



Interaction of Probation Subjects and Other Organizations in the System of Educational Work with Convicts Serving Sentences in the Form of Forced Labor (Case Study of the Northwestern Federal District of the Russian Federation)

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Abstract

Introduction: the article considers key indicators of educational work with convicted persons sentenced to punishment in the form of forced labor within the framework of implementation of the Federal Law of February 6, 2023 No 10-FZ "On Probation in the Russian Federation" conducted by territorial bodies of the Federal Penitentiary Service of Russia in the Northwestern Federal District of the Russian Federation. The mentioned results are presented as the main conditions for organizing and implementing interaction between probation subjects and other organizations in the system of educational work with convicts sentenced to punishment in the form of forced labor. *Purpose:* to substantiate the specifics of educational work with those sentenced to forced labor conducted by subjects of probation and their interaction with other probation subjects. *Methods:* analysis of empirical material, generalization of results, survey, questionnaire survey, analysis of normative legal acts and results of activity, study and generalization of the results of practical activity of employees of correctional centers of the Federal Penitentiary Service of Russia. *Results:* the most effective, in the respondents' opinion, directions of educational work with convicts sentenced to forced labor are identified both in the federal district as a whole and in individual subjects of its constituent entities. Priority activities in the format of individual, group and mass educational work are determined. The interaction between the subjects and other bodies and organizations interested in the implementation of probation is assessed on the basis of agreements concluded with territorial bodies of the Federal Penitentiary Service of Russia in the Northwestern Federal District of the Russian Federation. The obtained data are compared with the general indicator for all territorial bodies of the Federal Penitentiary Service of Russia to identify the specifics of probation application in the federal district under study. *Conclusion:* it is concluded that the interaction of probation subjects and other organizations is one of the main components in the system of educational work with convicts sentenced to punishment in the form of forced labor. This interaction is presented as a pedagogical technology in the probation system.

Key words: probation, penitentiary probation, probation subjects, educational work, convicts, forced labor, interaction, territorial bodies of the Federal Penitentiary Service of Russia.

5.8.1. General pedagogy, history of pedagogy and education.

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Introduction

The issues of organizing and carrying out educational work with convicts are not new to Russian penitentiary science. At the same time, modern social and political processes dictate different requirements for the issues of educational work with convicts, and, as a result, there is a need for their scientific substantiation, as well as the development of new pedagogical technologies capable of ensuring the effectiveness of such work. The study of the organization and implementation of educational work with convicts does not lose its relevance, as evidenced by numerous studies by modern scientists (A.V. Vilkova, E.V. Zautorova, F.I. Kevlya, T.V. Kirillova, M.I. Kuznetsov, V.M. Litvishkov, S.A. Luzgin, N.A. Tyugaeva, and others). However, it is well known that developments of science without practical implementation of theoretical ideas, as well as practice without scientific confirmation, do not make sense. These two independent processes are interrelated and inseparable from each other, which encourages us to study one process or another both in terms of theory and practice.

Research

The Federal Law “On Probation in the Russian Federation”, adopted on February 6, 2023 (hereinafter referred to as the Law on probation), which grew out of the need to develop a fundamentally new science and practice-based approach to correcting convicts and providing them with social assistance and accumulated the listed aspects. The main component that allows achieving the most significant results in the prevention of offenses and correction of social behavior is educational work. This type of activity is particularly important when working with both those sentenced to imprisonment and those sentenced to forced labor, that is, when executing penitentiary probation. The mechanism is regulated by Appendix No. 2 to the order

of the Ministry of Justice of the Russian Federation No. 350 of November 29, 2023 “On re-socialization, social adaptation and social rehabilitation of persons in relation to whom probation is applied in accordance with the Federal Law No. 10-FZ of February 6, 2023 “On Probation in the Russian Federation”” (hereinafter referred to as the Order No. 350).

After the first six months of the Law on probation being in force, employees of the Research Institute of the Federal Penitentiary Service of Russia analyzed educational work conducted in territorial bodies of the Federal Penitentiary Service of Russia and considered initial results of the implementation of provisions of federal and departmental legislation to further improve legislation in this area and disseminate positive experience.

The analysis of current federal and departmental legislation on the organization and implementation of educational work with those sentenced to forced labor in the framework of penitentiary probation allows us to assert that educational work with convicts is a pedagogical system schematically shown in Figure 1. The presented system of educational work with those sentenced to forced labor was developed on the basis of the provisions of the Law on probation and the Order No. 350. The components and elements of the system are specified in accordance with the regulatory legal acts mentioned above. It should be noted that the conditions of its implementation (logistical, personnel, pedagogical, psychological, social, etc.) can be a component of the educational work system. The conditions as such are not specified in the mentioned normative legal acts. We believe that penitentiary probation is accumulating certain experience at the present stage of development, therefore, a detailed study of the conditions for implementing penitentiary probation may be the subject of a separate study.

Structure of educational work with those sentenced to forced labor

Subjects (provided for in Art. 6 of the Federal Law No. 10): correctional center administration, employees of probation units, labor and educational work organization groups and other correctional center employees, government authorities, other probation subjects, local governments, commercial and non-profit organizations, including religious, socially oriented non-profit organizations, organizations and public associations, non-governmental (commercial and non-profit) social service organizations, organizations engaged in educational activities, scientific, medical organizations, individual entrepreneurs, including on the basis of agreements concluded with probation subjects, public monitoring commissions, volunteers, relatives of convicts, as well as citizens (paragraphs 3, 4 of Appendix No. 2 to the Order No. 350).

Purpose: resocialization, social adaptation and social rehabilitation after release, correction of the behavior of those sentenced to forced labor (Paragraph 1).

Objects: those sentenced to forced labor.

Forms of work: individual, group, and mass (Paragraph 24).

Directions: moral, legal, labor, physical, spiritual, and patriotic (paragraphs 14–23).

Periods of serving a sentence:

Arrival at a correctional center

Purpose: adaptation to conditions of a correctional center.

Methods: study of the personal file (within 3 days from the date of the convict's arrival at the correctional institution), introductory conversation, planning of educational work (individual educational work plan for the year) (paragraphs 25–28).

Serving a sentence in a correctional center

Purpose: resocialization, social adaptation and social rehabilitation after release, correction of convicts' behavior.

Methods: educational work in the following areas (paragraphs 14–23), individual conversations (at least once every 3 months) – paragraphs 29, 32, individual educational work with violators (at least once a week) – paragraphs 30–31, socially useful work (Paragraph 34), social and legal education (paragraphs 40–41).

Joint activities:

– public associations and religious organizations, volunteers, relatives of those sentenced to forced labor and other persons who have a positive influence on the behavior of those sentenced to forced labor (Paragraph 11);

– public authorities, other probation subjects, local self-government bodies, commercial and non-profit, including religious, socially oriented non-profit organizations, organizations and public associations, non-governmental (commercial and non-profit) social service organizations, organizations engaged in educational activities, scientific, medical organizations, individual entrepreneurs, including on the basis of agreements concluded with probation subjects, public monitoring commissions, volunteers, relatives of convicts, as well as citizens (paragraphs 3, 36).

Structure from among employees of a correctional center:

– the administration of the IC (Paragraph 10).

Structure from among convicts of a correctional center:

– general meetings of convicts (paragraphs 37–39).

Figure 1. System of educational work with convicts serving sentences of forced labor

Following the principles of a systematic approach, educational work with those sentenced to forced labor in the field of penitentiary probation is an integral set of components and elements that, through interaction and integration, contribute to achieving the goals of penitentiary probation. In the presented system of educational work with those sentenced to forced labor, a number of components are identified, namely: subjects, objects, forms, directions of educational work, purpose and methods of educational work, interaction with other subjects of penitentiary probation, and the structure from among employees of a correctional center who organize and carry out educational work.

In general, components of the educational work system under consideration are not questionable, whereas interaction with other subjects of penitentiary probation is a new area of activity [1]. Thus, in the presented system, a separate component is the actual mechanism of interaction of the correctional center administration with other probation subjects, local governments, commercial and non-profit, including religious, socially oriented non-profit organizations, organizations and public associations, non-governmental (commercial and non-profit) social service organizations, educational organizations, scientific and medical organizations, individual entrepreneurs, includ-

ing on the basis of agreements concluded with probation subjects, public monitoring commissions, volunteers, relatives of convicts, as well as citizens [2-4].

The importance of such interaction in all areas of educational work is undeniable. The objects of educational work are those sentenced to forced labor (personal qualities, rights and duties in accordance with the conditions of serving their sentence), regime requirements for serving their sentences in the form of forced labor, the legal basis of interaction, etc. [4; 5].

The study is aimed at identifying and substantiating some features of educational work that probation subjects conduct with those sentenced to forced labor and interaction with other probation subjects. First of all, it is necessary to identify educational work elements within the system, since they are crucial for organizing interaction with other probation subjects.

So, in the course of the study, we assessed data on the measures implemented within educational work with this category of convicts received from territorial bodies of the Federal Penitentiary Service of Russia in the Northwestern Federal District. It should be recalled that the Northwestern Federal District consists of the following 11 subjects of the Russian Federation: Arkhangelsk, Vologda, Kaliningrad, Leningrad, Murmansk, Novgorod, and Pskov oblasts, republics of Karelia and Komi, and the Nenets Autonomous Okrug, and the city of Saint Petersburg [6]. In accordance with Chapter 2 of Appendix No. 2 to Order No. 350, probation officers, labor and educational work organization groups and other employees of correctional centers carry out educational work with those

sentenced to forced labor within the framework of penitentiary probation.

In the course of the study, employees of correctional centers were asked to identify the frequency of events in the format of various areas of educational work with those sentenced to forced labor provided for in paragraphs 14–23 of the Order No. 350, ranking questionnaire answers in descending order (6 – the most frequently used measure and 1 – the least used direction)

To assess the frequency of events in the format of various areas of educational work with those sentenced to forced labor, the ranking method was used, since it was necessary to determine more preferable and significant areas.

Based on the assessment of the results obtained, we note that labor education ranked first (average rank = 5.5), followed by legal (average rank = 4.31), moral (average rank = 4.23), patriotic (average rank = 3.5), physical (average rank = 2.65), and spiritual education (average rank = 2.58) (Fig. 2). So, labor education comes forward due to the specifics of the execution of the type of punishment itself and scientifically justified multidimensional impact of this area [7–11].

Comparison of the frequency of educational work (by areas) with general similar indicators for all territorial bodies shows that in the Northwestern Federal District, the areas of physical, legal and spiritual education have lower indicators than for all territorial bodies, while labor education is given greater preference (Fig. 2). Patriotic and moral directions of educational work in the NWFD in terms of the frequency of use in practical activities are similar to all territorial bodies.

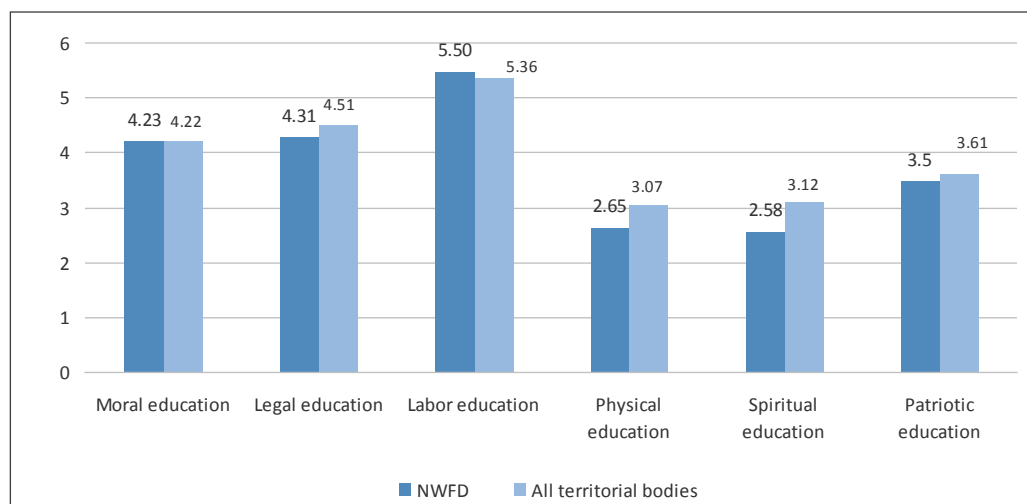


Figure 2. Directions of educational work

There is uniformity in the choice of labor education as the most effective direction of educational work with those sentenced to forced labor in territorial bodies of the North-western Federal District. The Directorate of

the Federal Penitentiary Service of Russia in the Republic of Karelia is the only territorial body who indicates the priority of legal education (average rank = 6), ranking labor only third (Fig. 3).

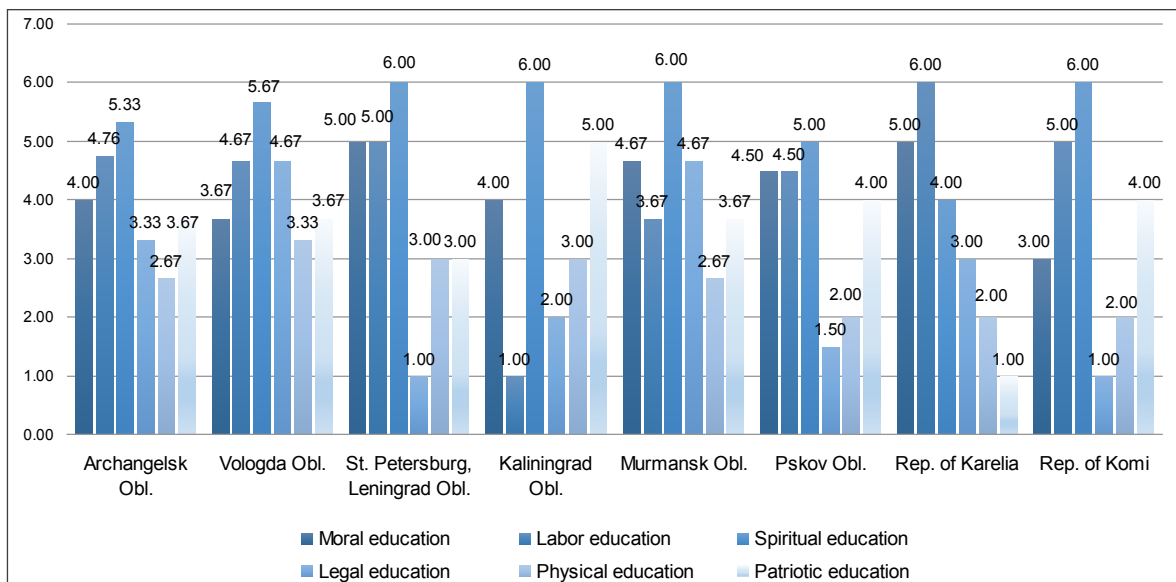


Figure 3. Assessment of educational work areas by effectiveness

The next thing that deserves our attention is the forms of educational work. Paragraph 24 of Appendix No. 2 to Order No. 350 fixes individual (hereinafter referred to as IVR), group (hereinafter referred to as GVR) and mass forms (hereinafter referred to as MVR). It was proposed to assess educational work effectiveness within these forms of work and specific activities related to these forms, using a 5-point system (5 – very high, 4 – high, 3 – significant, 2 – insignificant, and 1 – insignificant). At the same

time, it was clarified to the respondents that effectiveness is determined by achieving the goal of the event with the least expenditure of resources (time, personal, material, etc.). According to the respondents, individual educational work (4.52 points) is the most effective measure. Besides, preference is given to activities carried out with each person sentenced to forced labor (4.5 points). Convict performance review is the least effective (2.48 points) (Fig. 4).

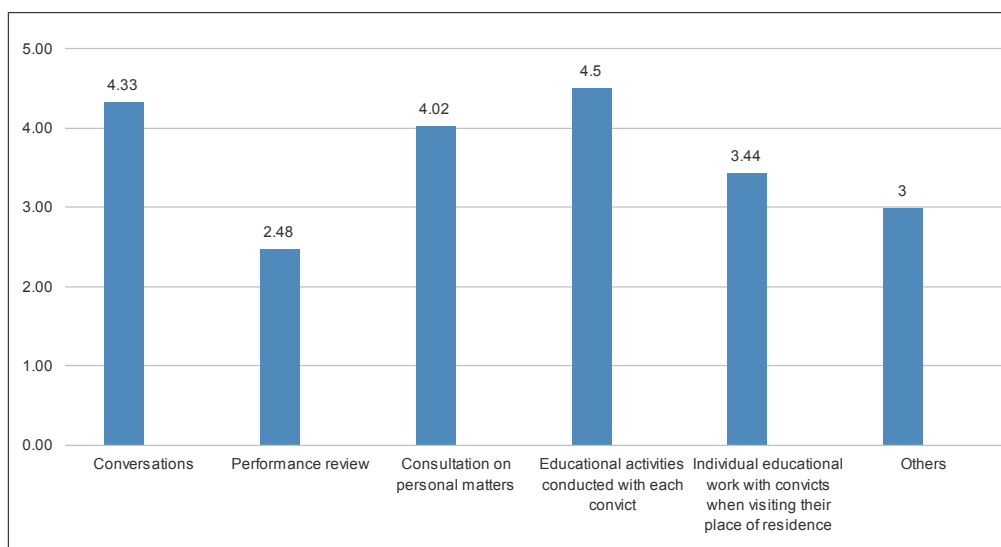


Figure 4. Assessment of the effectiveness of individual educational work (all territorial bodies in the Northwestern Federal District)

It is worth mentioning that the Directorate of the Federal Penitentiary Service of Russia in the Kaliningrad Oblast considers it important to conduct activities with each convict to forced labor and consultation on personal matters (5 points each activity). It should be noted that the Main Directorate of the Federal Peni-

tentiary Service of Russia in Saint Petersburg and the Leningrad Oblast gives 4 points to each measure within the framework of the individual educational work according to its effectiveness (convict performance review is no exception), while individual interviews are the most effective.

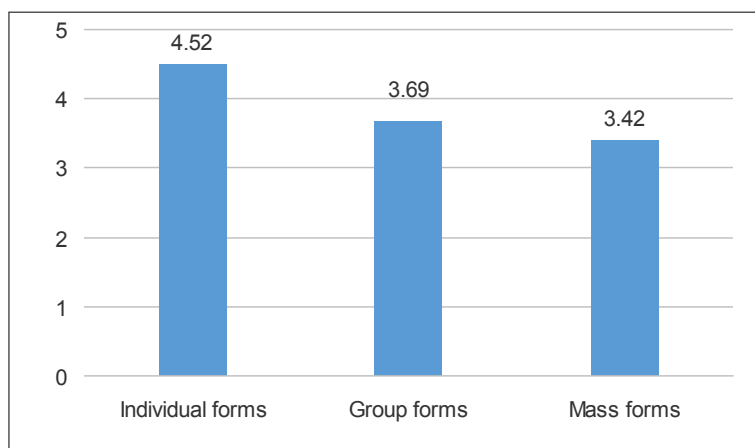


Figure 5. Effectiveness of educational work (according to the forms of implementation)

According to the respondents, group educational work follows individual educational works by its effectiveness (3.69 points). It includes discussion of general topical issues (3.6 points) and activities conducted with individual categories (groups) of convicts (3.35 points). However, it is noteworthy that when evaluating educational work according to the forms of work (Fig. 5) (without differentiation of events) mass educational work is given the least preference (3.42 points), but the events held within it are recognized by the respondents as the most effective in comparison with some events of group educational work: cultural and mass (3.65 points) and physical culture and sports work (3.17 points), general meetings (3.48 points) and educational events (3 points). At the same time, the respondents from the Directorate of the Federal Penitentiary Service of Russia in the Pskov Oblast and the Directorate of the Federal Penitentiary Service of Russia in the Republic of Karelia believe that general meetings are the most effective in the process of educational work with those sentenced to forced labor. Moreover, the latter considers physical education and sports activities as the least effective

measures (1 point). The overall indicators are clearly shown in Figure 6.

In general, there is just a slight difference in group and mass educational work in terms of the effectiveness of measures taken against those sentenced to forced labor in the framework of probation. At the same time, we note that the use of group and mass educational work in relation to those sentenced to forced labor has its own specifics related to the number of convicts engaged [12].

Besides, the respondents were asked to identify the frequency of individual and group activities by directions of educational work (moral, labor, legal, physical, patriotic, and spiritual) (5 – very common, 1 – very rare). Thus, legal (3.90 points), moral (3.48 points), labor (3.43 points), physical (3.41 points), patriotic (3.40 points) and spiritual (3.26 points) education are most often carried out in the process of individual educational work. The indicators are identical in group educational work, with the exception of patriotic (it ranks third) and moral education (it ranks fifth), whereas these directions in individual work are opposite (see Fig. 7).

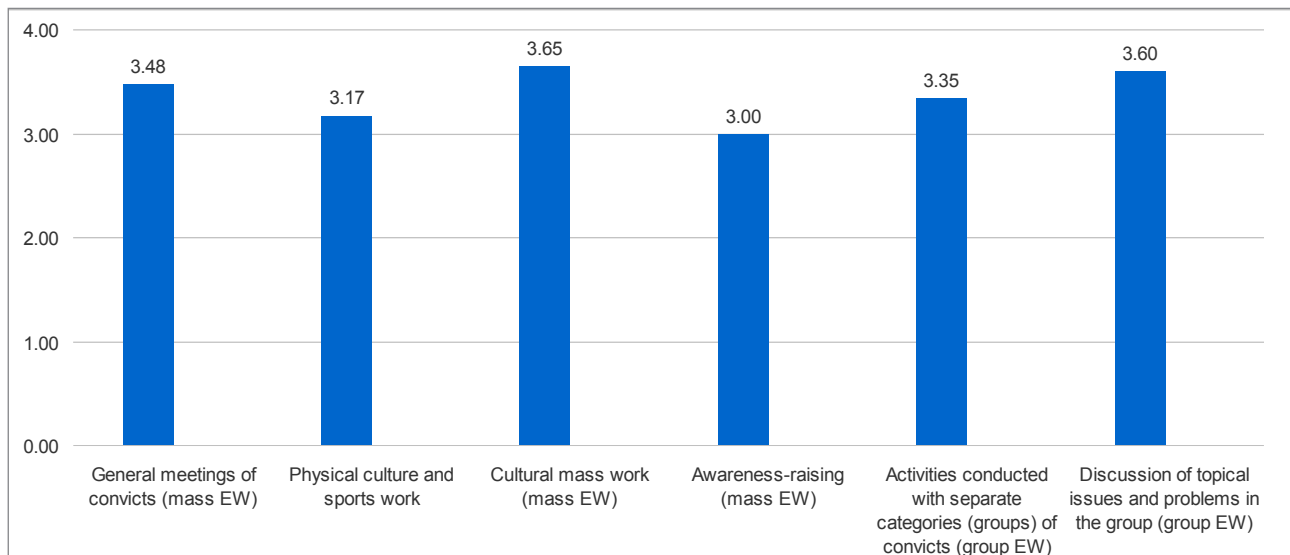


Figure 6. Assessment of the effectiveness of group and mass educational work (all territorial bodies of the NWFD)

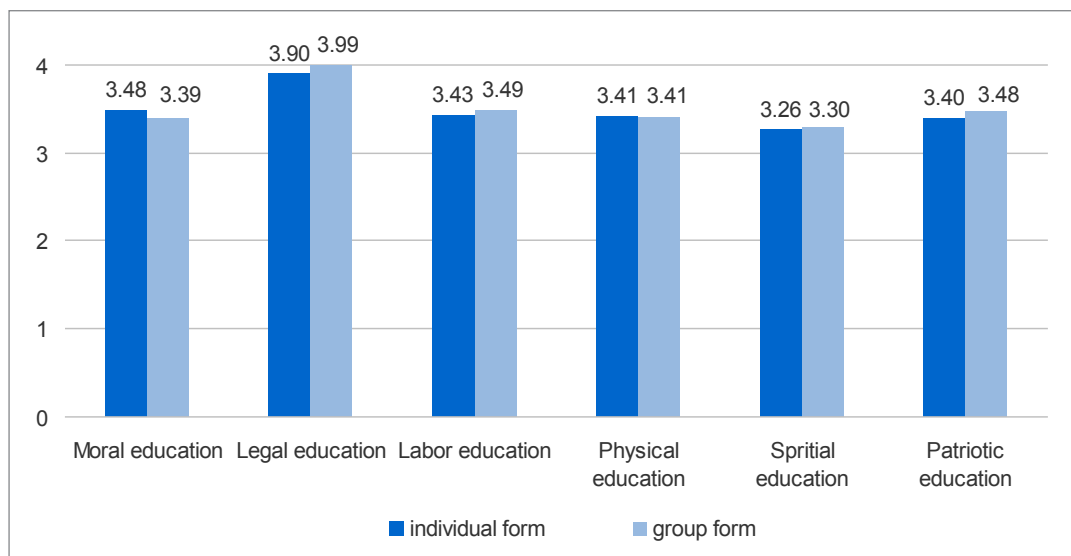


Figure 7. Frequency of activities in the areas of educational work in group and individual forms (all in the Northwestern Federal District)

Thus, the analysis of indicators of educational work with those sentenced to forced labor in the framework of penitentiary probation shows that the main emphasis in educational work carried out by correctional center staff is laid on labor, legal and moral areas. At the same time, physical education activities are mainly presented in the form of mass sports events, whereas physical education has a broader focus, including formation of a healthy lifestyle, prevention of socially significant diseases, etc. [13; 14].

In the system of educational work with those sentenced to forced labor in the field of penitentiary probation, issues of interaction with other probation subjects occupy a special place.

The analysis of joint events conducted by probation subjects demonstrates that spiritual, patriotic and moral events are more often implemented within the framework of concluded agreements. Consequently, organized interaction makes it possible to increase the frequency of the use of certain activities that can be implemented more effectively by correctional center

employees in joint activities [15]. In addition, the quality of such events goes up, as specialists in specific areas of educational impact are involved.

This interaction is based on the actual system of educational work with those sentenced to forced labor, and the interaction itself as a joint activity of probation subjects is organized taking into account a variety of factors, such as psychological, pedagogical, organizational, legal, etc. [16–18].

Following the provisions of federal and departmental legislation regulating the use of probation, in addition to probation subjects – employees of the penal system involved in the educational process, an important role is assigned to other subjects – interested bodies and organizations specified in Part 3 of Article 6 of the law “On Probation” (hereinafter – subjects). The data presented shows that the representatives of the Federal Penitentiary Service of Russia conclude agreements with government (16 or 61.5%), non-profit (6 or 23%), commercial (2 or 7.7%), public (1 or 3.8%) and educational organizations (1 or 3.8%).

We believe it necessary to consider types of assistance in educational work with convicts provided by third-party subjects in the process of penitentiary probation. So, government agencies help convicts find jobs and provide jobs themselves (29.4%), for example, cooperation between territorial bodies of the Federal Penitentiary Service of Russia in the Kaliningrad Oblast and the Employment Center of the Kaliningrad Oblast. Employers are interested in attracting personnel, as evidenced by data from the Federal State Statistics Service of the Russian Federation. So, employment requirement in the Kaliningrad Oblast in 2023 exceeded 125% compared to the same period of the previous year (13,609 applications were received by the employment service). The Federal Penitentiary Service of Russia in the Pskov Region has a similar interaction with the Regional Employment Center within the framework of an existing agreement [19].

The Murmansk Oblast ranks last in the ranking for personnel requests (78%); there is cooperation between territorial bodies of the Federal Penitentiary Service of Russia in the

Murmansk Oblast and the Employment Center. We believe this circumstance is crucial in choosing areas of interaction with interested actors, as evidenced by the priority of spiritual and moral activities in the format of assistance with both government agencies and non-profit organizations (50% of the total amount of work carried out with convicts in the framework of probation), which makes this subject a leader in the spiritual and moral education of those sentenced to forced labor among other subjects in the Northwestern Federal District. Besides, the Directorate of the Federal Penitentiary Service of Russia in the Murmansk Oblast, within the framework of existing agreements with interested organizations, realizes key directions of educational work, namely: labor, legal (Murmansk Employment Center), spiritual and moral (Murmansk and Monchegorsk Diocese of the Russian Orthodox Church), patriotic in terms of propaganda of the contract service (the Armed Forces of the Russian Federation), and physical in terms of anti-drug orientation (“Awakening” public organization, “Step by step” charity fund). In addition, these organizations take part in socio-psychological and socio-pedagogical activities. We believe that it is precisely this experience of interaction in all areas of educational work that can significantly affect the effectiveness of ongoing educational work with those sentenced to forced labor, for whom penitentiary probation is applied.

In addition, due to the educational work carried out by the Federal Penitentiary Service of Russia in the Arkhangelsk and Murmansk oblasts, spiritual and moral education of convicts, implemented jointly by probation subjects, occupies a leading position among all areas of educational work carried out in accordance with the Order No. 350.

We have noted only some features of the interaction of probation subjects in the process of carrying out educational work with those sentenced to forced labor in the framework of penitentiary probation.

Thus, the following conclusions can be formulated:

- within the framework of the organization and implementation of educational work with convicts in the field of penitentiary probation in

the correctional center, the priority areas are labor, legal, and patriotic;

- the most effective form of educational work with convicts in the framework of penitentiary probation in the correctional center is recognized as individual;

- the interaction of probation subjects in the process of carrying out educational work with those sentenced to forced labor is an important component of the system and improves the quality of activities carried out by attracting specialists in specific areas of educational impact.;

- the interaction of probation subjects in the process of carrying out educational work with those sentenced to forced labor is carried out taking into account a number of conditions and restrictions related to the category of convicts and conditions of serving their sentences.

The issues of interaction of probation subjects in the process of educational work with those sentenced to forced labor at the present stage require more detailed scientific substantiation and are a promising area of pedagogical research.

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