections between the participants (Raivio.M. et al. ND. Minun kulttuuripajani. P.10.)

Community rules are defined in order to build a safe environment for all the participants. The roles and tasks are assigned among the participants and the norms and relations within the group are agreed upon. It's a matter of self-organization; the activity is planned and controlled through ongoing reflection. (Raivio.M. et al. ND. Minun kulttuuripajani. P.10.)

Social interaction within the community is based upon mutual help and support between peers; shared moments including exchange of ideas, laughter as well as experiences of error and success. Along with mutual trust and respect comes reciprocal peer support. (Raivio.M. et al. ND. Minun kulttuuripajani. P.10.)

Employees and participants of Culture Houses usually share the desire of promoting the GFP-model by increasing awareness of the diverse and versatile operations, policies and activities between different Culture houses as well as the unique and individual but simultaneously uniting experiences they produce. Promotion of the model can be pursued in many ways, for example raising awareness, maintaining connections with other agents, developing methods and through collaboration (Raivio.M. et al. ND. Minun kulttuuripajani. P.10.)

2.1.1 The Key-Elements in Guided Functional Peer Support Model

The key elements in the GFP-model are peer-support, functionality and guidance; they are equally important and intertwined together (Raivio.M. et al. ND. Minun kulttuuripajani. P.19.)

2.1.2 Peer-Support

Peer-support is as a key concept and foundation for all activities within Culture Houses. It originates, is developed and formed through the varies components in everyday routines as a result of collaboration between different agents (Raivio.M. et al. ND. Minun kulttuuripajani. P.19.).

Within Culture houses, peer-support is considered as voluntary work and active citizenship. Voluntary work can be defined as any activity, that promotes the wellbeing of separate individuals or communities and is conducted by own free will without coercion and without reward. The aim of voluntary work is to obtain a situation based on equal interaction, that provides the volunteer worker joy and social capital in exchange of time and effort. Culture House's peer-tutor training, provide the peer-tutors tools to use for self-reflection and identification of personal feelings while simultaneously sharing their own time and skills with others (Raivio.M. et al. ND. Minun kulttuuripajani. P.22, 23.).

Active citizenship is a stronger expression of individuals influencing their surrounding and environment in a manner of their own choice, as active agents. The individuals don't remain passive and isolated, waiting for the society to act on the behalf of their wellbeing, but take responsibility of their own wellbeing, and the wellbeing of their community, as active members of society. The main idea is that we can all generate the kind of atmosphere and functions in our surroundings, that we ourselves want to be a part of. It's a transition from passive receiver and follower to active agent (Raivio.M. et al. ND. Minun kulttuuripajani. P.22.).

Peer-support is a form of active citizenship. However, it provides something that a volunteer worker or an employee can't provide; the personal and subjective experience of the participant. Peer-support is often used as an interactive tool for personal healing. The individual might have a desire for personal or social change. In a peer-group individuals have the opportunity to explore and compile their experiences and identities as individuals and as equal members of the group. They are provided with different perspectives to the role of peer-support as a factor in their own life and the life of others. Organized peer-support always include the notion of the existence and support of the community in the background (Raivio.M. et al. ND. Minun kulttuuripajani. P.22, 23.).

Peer-support has a substantial preventive affect, since the new perspectives internalized within the groups also influence future decisions and actions. New friendships often emerge from the peer-groups as well as new ways to accept oneself and others. The experiences of detachment and loneliness decrease. Peer-support helps people to discover their assets, take responsibility of their life and guide it to the desired direction (Raivio.M. et al. ND. Minun kulttuuripajani. P.23.).

2.1.3   Functionality

The peer-support groups within Culture Houses aren't traditional peer-support groups, focusing on discussion over a specific topic. In Culture Houses the peer-tutors plan and guide functional groups based on activities according to their own knowledge, skills and interests. Traditional peer-support groups often focus on the similar challenges, backgrounds or

diagnoses the participants may have. In Culture Houses the employees don't focus their attention to the problems or challenges the peer-tutors or participants may be experiencing, but instead emphasize the strengths within and positive angels to perceive life. The participants are encouraged to try and experiment with new roles and take on responsibility while simultaneously emphasizing the importance of being aware of personal resources and maintaining personal wellbeing. The rehabilitation processes are individual and unique and it's important that everyone is allowed to participate according to their own ability. However, focusing on personal skills and assets provides the participants an active role in their own rehabilitation process (Raivio.M. et al. ND. Minun kulttuuripajani. P.22, 23.).

The visitors of the Culture Houses choose if they want to participate as attendees of functional groups or apply for peer-tutor training. Many guide their own functional peer-groups as well as attend peer-groups guided by others. Becoming a peer-tutor involves attending the peer-tutor training as well as planning and guiding own functional peer-groups with the support of the employees at the Cultural House. Participating in groups as well as being a part of creating a positive and encouraging atmosphere is also considered as peer support. The focus is on the altered roles in relation to employees and other participants. The peer-tutor is no longer only a visitor, participant or a client, but an active agent, adviser, guide and partner (Raivio.M. et al. ND. Minun kulttuuripajani. P.23.).

The activities within Culture houses are based upon active decision-making; the participants are encouraged and supported to make active and conscious choices. Therefore, it can also be considered as supporting self-management. The participants create their own circumstances instead of being trapped within previously existing and already familiar circumstances. The participants are offered an opportunity to utilize and strengthen their own skills. Supporting the discovery and utilization of own talents and assets also makes it easier to achieve personal life goals. Therefore, the model also supports the search of finding the right place to study, work or continuing previously interrupted studies. The employee's task and role is to support the participants through the whole process; assist in discovering personal assets and encouraging in moving forward (Raivio.M. et al. ND. Minun kulttuuripajani. P.23.).

Even though the participants are encouraged to move forward, they are always allowed to return to the group when necessary and the community is there to support the individual, when personal means are scarce (Raivio.M. et al. ND. Minun kulttuuripajani. P.23.).

2.1.4   Guidance

Professionals and employees within the field of health- and social services are often used to the concept of being responsible of planning and determining the content of the activities for different client groups. The employees plan and lead the groups, reserve the spaces for

implementation, acquire the equipment and supplies, set dates for group appointments with the clients as well as personal goals, evaluate the activity and participation of the clients and report it further. Hereby, the role of the employee is often emphasized while the other participants are mainly objects. In this scenario, the person leading the group might not even be the one in the group, that possesses the greatest knowledge of the activity in question. The spectrum of activities to implement might also be narrowed down, if it must accommodate the skills of only the one person leading the group (Raivio.M. et al. ND. Minun kulttuuripajani. P.33, 34.).

Since the GFP-model utilizes the skills and talents of all the participants, the spectrum of activities possible to implement is also wide and capable of transformation. The agents of the GFP-model are the participants, the peer-tutors and the employees (counsellors with professional training within the field of health- and social services). The peer-tutors have the main responsibility of the content of the activities. The employees focus on enabling the implementation without obstructions, for example by reserving premises for implementation or spreading information about the activities, as well as securing the fluency of interaction between the participants. The participants are allowed and encouraged to participate according to their abilities and knowledge, as well as share and pass on their skills and talents to others, which enhances self-esteem and self-knowledge. The activity is based on exploring and carrying out the activities together. The interaction between the group members is natural and equal, when everyone present may contribute to the encounter if they are willing to do so. When the activity motivates to action, it supports commitment to the community. Joining the community and participating in the activities is voluntary and everyone participates according to their own life situation. Being absent doesn't lead to repercussions and explanations aren't demanded. Therefore, the chance to participate is considered as an opportunity (Raivio.M. et al. ND. Minun kulttuuripajani. P.34.).

The guidelines and rules within the group are determined together from the perspective of security and comfort of the group members. The uniqueness of each participant is taken into consideration as much as possible (Raivio.M. et al. ND. Minun kulttuuripajani. P.34.).

The peer-tutors participate in a peer-tutor training. The training involves the guidelines for planning, implementing and dissembling groups as well as the support of the employees and other peer-tutors. In addition, peer-tutors receive professional guidance and support, individually as well as collectively, throughout the whole process. Taking care of personal wellbeing is one of the most important issues addressed during professional guidance. Each peer-tutor is also going through his/her own, personal, rehabilitation process and therefore, the need of support fluctuates according to the personal state of wellbeing. It's important not to confuse the peer-tutors role with the role of the trained and hired professional staff (Raivio.M. et al. ND. Minun kulttuuripajani. P.35.).

Guiden functional peer-support model is flexible for implementation in various forms, with different focus-groups and circumstances, however, it requires an adaption of new ways to perceive the professional role of the employees. During implementation of group activities, the employee has a role as a participant as well as an enabler of the activity – ensuring, that each member receives the attention they need. The employee should adopt a discreet and partially humble manner of being present and participating in the activities as one of the members - learning new skills from others as well as giving and receiving constructive feedback. The employee should be aware of the necessary background information of all the participants. The aim is to strengthen the active role of the participants, encourage independency in participation as well as practice and train the previously set group rules to become a fluent part of the process (Raivio.M. et al. ND. Minun kulttuuripajani. P.35.).

In my development plan for Kulttuurikongi's future operation, I will demonstrate how the GFP-model can be implemented in prison, with inmates.

2.2   Key Concepts

Following key concepts present different parties, that are included in my development plan, such as KRIS and the Criminal Sanctions Agency. The Criminal Sanctions Agency promote multi-professional co-operation between different sectors and acknowledges the role NGO's have in supporting inclusion in society for people with a criminal background.

Co-operation between Criminal Sanctions Agency and agents from the third sector entail a project-partnership and voluntary work in prison must follow specific stipulations.

Finnish NGO's and their projects, such as Kulttuurikongi, are often funded by the Funding Centre for Social Welfare and Health Organizations (STEA). Therefore, I will also shortly present the funding process and what it entails.

2.2.1   KRIS

KRIS is an international organization, that helps and supports inmates about to be released. Their operation is based upon four principles, that are also expected from all participants:

- Sobriety
- Honesty
- Comradeship
- Joint responsibility

All support persons in the organization have personal experience of serving a sentence and being released from prison and are therefore aware of the challenges involved. KRIS offers peer-support, it's experience and knowledge as well as confidential contact during the last

months of the sentence and after being released from prison. KRIS helps to build a new supporting network, that includes co-operation partners and other agents in the area. KRIS also offers various activities among peers (KRIS historia. 2021).

The aim of KRIS's work in prison is to support life without crime and substance abuse. KRIS has info-meetings for inmates, keeps in contact and prepares them for release. After release, KRIS's support person can meet and retrieve the inmate at the prison gate, offer peer support and help arranging necessary matters. Thereafter, KRIS provides versatile services including supporting phone calls and meetings, guidance and counselling, community service and work trial, peer-support, theme-groups and leisure time activities (KRIS historia. 2021).

KRIS expanded its operation to Finland from Sweden in 2001. KRIS-Tampere started its operation in 2004 (KRIS historia. 2021).

2.2.2 Criminal Sanctions Agency

Criminal Sanctions Agency (in Finland known as Rikosseuraamuslaitos – RISE) works as a part of the Criminal Justice System by attending to the safety of execution of sanctions as well as promoting safety in society by prevention of radicalization and recidivism (Yhteistyö. 2021).

The agents of Criminal Sanctions Agency have a coherent duty of executing sanctions set by the criminal-law. This task is carried out lawfully, while maintaining security, by staff-members within the criminal sanction's facilities and other public officers within the agency (Rikosseuraamuslaitoksen toiminnan tavoite. 2020).

Lawful execution refers to following the principle of normality. The execution of the set sanction should not entail multiple effect on the convicted person's life, merely the punishment itself (Rikosseuraamuslaitoksen toiminnan tavoite. 2020).

Therefore, the time of conviction is planned in a manner, that enables the inmate to develop skills, that support a life without criminal activity. When an inmate's life management skills are practiced and supported during conviction, the likelihood of being re-located as a full member of society after being released, increases (Rikosseuraamuslaitoksen toiminnan tavoite. 2020).

2.2.3 Multi-professional Co-Operation Between Different Sectors

The Criminal Sanctions Agency operation includes extensive co-operation with other officials, service producers, third sector agents, experts by experience as well as the family members of the convicted felons. The co-operation may be based on sanctions according to legislation, outsourcing government services, organizing activities and ensuring continuum in services for

the inmates and for persons executing community sanctions as well as project partners (Yhteistyö. 2021).

The Criminal Sanctions Agency has a strategic goal to join and be a part of the basic services within the society. There is an initiative to begin the co-operation between various sectors and service providers at the early stage of forming a sentence plan (Yhteistyö. 2021).

Non-governmental organizations in the third sector have a big impact in the manner of how the inmates and persons executing community sanctions are included back to society. Some NGO's also provide activities during the sentence. NGO's may have experts by experience working for them and promoting desistance. Most NGO's are funded by STEA (The Funding Centre for Social Welfare and Health Organizations) or by other sources of project-funding (Yhteistyö. 2021).
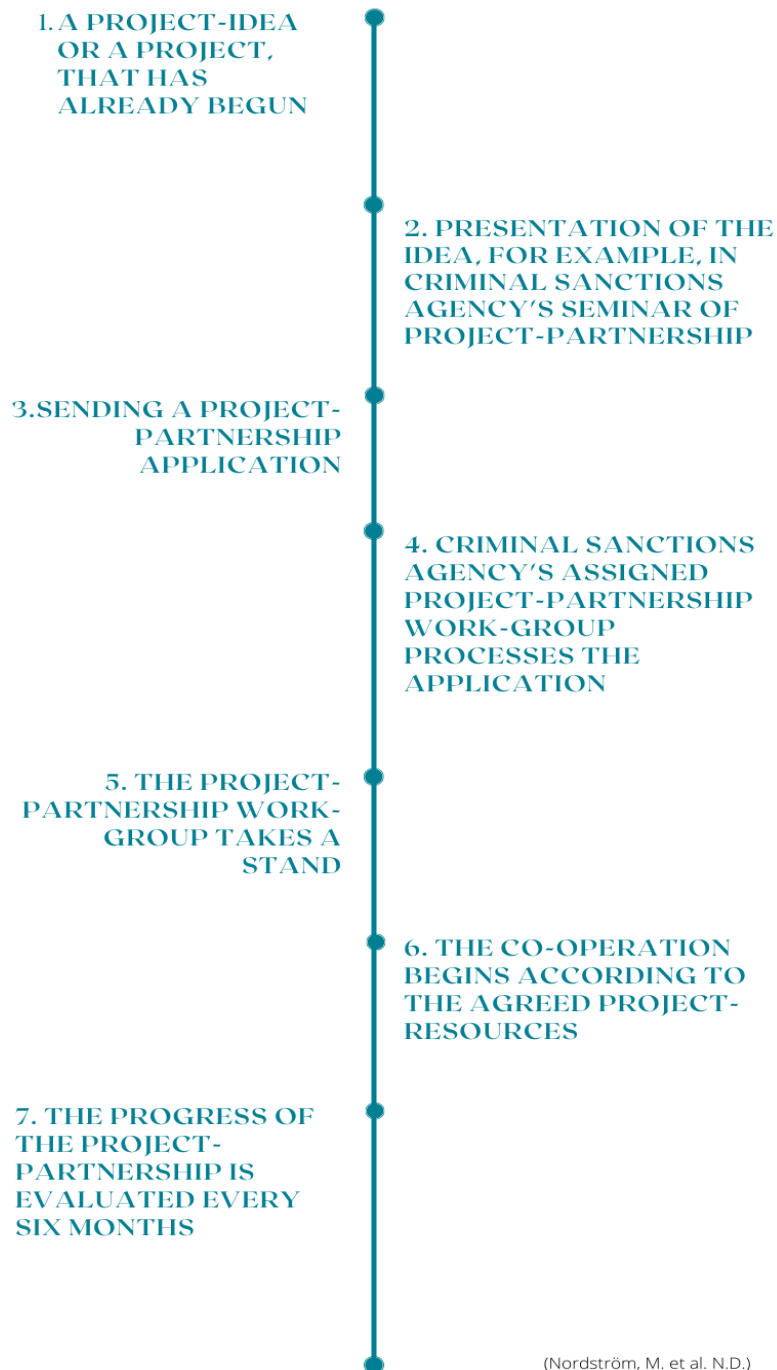
Third sector agents planning a co-operation with the Criminal Sanctions Agency shall apply for project-partnership according to a separate application procedure (Yhteistyö. 2021).

2.2.4 Project-Partnership

The Criminal Sanctions Agency participates continuously in various collaborative development-projects. Project-partnership is a collaboration where the Criminal Sanctions Agency merely provides the resources in form of personnel to be utilized in the execution of a project led and funded by another organization (Projektikumppanuudet. 2020).

The participation in a project-partnership is coordinated according to Criminal Sanction Agency's own process. The project-partnership include specific steps, that are illustrated in the figure below (figure.2.) The aim of the process is to verify, that resources of the agency is only allocated for activities, that are consistent with the agency's strategy. The aim is to promote co-operation between interest groups, collect information about project-partnerships as well as eliminate areal overlaps and extend the practices of good co-operation to the entire field of criminal sanctions (Projektikumppanuudet. 2020).

THE PROCESS OF PROJECT-PARTNERSHIP

1. A PROJECT-IDEA OR A PROJECT, THAT HAS ALREADY BEGUN

2. PRESENTATION OF THE IDEA, FOR EXAMPLE, IN CRIMINAL SANCTIONS AGENCY'S SEMINAR OF PROJECT-PARTNERSHIP

3. SENDING A PROJECT-PARTNERSHIP APPLICATION

4. CRIMINAL SANCTIONS AGENCY'S ASSIGNED PROJECT-PARTNERSHIP WORK-GROUP PROCESSES THE APPLICATION

5. THE PROJECT-PARTNERSHIP WORK-GROUP TAKES A STAND

6. THE CO-OPERATION BEGINS ACCORDING TO THE AGREED PROJECT-RESOURCES

7. THE PROGRESS OF THE PROJECT-PARTNERSHIP IS EVALUATED EVERY SIX MONTHS

(Nordström, M. et al. N.D.)

Figure 2 The process of project-partnership (Nordström, M. et al. N.D.).

Project-partnership must always be applied for through a digital application, available on their website. A project-partnership work-team assembles monthly to evaluate if the applied project-partnerships support the strategies of the Criminal Sanctions Agency. Project-partnership is possible to execute with a public agent, public community, foundation, association or a similar type of agent. Private entrepreneurs can not be project-partners (Projektikumppanuudet. 2021).

The project-office of the Criminal Sanctions Agency provides more information about project-partnership, about previous projects and can direct possible questions concerning the matter to the right persons within the agency. The up-to-date contact information can be found on the agency's website (Projektikumppanuudet. 2021).

2.2.5   Voluntary Work in Prison

According to the Finnish law (3/004/2019), prisons must organize leisure time activities for the inmates, that are suited for the prison's facilities. The activities may be conducted by volunteer workers. Volunteer workers may work in prison with permission, under supervision and after a standard clearance vetting. The application form for the security clearance is available on the Finnish Security and Intelligence service's webpages. (Vesterbacka & Kotoaro. 2019. SUPO.N.D.).

The prison warden, or an official in charge of the warden's domain, may grant a permission for a specific leisure time activity and approve the volunteer workers. The permission is only valid in the prison in question and during a set time period. The prison must have an updated list of persons, who can visit the prison's premises and operate there as a volunteer worker (Vesterbacka & Kotoaro. 2019).

The volunteer worker must have a specific contact person, appointed by the prison, who is responsible of providing the volunteer worker with the necessary information and instructions needed in order to operate in prison (Vesterbacka & Kotoaro. 2019).

The prison must ensure the volunteer workers safety in prison by providing him/her with an emergency alarm, in case of assault, provide with instructions to use the alarm as well as other immovable alarms or in other ways ensure, that the volunteer worker is able to call for assistance if needed (Vesterbacka & Kotoaro. 2019).

All persons working with inmates, or the clients of Criminal Sanctions Agency, must undergo a standard clearance vetting. This rule applies to staff members, outside service producers, peer-support persons etc. (Vesterbacka & Kotoaro. 2019).

The aim of these policies is to uniform and secure the operation conditions of the volunteer workers in prison. The volunteer work must support the imprisonment law (Vesterbacka & Kotoaro. 2019).

2.2.6 STEA – Funding Centre for Social Welfare and Health Organizations

STEA is an authority in Finland aided by the state and working in affiliation with the Ministry of Social Affairs. STEA oversees preparation, payment, monitoring and evaluates the impact of the funds, that are provided for the operations of social and health care organizations (About STEA. 2021).

STEA's mission is to ensure, that the revenue's provided by Veikkaus are used effectively through activities provided by various NGO's. Successful operations by NGO's entail proceeding towards specific goals, set in advance, achieving the desired change as well as being able to demonstrate the manner in how the target group has benefit from the activities (STEA's Strategy. 2021).

The Finnish gambling system is based on monopoly in order to provide gambling services in a responsible manner and to minimize the adverse effects. The monopoly is led by Veikkaus, that is a joint-stock company, owned by the state. The revenues of Veikkaus are distributed to various beneficiary causes in the aim of promoting common good. The Ministry of Agriculture and Forestry of Finland, Ministry of Education and Culture as well as the Ministry of Social Affairs and Health are responsible of the division of Veikkaus' revenues (Organisaatio. N.D., Avustuskohteet. N.D.).
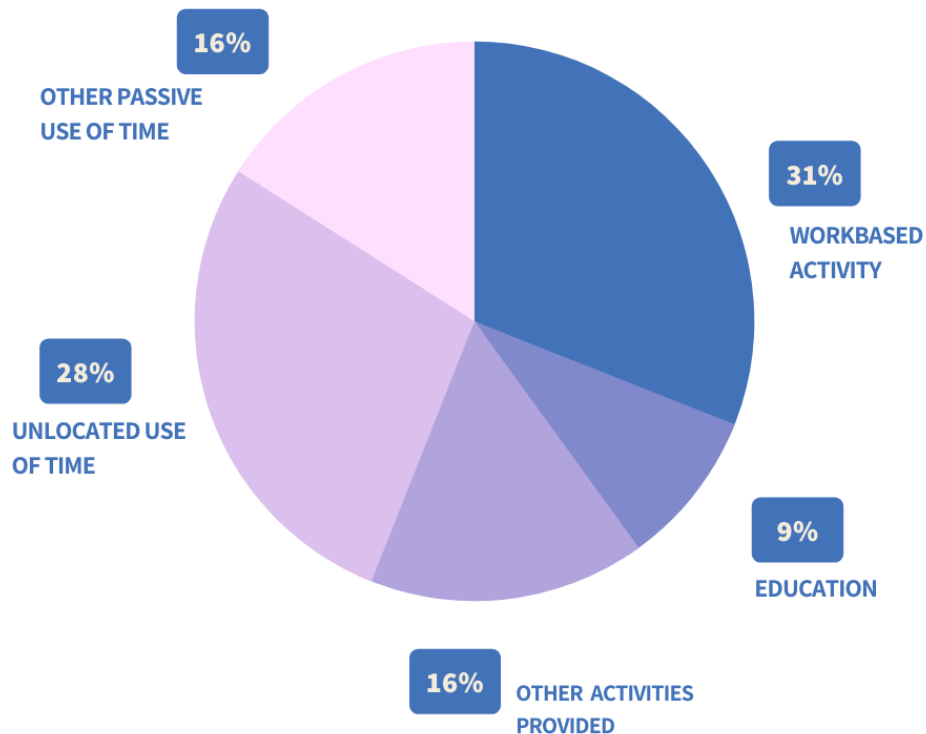
2.3 Operational Environment - Prison

Finland is divided into three criminal sanction areas: Southern-, Easter, Northern- and Western Finland. In 2020, Finland had 26 prisons; 15 closed prisons and 11 open institutions. 68% of inmate placements were allocated in closed prisons and 32% in open prisons or open units. Inmates, who are expected to adapt better to freer conditions, are placed into open institutions. Male and female inmates are placed in separate wards according to their alleged genders and one of the open prisons contain a family ward, that accommodates sentenced inmates with children of a young age (Rikosseuraamuslaitos.2020, Vankilat. 2020, Prisons. 2020).

According to certain limitations, inmates in closed prisons are able to contact the outside world with telephone, skype or other correspondence. Inmates may receive visitors during visiting hours, when booked in advance (Prisons. 2020).

Inmates are obligated to participate in different activities during their sentencing; work, studies or other activities available. The aim is to enhance their capacity to work and

function as well as promote detachment from criminal lifestyle and miss use of substances. The inmates also have time for leisure, they have facilities to practice religion and access to outdoors for at least on hour per day (Prisons. 2020). The distribution of inmate's use of time is illustrated below in the figure below (figure 3.).

Distribution of inmates use of time during a weekday in 2020

16% OTHER PASSIVE USE OF TIME

31% WORKBASED ACTIVITY

28% UNLOCATED USE OF TIME

9% EDUCATION

16% OTHER ACTIVITIES PROVIDED

Reference: Rikosseuraamuslaitos.2020. Kuvio 6.

Figure 3 Distribution of inmates use of time in 2020 (Rikosseuraamuslaitos. 2020)

The activities provided for inmates during working hours on weekdays are work, education and other activities provided or approved by the prison. Approximately a third of the time is used among different work-based activities (Rikosseuraamuslaitos.2020).

Education is provided in co-operation with different education establishments. General education is provided (primary and grammar school) as well as secondary vocational qualification. Special permission for distant studies at university- or upper vocational level

may be granted. In 2020, inmates used 9% of their time in prison for various studies (Rikosseuraamuslaitos.2020).

16% of inmate's time was consumed among other activities provided or accepted by the prison. These entail substance abuse programs, programs to reduce recidivism and other social rehabilitation programs. Inmate's usage of time among various provided activities has risen during the past ten years from 49% to 56% (Rikosseuraamuslaitos.2020).

Unlocated use of time has decreased from 38% to 28%. The challenges to participate in different activities are due to lack of personnel, shortcomings in facilities within some of the prisons, inmate's concurrent multiple problems and security within the institution. The degree of participation is the highest in open prisons and the lowest during pretrial detention. Approximately 16% of inmate's time go to so called other passive use of time and it entails for example sick leave, days of transfer, attending court or prison leaves (Rikosseuraamuslaitos.2020).

2.4   Focus Group – Inmates

The Criminal Sanctions Agency's sentences are divided into imprisonment and community sanctions, served outside of prison. The average amount of confined inmates has decreased since late 2000s, except during 2016 and 2019, when the amount increased slightly. The decrease of inmates during 2020 was mainly a result of restrictions set due to the Covid-19 pandemic; it affected the beginning of sentence execution of converted sentences due to unpaid fines as well as sentences no longer than six months (Rikosseuraamuslaitos.2020).

The structure of the prison population is compiled yearly the first day of May and the following statistics are gathered from the Criminal Sanctions Agency's configuration from year 2020. The restrictions related to the Covid-19 pandemic in spring 2000 affected the division of expected length of incarceration as well as the type of main crime of conviction (Rikosseuraamuslaitos.2020).

Although, there has been a reduction of violent crimes since the early 2010s, most of the inmates are sentenced for this offence. In 2020, 40% of the inmates were sentenced for violent crimes; 23% for homicide and 16% for battery. On average, fourth of the convictions were due to crimes against property. There has been a decrease in sentences for robberies (7%) while the sentences for other crimes of property have increased (7%) (Rikosseuraamuslaitos.2020).

Drug related convictions have also increased; 23% of the inmates were convicted for drug related crimes while the amount was 17% ten years earlier. The sentences for sexual offences

have also increased slightly as they amounted to 7% of the convicted inmates in the prison population (Rikosseuraamuslaitos.2020).

Inmates sentenced for drunken driving have decreased from 10% to 6% during the past ten years (Rikosseuraamuslaitos.2020).

During 2010s, long-term sentences have increased, while sentences enduring under a year have decreased. Inmates incarcerated for less than three months was 3% in 2020. Less than a third of the inmates (30%) was in prison for one to two years and less than a fourth (23%) for two to four years. 11% of the inmates had at least eight years of their sentencing remaining (Rikosseuraamuslaitos.2020).

The average age of the inmates was increasing up until the mid 2010s but has been decreasing during the past years. Inmates imprisoned are on average older than inmates on supervision. During 2020, the average age for inmates imprisoned was 37 years while the average age for inmates under supervision was 34,9 years. 11% of the inmates imprisoned were under 25 years and 15% over 50 years or more. 30% of the inmates under supervision were under 25 years (Rikosseuraamuslaitos.2020).

First-time offenders have increased during the past ten years from 33% to 42% and 28% of the inmates were incarcerated for the fourth-seventh time. 16% of the inmates had endured at least eight convictions (Rikosseuraamuslaitos.2020).

Female inmates amounted to approximately 8% of the prison population. The average age of the inmates was 36.5 years. Four out of ten convictions were due to a violent crime (Rikosseuraamuslaitos.2020).

There has been an increase in foreign inmates during the past ten years from 14% to 17% (Rikosseuraamuslaitos.2020).

3   Implementation of my Development Plan

The following chapter will entail the various factors and perspectives I've examined when planning my development plan, including the objectives of my plan, the content of my plan and the intended readers as well as the language I will use and the use of visual aids.

3.1   Planning the Implementation

The product of my thesis is a development plan for future operation which can effortlessly be converted into action. It will be written in a clear and comprehensible manner, leading to a concise but informative operational manual - ready for implementation.

In every writing process, planning is important, because it's difficult to change the content or the structure of the text, afterwards. In the preliminary planning stage, the writer often makes big decisions, consciously or unconsciously, related to the text. These decisions entail choosing the objectives as well as the focus group of the text, which will determine the choice of main content and form of structure. The writer contemplates the relevance of the content and the order of the information flow according to the focus group – the intended readers. This promotes fluent text and understandable information. Planning promotes clear and concise writing and therefore the text is often shorter, than it otherwise would have been (Valtioneuvoston kanslia. 2020.).

3.2   Objectives, Intended Readers and Content

Planning the writing process can be initiated by pondering three questions:

- What is the purpose of the text? The objective?
- Who are the intended readers?
- What is the content, structure and tone of writing?

A text must have a purpose, a reason why it is written. A text is written in order to convey a message or a phenomenon to a certain reader or a group of readers. The purpose might be to share information with the reader, influence the reader's opinion or persuade the reader to take specific actions (Valtioneuvoston kanslia. 2020.). The purpose and objective of my development plan is to provide practical, and therefore valuable, information regarding the co-operation between the public and the third sector to any agents, that contemplate on planning similar type of collaboration. It is also an operational plan ready to be implemented for Kulttuurikongi, or some other third sector agent with similar type of services.

The purpose and objectives of text are not met if the intended readers don't understand the content. Therefore, it's essential to define who or whom the text is written for. Writing to a broader audience requires a different use of language than writing to expert colleagues (Valtioneuvoston kanslia. 2020.). My development plan is written to my colleagues or other agents within the third sector of social services in Finland. Therefore, I believe I can use terms, that are familiar within the field of social services, without it affecting the intended reader's comprehension of the text. Due to the fact, that my intended readers are operating in Finland and are therefore most likely using Finnish as their main language, I'm also writing my development plan in Finnish.

The content, structure and tone of writing must be compatible with the purpose of text as well as the needs of the intended readers. The content should only entail the information, that is relevant for the reader to know, in relation to the purpose of the text. Additional information of the phenomenon in question will only disturb the reader, when in search for

the relevant information (Valtioneuvoston kanslia. 2020.). Therefore, I will withhold from writing theory, explanations, descriptions or analyses in my development plan, but limit my writing according to the purpose of my text and the needs of the intended readers of this specific plan.

The structure must proceed in a logical order according to the reader. It's recommended to start the writing with the main issue. However, if the issue is unfamiliar to the reader, a short introduction might be in order. The rest of the content is introduced in an order, that is the most effortless for the reader to apprehend (Valtioneuvoston kanslia. 2020.). Although I have specified my intended readers, I want to make sure, that anyone who might view my development plan will have a notion of what it entails. Therefore, I will write a short introduction of the following content and refer to the theory part for more information. The structure of my plan will be written in a consecutive order; leading the reader, one stage at a time, through the planned operation. The consecutive order will also be visible in the table of content.

The writing tone is important since a tone that can be interpreted as rude, might alienate or promote negative reactions in the reader. The tone of writing can be influenced by linguistical choices and is important to take into consideration during the writing process (Valtioneuvoston kanslia. 2020.).

I will write my development plan in a professional but friendly manner in order to establish a convincing content as well as encourage the reader to read further. I will address special attention to appropriate and respectful writing tone when referring to the various agents and the focus group.

3.3 Plain Language

The International Plain Language Federation states, that a text can be considered as plain language when the structure, design and use of words are compiled in a manner, that makes it easy for the intended readers to find, understand and use the information they need. It's important to consider the different levels of text when writing: the overall level, the sentence level, the word level and the level of spelling. Overall level is the most crucial when striving for plain language. The reader understands the written text and is able to act accordingly, when the content and structure of the text proceeds in a logical manner, according to the reader (Valtioneuvoston kanslia. 2020.). I have taken the principles of plain language in consideration in the planning stage of my development plan. The table of content will help the reader to find specific information within the plan and the order of the information flow is coherent and therefore easy to apprehend.

Plain writing on sentence level doesn't support the understandability of the text if the structure is incoherent. However, clear sentence structure is essential in order to make the text fluent and understandable. Choices made on a word level are also relevant since the use of an unfamiliar term or concept in a significant role within the text might obscure the overall meaning. If it's essential to use special terms, they should be explained, unless the text is intended for a specific target group, that these terms are familiar to. Spelling supports decent writing, however, as a mean of clarifying the meaning of a text, its effect is scarce. Furthermore, accurate spelling doesn't improve the text if the other levels are problematic for the reader (Valtioneuvoston kanslia. 2020.). Observing the sentence structure in my development plan will promote the fluency in reading, that I'm striving for. I will use some terms, that are more common within field of social services. However, my intended readers

are agents within this field and the terms are not so uncommon, that they would constitute an obstacle in comprehension for a broader audience. The theory part of my thesis also provides more entailed descriptions of specific concepts.

3.4   Visual Appearance

The visual appearance affects the readers ability to find and comprehend the information needed. The readers often merely browse through the text while scanning for certain specific information. The means of visualization will aid the reader to obtain at least some level of insight of the content. Visual means, that support the ease of reading may be:

Sufficient amount of headlines

- A paragraph division, that group separate issues
- Short lists
- Charts
- Pictures
- Colours, bolding and other means of highlighting, when used in moderation
- A pleasant layout of text, pictures, charts etc.
- An appropriate font and font size.

(Valtioneuvoston kanslia. 2020.)

I will include visual means, in moderation, in order to convey the message and information in my development plan. I've chosen the colour scheme and font according to Kukunori's brand settings. I will use charts and figures to explain processes and invigorate the outcome.

4   Ethics

During my thesis process I have obeyed, to the best of my knowledge, the following principles of research ethics:

Honesty

I've been as open and honest when sharing data. I've strived to disclose my sources and publication dates as specific and accurate as possible. I haven't presented opinions as scientific data and I haven't fabricated data.

I've strived to explain the methods I've used in detail, highlighting and repeating the details I believe are most relevant in relation to the objectives of my thesis.

Objectivity

I've use unbiased sources related to my thesis, such as the web sites of Criminal Sanctions Agency and STEA, but also sources, that might be considered biased related to the methods used in my thesis, such as the book Kulttuuripajamallini, that entails descriptions of the guided functional peer support model as well as subjective experiences and opinions about the model. However, in the functional part of my thesis, I present the benefits as well as the challenges of using the model with this specific focus groups and operational environment.

In order to obtain feedback from a source, that obtains knowledge of the model as well as the focus group, I've asked for feedback from a co-worker and therefore used peer review for the functional part of my thesis. However, I also asked feedback from a former worker of Kulttuurikongi-project, that has deeper knowledge of the use of the model in prison, with inmates.

Integrity

I've strived to keep up with agreements, such as schedules, and been honest and forthcoming if I've failed to do so.

Carefulness

I've strived to avoid errors and corrected them, according to my best knowledge.

Openness

I've been as open as possible and shared the knowledge I have throughout the process. I've been open to ideas and criticism, thankful for them, evaluated the feedback and made changes according to the parts I saw necessary.

I've shared my thesis plan and the process with my working life partner and asked for permission from KRIS to involve them in my development plan, according to the plan we originally had.

Respect for Intellectual property

I've been respectful for intellectual property and given credit where credit is due. Furthermore, I haven't presented the knowledge and experience of others as my own.

Confidentiality

I've only disclosed the name of the participant included in the discussions I've referred to, after having the permission to do so as well as had the fact checked by that person before using the information.

In order to protect confidentiality, I haven't disclosed all information in my knowledge, for example relating to co-operation partners.

Social responsibility

I've strived to be socially responsible for example in the use of my language referring to the operational environment, focus group and their circumstances of life.

5   Feedback and Evaluation

My development plan was evaluated by my co-worker in Kultuurikongi-project as well as by a former worker of Kulttuurikongi-project. I will begin with the feedback I received from my current co-worker (feedback 1.) and proceed with the feedback I received from the former worker at Kulttuurikongi-project (feedback 2.)

5.1   Feedback 1.

I've divided the first feedback into three categories; positive, room for improvement and questions in order to ease the processing of it.

Positive

- the plan can support KRIS Tampere to continue their work with GFP
- it's a clear and comprehensive package, with all the parts disclosed
- the visuality is WAU!

Room for improvement

- there are some grammar errors.
- in the presentation of KRIS, there could be a mentioning, that KRIS's operation is also based on voluntary work, not only peer-support
- the table of content and pages could have numbers
- some of the headlines were written in a different font than others
- the threat part in SWOT could be translated to uhka.

Questions

- Is a peer and expert by experience the same thing?
- "Do the employees of the NGO really offer professional guidance to the peer tutors? In the field of mental health, its mandatory to undergo voluntary training in order to give professional guidance to others. It's a big responsibility, especially considering the resources of NGO's projects.

"It's a really good plan and after reading it, it's going to be easy to start working. It's clear and informative, the different aspects to take into consideration are well justified, why to proceed in a specific manner, how to take the focus group into consideration and so forth. The characteristics of the prison's role is well described. All and all, the "holy trinity" sounds natural in the plan"

5.2   Feedback 2.

The second feedback merely consisted of improvement suggestions and therefore there was no need for a division.

Room for Improvement

- be aware of using the same concepts throughout the text, for example, when referring to the third sector agent also as a professional.
- there are some grammar errors.
- Especially prisons, that inhabit inmates affiliated with organized crime, are very strict about following a certain protocol. Therefore, contacting the prison with the help of an expert by experience might be disapproved of. Depending on the prison, an official co-operation agreement might be the preferred first step when making the initial connection.
- concerning the permission of experts by experience working in prison, it's essential to regard the fact, that the "five-year rule" isn't a guarantee of being allowed to work in prison. The prison determines if a person is eligible to work in prison. For example, the severity of the past offence might affect the decision.

- Perhaps emphasizing the functionality of the groups – the peer-support manifests in the meaningful activities, that bring the participants together. The cultural house model doesn't entail sharing similar experiences.

- The professional is available, if and when, there is a need for discussions. The peers must not take the role of the professional.

- Some adjustments to the figure, that supports the planning of an own functional group. The examples could be more suitable for the prison environment.

- It's recommended, that the inmates also make a plan-B for their intended group activities to minimize the possible disappointments, if the original plan can't be fulfilled. This also supports the general attitude in life of being prepared for changes and have optional solutions for various situations.

- Maintaining functional groups according to this plan is an "ideal" situation. In an open prison it might proceed accordingly, but in a closed prison there are other phenomena and challenges, that might emerge. For example, peer-tutors trying to include and exclude other inmates from the groups according to their own preference. It may be a challenge to direct the focus to the satisfaction of sharing knowledge, teaching and enjoying the activities together, instead of focusing on pre-existing dynamics between the inmates.

"I was fairly critical, since you requested feedback. Let it be noted, that the entity seems good - good Cecilia!!!"

5.3   Processing of feedback

I made some corrections to my plan according to the feedback I received

- I corrected the spelling to the best of my knowledge
- I added numbers to the table of content and pages
- I corrected some of the concepts for the text to flow in a more concise and informative matter
- I adjusted some of the information according to the feedback, while simultaneously making sure to commit to the theoretical framework I'm referring to

Some of the feedback refers to personal knowledge and experience of the subject as well as own thoughts and opinions. Therefore, I didn't include them in the actual plan, even though they are a valuable part of the report of my thesis.

6   Conclusion and Discussion

My thesis plan and goals changed various times during my thesis process, due to the covid-related restrictions. My original plan was to write about the co-operation in prison, however, since the restrictions prevented us from working in the prison, I ended up writing a plan about the co-operation instead. This was regrettable, but also an opportunity for professional growth. Most agents in the field of social services, regardless of the sector, have been forced to change their plans and manner of operation, due to covid restrictions. As a professional, it's important to be able to adapt to changing situations and be willing to find alternatives ways to achieve the set goals.

My objectives for this thesis were to write a development plan for future operation for Kulttuurikongi, that include various factors to take into consideration when planning and implementing co-operation between the third sector and prisons in Finland. I believe I've achieved this objective fairly well, with my development plan.

My secondary objective was to promote guided functional peer support model as a valuable method for rehabilitation of inmates and people with a criminal background. My plan presents how this method may be implemented with this specific focus group and reveals how flexible it is to use, even though the operational environment may be challenging. Therefore, I believe the goal has been met.

Thirdly, I wanted to demonstrate the benefits of the co-operation between the public sector and the third sector, which I summarize in the end of my plan.

The co-operation between different sectors saves recourses and multiply the benefits for the clients. I hope the co-operation between prisons and other agents will be developed even further in the future, to make the process smoother and achieve even greater profits in benefit of the clients. However, the channel between the different sectors already exist and I hope my plan will encourage and be of use when planning future operations.

The guided functional peer support model is very flexible and simple to accommodate for various focus groups and operational environments. I hope this thesis gives inspiration for new ideas of developing the model for the benefit of different focus groups.

References

Printed

Raivio Markus, Raivio Jouko, Purola Anna, Vuorinen Miikka, Koikkalainen Rauni. ND. Minun kulttuuripajani. Sosped säätiö.

Electronic

About STEA. 2021. STEA. Referenced 22.11.2021. https://www.stea.fi/en/about-stea/

Avustuskohteet. N.D. Veikkaus. Referenced 22.11.2021. https://www.veikkaus.fi/fi/yritys#!/avustukset/avustuskohteet

Kriminaalihuollon tukisäätiö. N.D. Tutustu säätiöön. Referenced 16.11.2011. https://www.krits.fi/saatio/tutustu-saatioon/

KRIS. N.D. Mikä Kris on? Viitattu 14.6.2021. https://kris.fi/etusivu-kris-fi_rikollisten_revanssi_yhteiskunnassa_mita_kris_on/sample-page-mita-kris-yhdistys-on/

Kukunori.2021. Mikä Kukunori?, Kukunori in English. Referenced 5.10.2020. https://www.kukunori.fi/mika-kukunori/

Kukunori in English. Referenced 5.10.2020. https://www.kukunori.fi/eng/

Kukunori tutuksi. 2021. Kukunori. Referenced 15.11.2021. https://www.kukunori.fi/kukunoritutuksi/

Kulttuuripajamalli. 2020. Innokylä. Referenced 11.5.2021. https://innokyla.fi/fi/toimintamalli/kulttuuripajamalli/kehittamisen-polku

Kulttuurikongi. N.D. Kulttuurikongi. Referenced 14.6.2021. https://kulttuurikongi.fi/

K!Kulttuurikongi. 2021. Kukunori. Referenced 16.11.2021.
https://www.kukunori.fi/kulttuurikongi/

Missio, visio ja arvot. ND. Kukunori. Referenced 11.5.2021. https://kukunori.fi/kukunorin-tarina/

Nuokka.fi. 20.4.2021. Rikosseuraamuslaitos. Referenced 27.11.2021.
https://nuokka.fi/rikosseuraamuslaitos/

Organisaatio. N.D. Veikkaus. Referenced 22.11.2021.
https://www.veikkaus.fi/fi/yritys#!/yritystietoa/organisaatio

Pohjannoro Hannu & Taijala Beata. 2007. Näkökulmia toiminnalliseen opinnäytetyöhön.
Referenced 8.10.2021.
https://www.theseus.fi/bitstream/handle/10024/8232/Pohjannoro.Hannu.Taijala.Beata.pdf?
se

Pokka. 2021. Tietoa pokasta. Referenced 5.10.2021. https://pokka.kukunori.fi/about

Prisons. 20.10.2020. Rikosseuraamuslaitos. Referenced 13.10.2021.
https://www.rikosseuraamus.fi/en/index/units/prisons.html

Projektikumppanuudet. 9.12.2020. Rikosseuraamuslaitos. Referenced 22.11.2021.
https://www.rikosseuraamus.fi/fi/index/ajankohtaista/hankkeet/projektikumppanuudet.htm
l

Rikosseuraamuslaitos. 2020. Rikosseuraamuslaitoksen tilastoja 2020. Referenced 13.10.2021.
https://www.rikosseuraamus.fi/material/collections/20210630143720/7RRy9CvLt/RISE_Tilast
ollinen_vuosikirja_2020_FI_1.pdf

Rikosseuraamuslaitoksen toiminnan tavoite. 14.1.2020. Rikosseuraamuslaitos. Referenced
22.11.2021. https://www.rikosseuraamus.fi/fi/index/rikosseuraamuslaitos.html

Sosped foundation is peer support and communality. ND. SOSPED. Referenced 11.5.2021.
https://sosped.fi/en/

STEA's Strategy. 2021. STEA. Referenced 22.11.2021. https://www.stea.fi/en/about-stea/steas-strategy/

SUPO. N.D. Application forms for security clearance. Referenced 23.11.2021.
https://supo.fi/en/application-forms

Valtioneuvoston kanslia. 2020. Hyvin suunniteltu, puoliksi kirjoitettu – Apuneuvoja julkishallinnon tekstintekijöille. Referenced 18.10.2020. https://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/162113/VNK_2020_01.pdf?sequence=1&isAllowed=y

Vankilat. 20.10.2020. Rikosseuraamuslaitos. Referenced 13.10.2021. https://www.rikosseuraamus.fi/fi/index/toimipaikatjayhteystiedot/vankilat.html

Vesterbacka Esa and Kotoaro Jani. 8.7.2019. Ohje vankiloissa vierailevista vapaaehtoistyöntekijöistä. Referenced 15.11.2021. https://www.rikosseuraamus.fi/fi/index/seuraamukset/saannokset/maarayksetjaohjeet/ohjevankiloissavierailevistavapaaehtoistyontekijoista40042017.html

Yhteistyö. 6.9.2021. Rikosseuraamuslaitos. Referenced 22.11.2021. https://www.rikosseuraamus.fi/fi/index/rikosseuraamuslaitos/yhteistyo.html

Unpublished

Karjalainen Heidi, 2020/2021. Introduction to practical placement, discussion. September 2020. Fact check November 2021. Kukunori ry, Helsinki.

Figures