



# **SKILLS FOR FREEDOM**

PROJECT REFERENCE 2015-1-IT02-KA204-015070

## **INTELLECTUAL OUTPUT 1**

### **Common European Framework of the skills developed through arts and theatre, for prisoners**

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## INTRODUCTION

*Skills to freedom* is a European educational project involving the representatives of several European countries such as Italy, Turkey, Cyprus, Germany, Bulgaria, Poland, Belgium. The project is multistage, yet this report constitutes only a recapitulation of its first stage, *Intellectual Output 1 - Common European Framework of the skills developed through arts and theatre, for prisoners*. The aim of the *Skills for freedom* project is to acquire the information about the skills of convicts serving a sentence of imprisonment in different countries, particularly including those that are involved in the wide ranging art. It is also significant to learn the possibilities of formal and informal education of prisoners in custodial institutions and legal entities responsible for such possibilities. The time of penalty should not be the time filled solely with idleness. It should be the time used optimally with the benefit both for the convict and the society to which he or she will return. Modern methods of resocialization are not only limited to teaching in the strict sense, but they focus on the newer, more sophisticated and subtle disciplines of human existence, particularly those including art. It should be emphasized that the elements of artistic resocialisation introduced into custodial institutions have achieved the expected results in a great number of cases. The effectiveness of these problems has been found to be satisfactory. Still, it should be emphasised that such activities are not possible in all types of penal institutions. As far as Poland (a project partner) is concerned, it should be noticed that some artistic activities are not always possible in penal practice (for instance an inability to have the workshops of sculpture in the case of convicts with a high level of aggressiveness). A similar situation arises in other countries. However, it is worth emphasising that artistic activities are run in all penal institutions where research has been conducted for the purpose of this report. While teaching the new skills what should also be taken into consideration are the current skills possessed by the prisoner as well as his/her intellectual level, interests and cognitive needs. It is of prime significance to learn about convicts' previous experience as it might have affected their attitudes, willingness to learn new things that are interesting and different from what they had known before.

Hence, the questions about the form and scope of teaching new skills and also about their real possibilities are fundamental. It is also significant to arrange formal and informal forms of convicts' education under the conditions of penal isolation, including the education associated with art and kinds of skills that can be acquired by the individual. These

considerations are not only limited to the period of imprisonment but they relate to the prisoners prior behaviours as they have an impact on the level of the acquired education. Moreover, the type of the community that the individual comes from cannot be overlooked in this reflection.

This European education project does not comprise the theoretical considerations only, but it is based on the results of the research which has been conducted by the partners of the project in their countries. The objective reflections are multifactorial and multidimensional. They embrace the activities of the educational environment under the conditions of prison isolation as well as convicts' past social environment. As a result the acquired competences which are socially accepted and useful in the post-prison reality have been found to be significant.

Art as a science and a field of knowledge is a complex area since it relates not only to the theatre, music, painting or sculpture. It is also a craft in any form, so characteristic of the Polish convicts' population (it is commonly referred to as *prison faience* in Poland). It is commonly known that teaching/learning new skills, with the current ones being strengthened, should concern everyone in the modern society. While considering organization of education through art with the view to prisoner' resocialization, its real possibilities in this context should be analyzed. Hence, the questions regarding the aim of education, its form and effectiveness come forward.

The report consists of several parts in which research methods in this project are presented, indicating the place of the mentioned issues in the theories of social and legal sciences. The problem of convicts' resocialization cannot be ignored since being legal persons both the prisoners and ex-prisoners are members of the society. While the latter one forms an element of social sciences, the imposed penalty is the domain of penal law.

In this part of the report the following elements are described: the procedure of the research approach, its subject and aim, the problems and hypotheses of the research, variables and indicators, the type of the conducted research, the methods, the techniques and tools of the conducted study as well as the organisation of the research approach. The second part of this report embraces the data relating to the manners of custodial sentence enforcement in the countries of the project partners and other lands selected (also including Asia and North America). This part of the report is based on the data provided by the Ministry of Justice of particular countries, prison services, governmental and non-governmental organisations, legal

acts of these countries and other available materials, including prison statistics. The above-mentioned data include types of penal institutions, the number of prisoners population and the number of convicts engaged in formal education at prison school as well as the education through art. Moreover, the researchers have included in their report the information about the skills acquired by the prisoners over the period of imprisonment with the view to utilising them during the post-prison re-integration and re-adaptation.

The next part of this report entails the data obtained by the project partners who researched both the prisoners serving a sentence of imprisonment and the working with them educators. What is important for the project is the fact that all questionnaires were uniform which enabled the researchers to provide homogenous data.

As in the previous part, the reports of the project partners are presented in their original forms. Only the form of presentation (the technical side without the content-related interference) is standardised. The last element is the recapitulation of all theoretical and empirical activities undertaken. This part of the report contains a global summary of the obtained results complemented with a commentary. The final element is the recapitulation in which conclusions formulated on the basis of the whole collected material are presented.

# RESEARCH METHODS IN THE SKILLS FOR FREEDOM PROJECT

## INTELLECTUAL OUTPUT 1

Common European Framework of the skills developed  
through arts and theatre for prisoners

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## **Research methods in the *Skills for freedom* project**

### **§ 1. The researched problem and its place in social and legal science theories**

Planning scientific research entails adoption of a specific scheme of gathering empirical data. The complex character of this research also calls for a proper placing it in the suitable paradigm.<sup>1</sup> Therefore, while taking into consideration the paradigms typical of social sciences, the present study was placed in the following paradigms: structuralist (normative) and interpretative.

The first of them allows an explanation of the determining dependencies, assuming that each person, holding a specific position in the social structure, is subjected to the influence of objective factors, significantly affecting his/her life. The other one permits interpretation of the behaviour of the studied subjects. Since they function in a concrete environment while being affected by all sorts of impacts, this will be an occasion to present their experience in a subjective way.

This characteristic eclecticism combining the elements of the above-mentioned paradigms, is justified by the complicated character of the research, resulting from the multi-faceted (or multi-perspective) nature of the problematics relating to future social competences which the sentenced are supposed to acquire during their stay in prison and which will be useful in their lives outside it.

Such analysis always demonstrates the multi-factor, multi-faceted or multi-aspect character. It not only entails the activities of the pedagogical environment (above all the social environment of the penitentiary institution), but also their earlier functioning in other social groups, forming and shaping certain interpersonal bonds, which in the direct or indirect way contributed to committing a crime, as well as noting such activities which will be beneficial in gaining skills (competences) that are socially useful in the non-custodial situation.

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<sup>1</sup> Por. Z. Kwieciński, B. Śliwierski (red.) *Pedagogika*, tom I, Wydawnictwo Naukowe PWN, Warszawa 2010, s. 59 - 66

Taking the above into account, the structuralist paradigm should be chosen due to a need of a profound analysis of the interpersonal relations between the offender and his/her family or society (also for the purpose of the earlier mentioned re-adaptation programs for the offender returning to their families and the society).

When it comes to the interpretative paradigm, its choice is dictated by the necessity of studying the examples of individual offenders. This is especially significant when it comes to decide which skills will be necessary in the non-custodial life.

The interpretative approach looks for the determinants (factors) of the social order in interactive processes. It also aims to find the causes of the interpretation of the meaning, which are developed across various interactive trends. This approach is supported by qualitative studies, looking at reality from the subject's point of view. <sup>2</sup>

## **§ 2. Research proceedings**

Studying a certain fragment of reality requires formulation of goals and research issues. Otherwise the studies would not have any sense. It is vital in science that the conducted research has specified aims and should be undertaken with the view to solving important problems. <sup>3</sup>

Further stages of research proceedings are dependent on the adopted research model. When it comes to deductive studies, totally different procedures (in compliance with the previously accepted structuralist paradigm), referring to quantitative strategies, will be used. This means that formulation of hypotheses, variables and indicators will be necessary, whereas in the case of the inductive research model (used with the interpretative paradigm), it is recommended that quality strategy is used, as there is no formulation of hypotheses here.

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<sup>2</sup> Por. M. Granosik, Analiza konwersacyjna w badaniach pedagogicznych: zakres zastosowań, możliwości i ograniczenia ( w: ) E. Kurantowicz, M. Nowak – Dziemianowicz ( red. ) Narracja – krytyka – zmiana. Praktyki badawcze we współczesnej pedagogice, Wydawnictwo Naukowe Dolnośląskiej Szkoły Wyższej Edukacji TWP, Wrocław 2007, s. 185

<sup>3</sup> Interesująco na temat badania przestępczości oraz sprawców przestępstw : L. Tyszkiewicz, Kryminologia, Wydawnictwo Uniwersytetu Śląskiego, Katowice 1986; B. Hołyst, Kryminologia, LexisNexis, Warszawa 2007; J. Błachut, A. Gaberle, K. Krajewski, Kryminologia, Wydawnictwo Arche, Gdańsk 2001, L. Lernell, Zarys kryminologii ogólnej, Wydawnictwo Prawnicze, Warszawa 1978,

Two models have been adopted in the research. These are:

1. deductive-hypothetical,
2. inductive.

The latter indicates that the quantitative-qualitative strategies have been applied. Collecting empirical data is subordinated to quantitative-qualitative studies as well as to the previously accepted paradigms. The adopted study method is always connected with the appropriate techniques and research instruments, used in the research project. The choice of the right study instruments affects the organization of the study area. In this phase the character and structure of the research tools, as well as the choice of research sample are taken into consideration. Hence, each party involved in the project should indicate the optimal number of convicts (penitentiary institutions) subjected to research. It would be reasonable to include two penal institutions of the closed-end type and one open prison, with the total number of the studied subjects - 30.

### **§ 3. The object and purpose of the research**

The object of the research is analysis of the factors, which had (and still have) significant importance for the convicts, especially their interests and capabilities of learning new useful skills, which they can successfully employ once they have left prison. These skills should help them avoid committing crime as well as live a successful life, performing important, socially useful roles.

Both the criminals and the rehabilitation systems in the countries joining the project are the subject (object) of research (analysis of penalty system).

By specifying the research aims in the cognitive area, the following aspects were made subject of the study:

1. characteristics of social situation as well as relations with other people, which might have been the source of the feeling of relative deprivation,
2. learning about the type of the existing social skills,

3. determining earlier relations with the circles commonly regarded as pathological, especially criminal, alcoholics, drug addicts or persons prostituting themselves, which may indicate a certain processuality of criminal behaviour,
4. an attempt to determine the range of social control elements functioning, particularly attachment, involvement, conviction and the others which constitute characteristic forms of social restraint, yet are indispensable for the creation of the right social attitudes, fostering skills modelling.

Both the description and an attempt at interpreting a vast array of factors influencing their whole life situation, made it possible to prepare (at an initial stage) a model of relations between the criminals and the society in which they had lived prior to serving a sentence and where they are supposed to return after they have served the penalty.

Perhaps this model will be instrumental in creating new rehabilitation programs which would embrace the studied offenders.

#### **§ 4. Problems and hypotheses**

From the legal and social sciences point of view, crime in connection with the rehabilitation process and education with the view to educating prisoners how to live after serving a sentence is perceived as a very complicated problem. This is the consequence of a combination of many reasons, beginning with the qualification of the criminal act to the individual abilities of the offender who eventually leaves the penitentiary institution.

The objective and aims of the research, as mentioned before, help in determining the research problem or rather its conglomerate, while taking into consideration (which is obvious) the basic criteria of the proper problem specification.<sup>4</sup>

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<sup>4</sup> Por. T. Pilch, *Zasady badań pedagogicznych*, Wydawnictwo Akademickie Żak, Warszawa 1995, s. 24 – 24; T. Pilch, T. Bauman, *Zasady badań pedagogicznych*, Wydawnictwo Akademickie Żak, Warszawa 2001, s. 191-192; M. Łobocki, *Wprowadzenie do metodologii badań pedagogicznych*, Wydawnictwo Impuls, Kraków 2008, s. 21 – 26; J. Gnitecki, *Wstęp do ogólnej metodologii badań w naukach pedagogicznych*, tom II, Wydawnictwo Naukowe UAM, Poznań 2007, s. 285 – 289, S. Nowak, *Metodologia badań społecznych*, Wydawnictwo Naukowe PWN, Warszawa 2010, s. 26 – 36, W. Leszek, *Wybrane zagadnienia metodyczne badań empirycznych*, ITE – PIB, Radom 2006, s. 47 – 84, J. Apanowicz, *Metodologia nauk*, Wydawnictwo Dom Organizatora, Toruń 2003, s. 51 – 68; W. Kubielski, E. Błaszczuk – Kubielska, *Etapy postępowania badawczego w pedagogice empirycznej i ich charakterystyka*, Wydawnictwo SSW CB, Szczecin 2010, s. 21 – 30;

The main problem:

1. What factors are typical of offenders' life (social) situation and to what extent (if any) are they in close or indirect connection with the committed crime?

This is an extensive issue, hence it has been clarified by considering the problems in a detailed way:

1.1. What are the existing skills?

1.2. Have, if yes, the circles, commonly regarded as pathological, distorted the skills that the offenders previously had?

1.3. What is the real possibility of teaching new skills and competences necessary for the man in the non-custodial environment?

1.4. What is the form and range of teaching the necessary skills and what is their effectiveness

The problems brought forward in this way must be confronted with the adequate hypotheses that will identify a particular orientation point enabling working within the research area. Such studies make the confrontation of a hypothesis with experience possible.<sup>5</sup>

It is this strategy that is connected with hypothesis. The adopted in this study hypothetical-deductive model is instrumental in the choice of quantitative studies. The complementary approach mentioned at the beginning of this paper lets us address the problem as relating to the area of qualitative studies:

1. What were the living conditions, skills and competences of the studied offenders, including their functioning in the community (taking into account the character of social ties) until the moment of committing a crime?

In order to approach this problem, more detailed questions have to be asked, such as:

1.1. What was the offender's level of education?

1.2. What social skill have the offenders gained?

1.3. What was the social position of the offenders?

1.4. What was the level of social control?

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<sup>5</sup> Por. T. Pilch, T. Bauman, *Zasady badań pedagogicznych*, Wydawnictwo Akademickie Żak, Warszawa 2001; B. Szlachta (red.) *Słownik społeczny*, WAM, Kraków 2004

1.5. Do the offenders feel the need to acquire social skills and new competences useful in their non-custodial life?

So formulated research problems indicate the inductionism model, hence the conclusions will be drawn on the basis of the premises referring to individual cases. Owing to the methods assigned to the quantitative strategy, a closer and more complete look at the studied case will be possible.<sup>6</sup> That is why no hypotheses or variables have been formulated with reference to the problems mentioned above.

At present there is a growing tendency to use qualitative strategies in educational science methodology as they enable a description and explanation (as much as this is possible in view of science development) of the processes and not only the extent of the phenomenon.<sup>7</sup>

Human life seen as a unique, individual and comprehensive fact is the subject of qualitative studies.<sup>8</sup> According to D.Silverman, researchers' preference or choices were geared towards the quantitative strategy, where they refer to the analysis of words or pictures, observations of particular data appearing (or not) in a natural way, as well as to demonstrating preference of the meaning to the real behaviour. This naturally favours the inductive approach.<sup>9</sup>

The qualitative data may often lead to new, not known before elements constituting a base for new findings. It has to be emphasized that creating a theory based on the qualitative approach rests on building a certain conceptual framework, which explains, rather than "interprets", (both in the form of narration and picture) basic issues which will be subjected to studies. This includes factors, notions or constructs as well as variables or assumed reciprocal relationships between them.<sup>10</sup>

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<sup>6</sup> Por. T. Pilch, T. Bauman, *Zasady badań pedagogicznych*, Wydawnictwo Akademickie Żak, Warszawa 2001; S. Palka (red.) *Orientacje w metodologii badań pedagogicznych*, Wydawnictwo UJ, Kraków 1998,

<sup>7</sup> Por. D. Silverman, *Interpretacja danych jakościowych*, Wydawnictwo Naukowe PWN, Warszawa 2008, D. Silverman, *Prowadzenie badań jakościowych*, Wydawnictwo Naukowe PWN, Warszawa 2008, T. Pilch, T. Bauman, *Zasady badań pedagogicznych*, Wydawnictwo Akademickie Żak, Warszawa 2001; A. Krawczyk – Bocian, *Mit o narracji. Od subiektywizmu do problemu interpretacji* (w:) *Terazniejszość. Człowiek. Edukacja. Kwartalnik Myśli Społeczno – Pedagogicznej* 2008 /2 ( 42 )

<sup>8</sup> Por. M. Straś – Romanowska, *Teoretyczne i metodologiczne podstawy badań jakościowych* ( w: ) M. Straś – Romanowska ( red. ) *Metody jakościowe w psychologii współczesnej*, Wydawnictwo Uniwersytetu Wrocławskiego, Wrocław 2000

<sup>9</sup> Por. D. Silverman, *Interpretacja danych jakościowych*, Wydawnictwo Naukowe PWN, Warszawa 2008, s. 65

<sup>9</sup> Por. M.B. Miles, A.M. Huberman, *Analiza danych jakościowych*, Wydawnictwo Trans Humana, Białystok 2000, s. 19

<sup>10</sup> Por. M.B. Miles, A.M. Huberman, *Analiza danych jakościowych*, Wydawnictwo Trans Humana, Białystok 2000, s. 19

## *Hypotheses*

Choosing the strategy of quantitative studies and adopting the hypothetical-deductive model creates grounds for the formulation of hypotheses. Therefore, in order to solve research problems it is necessary to define research hypotheses.

The main hypothesis states as follows:

It is assumed that the living conditions as well as competences and skills of the offenders being subject to study, including their functioning in society were average and inadequate.

In accordance with the previously demonstrated specific problems, their hypothetical solutions were suggested. These are:

- 1.1. It is assumed that the level of education of the offenders varied, as well as their social skills.
- 1.2. It is assumed that the offenders held different social positions.
- 1.3. It is assumed that the level of social control, including the skills and social competences, was not adequate.
- 1.4. It is assumed that many offenders feel the need to change their lives by acquiring new skills and social competences.

These hypotheses demonstrate a probabilistic character and the relationships indicated by them make the correlations between them more probable. These premises were verified based on the quantitative analysis of the own studies conclusions.

## **§ 5. Variables and indicators**

Taking into consideration variables apportionment proposed by M. Łobocki<sup>11</sup>, the present studies suggest the act of committing a crime as the dependent variable. This means that the offenders sentenced for crimes were subjected to research. Breaching criminal law (that is the

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<sup>11</sup> Por. B. Hołyst, *Kryminologia*, LexisNexis, Warszawa 2007; M. Łobocki, *Wprowadzenie do metodologii badań pedagogicznych*, Wydawnictwo Impuls, Kraków 2008

regulations of the substantive criminal law) is an indicator of the so-presented variable within the range, mentioned above, as well as confirming this fact by the valid sentence whereby the defendant has been found guilty and sentenced to prison (that is placed in the penitentiary institution).

Independent variables make up a certain group (conglomerate) of factors (elements) related to the life situations of the researched convicts.

On the other hand, independent variables embrace the variables which are associated with the social situation of the sentenced person, including his previous skills and social competences. Each of the mentioned groups of independent variables has been completed with specific variables. Within the scope of the first variable relating to the family situation of the convicts, the following specific variables were considered:

1. referring to the social and family structure,
2. referring to the social roles performed,
3. referring to reciprocal social relationships,
4. referring to the level of social control,
5. referring to the symptoms of pathology in the sentenced person's community prior to his placement in the penitentiary institution.

## **§ 6. Methodological research model**

The research problems presented before point out indirectly to the need of combined use of two methodological models. Therefore, an appropriate strategy of research activities organization and straightening of the obtained empirical data has to be adopted. Two strategies find application in social studies. The first one accepts the inductionism approach (including its all premises). It is recommended that the empirical studies are carried out first, next they are supposed to lead to the formulation of generalizations and theories based on the data gathered before. Induction is the basic method of this strategy, which allows making entirely new generalizations and verifying their validity while appealing to sensual impressions.

However, the other strategy suggests the course of action entirely different from the one mentioned above. This proceeding begins with designing a hypothesis, which at this point turns into a certain guideline, which makes it possible to arrange and conduct empirical study. This strategy is connected with the hypothesis which looks for the proper empirical



studies method in the one commonly known as the hypothetical-deductive method. This in turn, allows criticism of the previously formulated hypotheses, owing to the deductive procedure, which makes the hypothesis and experience confrontation possible.<sup>12</sup>

The indicated characteristics of research strategy justifies the application of both these methods altogether. The obtained conclusions will be formulated by means of the verification of the previously established hypotheses (in accordance with the hypothesis approach).

Finally, this way of drawing conclusions will be complemented with the ones of general nature. They will be reached on the basis of individual cases analysis, which results from the adopted inductionism model. The latter allows obtaining the previously assumed aim by means of describing the facts revealing their unique character, as well as empirical regularities, that is the consequences and co-occurrence of particular events. Building theories stems from the studies consisting in the description and inductive generalization of the relationships happening between the observation categories, only to be later embraced in the particular set of statements which best explain the given phenomenon.<sup>13</sup>

## **§ 7. The type of the conducted studies**

Contemporary researcher should demonstrate creativity enabling him not only to conduct studies and formulate conclusions but also to confront him with other goals as well. I presume that in the case of this research, it is important to undertake an effort to find a certain panacea, a solution which even to a minimum extent would allow the convict to return not only to society but most of all, to the group of the closest persons, the family. In this situation, a decision to resign from formulating a hypothesis regarding the second problem as well the problems that make it more specific was justified.

In the course of the research, the next stage is generated, namely choosing the appropriate research method and complementing techniques as well as the research tools. That is why at

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<sup>12</sup> Por. T. Pilch, T. Bauman, *Zasady badań pedagogicznych*, Wydawnictwo Akademickie Żak, Warszawa 2001, s. 192; B. Hołyst, *Kryminologia*, LexisNexis, Warszawa 2007

<sup>13</sup> Por. B. Szlachta (red.) *Słownik społeczny*, Wydawnictwo WAM, Kraków 2004, s. 689

this point it is necessary to refer to the research problems and the type of the conducted research.

## **§ 8. Methods, techniques, research tools**

Proper choice of the method, techniques and research tools is an essential condition guaranteeing effectivity of research tasks which enable solving the indicated research problems. Taking into consideration the object, the aims of the research and the fact that complying with the methodological premises the research demonstrates the quantitative and qualitative character, the right research methods and techniques have been selected from an extensive catalogues of the ones already described by many authors.

The present work refers to the division of methods proposed by K.Rachuba.<sup>14</sup> Bearing this in mind it is worth mentioning the methods of collecting the data (both quantitative and qualitative) such as:

1. survey
2. searching the secondary sources
3. statistical methods.

### ***Survey***

According to T.Pilch and T.Bauman, a survey is "a technique of collecting information which consists in filling out, most often by the questioned himself, specific questionnaires usually of a highly standardized character, in the presence, or more often, without the interviewer".<sup>15</sup> K.Rachuba confirms this statement, emphasizing that a survey is a method of collecting the quantitative data. It consists in asking the interviewees the questions, where the respondents' answers contain certain variables indicators. A set of questions and answers constitute the questionnaire of the survey, that is the instrument assigned to this method.<sup>16</sup>

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<sup>14</sup> Por. K. Rachuba, Metody zbierania danych w badaniach pedagogicznych ( w: ) Pedagogika ( tom I ), ( red. ) Z. Kwieciński, B. Śliwierski, Wydawnictwo Naukowe PWN, Warszawa 2010, s. 34- 58

<sup>15</sup> Por. T. Pilch, T. Bauman, Zasady badań pedagogicznych, Wydawnictwo Akademickie Żak, Warszawa 2001, s.96 ;

<sup>16</sup> Por. K. Rachuba, Metody zbierania danych w badaniach pedagogicznych ( w: ) Pedagogika ( tom I ), ( red. ) Z. Kwieciński, B. Śliwierski, Wydawnictwo Naukowe PWN, Warszawa 2010, s 51 - 54

Using this method as a way of collecting the quantitative data is divided into two phases, that is:

- a. preparing a questionnaire
- b. conducting a proper survey.

### *Searching the secondary sources*

Secondary sources are represented by all sorts of information that the researcher is confronted with at the beginning of his work. This is the tangible trace of human activity. It is worth emphasizing that secondary sources may be classified as searched and searched for (if their place has been established among accessible data, yet when it is not possible to identify them at the beginning of the research, they have to be found and then searched). These sources are subjected to other operations, such as analysis and interpretation. Looking for such sources is the essence of a qualitative research method.<sup>17</sup>

Secondary sources may be represented by all sorts of texts, regardless of the form in which they reach our consciousness. The most important is the message which has the information and the meaning.

### *Statistical methods*<sup>18</sup>

Analysis of the collected empirical material has to be complemented with the statistics. In the evaluation mathematical average has been used.

$$M = \Sigma x : N$$

M- mathematical average

N – total number of the group

X – (through x1 to Xn) particular variable values X<sup>19</sup>

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<sup>17</sup> Tamże, s. 44

<sup>18</sup> Interesująco na temat metod statystycznych: B. Hołyst, Kryminologia, LexisNexis, Warszawa 2007, s. 189 - 206

<sup>19</sup> Por. C. Nowaczyk, Podstawy metod statystycznych dla pedagogów, PWN, Warszawa – Poznań 1985, s. 65

## § 9. Research organization and procedure

The evaluation that has been presented in this paper was conducted based on the selection of the non-random test, which is applied when the researcher does not intend to generalize the conclusions with reference to the whole population.<sup>20</sup>

Selecting the collectivity for the qualitative studies was conducted in several stages. The first of them was the choice of the closed penitentiary institutions where offenders serve their sentences.

The next one was obtaining a permission from the directors of the selected institutions for such studies. In the third stage the offenders from such institutions were subjected to the study.

The research was conducted in penitentiary institutions of the countries participating in the project (Italy, Bulgaria, Poland, Turkey, Germany, Cyprus and Belgium).

The completion of the relatively comprehensive questionnaires took the interviewees from about 50 to 70 minutes. The questionnaire was prepared in such a way that a likelihood of misunderstanding a question or an instruction was excluded. Such situations may happen when the subjects have a choice of more than one possible answers. The data obtained will be used for comparative analysis and drawing general conclusions, relating to the whole group of offenders participating in the study.

Selection of the studied group was conducted in such a way so as to include all categories of the committed crimes. The collected data will provide the basis for the qualitative study.

Gathering empirical data is time consuming not only due to the extensive character of the questionnaire addressed to the prisoners. It cannot be collected for longer than one month for each of the project partners. The data is standardized so the compilation will have a comprehensive character.

Consequently the obtained empirical material will be subjected to quantitative and qualitative analysis.

During the next stage the gathered material will be statistically prepared, which will be helpful in using the obtained results and allow comparison of all the received data.

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<sup>20</sup> Por. K. Rachuba, Metody zbierania danych w badaniach pedagogicznych ( w: ) Pedagogika ( tom I ), ( red. ) Z. Kwieciński, B. Śliwierski, Wydawnictwo Naukowe PWN, Warszawa 2010, s. 34 – 58; W. Kubielski, E. Błaszczyk – Kubielska, Etapy postępowania badawczego w pedagogice empirycznej i ich charakterystyka, Wydawnictwo SSW CB, Szczecin 2010, s. 133 - 146

The performed at different time operations which regard data collection include:

1. data reduction,
2. data representation,
3. formulation of conclusions.<sup>21</sup>

The first operation represents the selection process, simplification and transformation of the data which make take up different forms (mainly notes). Reduction, however, occurs as early as in the phase of information gathering, preparing a summary, coding and sublimation of the topics defined by the aim of the research. Thus obtained data is then organized, separated or rejected. In this way the final verification is accomplished.<sup>22</sup>

Data representation is an organized, compressed set of the obtained information, on the basis of which conclusions can be drawn and certain operations can be undertaken.<sup>23</sup> In order to do it matrixes arranged in terms of notions and cause chains are prepared. This enables drawing conclusions referring to particular cases and making a cross-sectional analysis being basis of the model representation of the relations between the offender and the community in the non-custodial reality.

In the research pilot studies were abandoned as the tests previously described in all aspects, are available to all the project partners.

The next stage included preparation of the study material, that is organizing it in the form of summary sheets and individual protocols (certificates). Then a list of codes with the following categories included is made:

S - existing skills,

SC – existing social competences,

S-SC – expected skills and social competences.

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<sup>21</sup> Por. ; D. Silverman, Interpretacja danych jakościowych, Wydawnictwo Naukowe PWN, Warszawa 2008, D. Silverman, Prowadzenie badań jakościowych, Wydawnictwo Naukowe PWN, Warszawa 2008.

<sup>22</sup> Por. M.B. Miles, A.M. Huberman, Analiza danych jakościowych, Wydawnictwo Trans Humana, Białystok 2000, s. 11

<sup>23</sup> Tamże, s. 11

The number assigned to the country of each project partner is the element which completes the code:

1. ITALY\_TEATRO DELL'ORTICA
2. BULGARIA
3. POLAND
4. TURKEY
5. GERMANY
6. CYPRUS
7. BELGIUM
8. ITALY\_EFA

Additionally, the type of the penitentiary institution should be encoded:

C.PI. – the closed-end penitentiary institution

O.PI. - the open penitentiary institution

(and the number assigned to the project partner),

eg. C.PI. – 1 (menas: penitentiary institution from ITALY\_TEATRO DELL'ORTICA).

## **§ 10. The questionnaire (teachers, operators in prisons)**

Survey is realized in the framework of the project Skills for freedom, number 2015-1-IT02-KA204-015070

### **Respondent's certificate**

1. Age

- a) 18-30      b) 31-50      c) 50 and more

2. Sex

- a) female      b) male

3. The country of origin

- a) YOUR COUNTRY      b) other, what .....

4. experience in working with convicts (in years) .....

1. During the time of the sentence, do prisoners have the ability to:

- a) take up education [ yes, no ]

- b) learn a new job [ yes, no ]
- c) acquire new skills [ yes, no ]
- d) be active in the field of art [ yes, no ]
- 2. Do prisoners meet with the family during their stay in prison?[ yes, no ]
- 3. Do prisoners work during their stay in prison [ yes, no ]
- 4. Are prisoners being contacted by representatives of different associations, organizations, institutions or religion representatives? [yes, no ]
- 5. If yes – please provide their names.....
- 6. Do prisoners like to learn some new skills during their stay in penitentiary institution? [ yes, no ]
- 7. If yes, what (Please specify) .....
- 8. Do you think that prison enables to learn something which will help find a job or will improve prisoners’s situation after prison? .....
- 9. Would you like to participate in skills for prisoners projects? [ yes, no ]
- 10. If yes, then please underline one or more of the possibilities below:
  - a) job interview
  - b) preparing a self-presentation
  - c) how to take care of look and appearance
  - d) socially accepted behaviour
  - e) learning about music (learning to play instruments)
  - f) plastic techniques
  - g) theatre, drama
  - h) presentations in public
  - i) tidying up
  - j) child care
  - k) animals care
  - l) Other .....

**I. Factors typical of prisoners’ life (social) situation**

- 1. What is the level of the prisoners’ existing skills, within artistic skills?
  - a) high
  - b) medium, low
  - c) none
- 2. Have the circles, commonly regarded as pathological, distorted the skills that the prisoners previously had? If yes, what kind of circles?

- a) drug addicts
- b) alcoholics
- c) homeless
- d) prisoners that left the prison earlier
- e) other, what.....

3. What is the level of real possibility of teaching new skills and competences necessary for the man in the non-custodial environment?

- a) very high                      b) high                      c) very low      d) none

4. What is the form and range of teaching the necessary skills and what is their effectiveness?

- a) workshops [ HE, DE, NE ]
- b) theatre performance [ HE, DE, NE ]
- c) music concerts [ HE, DE, NE ]
- d) lectures [ HE, DE, NE ]
- e) drawing/painting/manual, music, dance, drama classes [ HE, DE, NE ]

HE – high effectiveness, DE – effectiveness difficult to define, NE – no effectiveness

## **II. Living conditions, skills and competences of the studied prisoners**

1. What was the most common prisoner's level of education?

- a) primary (6-13 years old)
- b) middle school (13-16 years old)
- c) secondary (16-19 years old)
- d) post-secondary education: higher education, vocational education (19 years and more)

2. What social skills have the prisoners gained?

- a) overcoming shyness,
- b) better knowledge and management of emotions, emotions control,
- c) better expression of feelings and mood
- d) knowledge about vocal and body potential
- e) knowledge about senses,



- f) how to strengthen self-esteem,
- g) behavior in a team work; cooperation,
- h) easier acceptance of the need to preserve the imposed rules,
- i) how to face the public, self-presentation,
- j) other .....
- k) not applicable.

3. What was the social position of the prisoners?

- a) high,                    b) middle                    c) low

4. What was the level of social control?

- a) high,                    b) medium                    c) low

5. Do the prisoners feel the need to acquire social skills and new competences, within artistic, useful in their non-custodial life?

- a) yes                    b) no                    c) difficult to define

## § 11. Questionnaire for prisoners

Respondent's certificate

Survey is realized in the framework of the project Skills for freedom, number 2015-1-IT02-KA204-015070

1. Age

- a) 18-30                    b) 31-50                    c) 50 and more

2. Sex

- a) female                    b) male

3. Country of origin

- a) YOUR COUNTRY                    b) other, what .....

4. Type of the penitentiary institution

- a) open                    b) semi-open                    c) closed

5. Marital status

- a) unmarried (within single/divorced/widowed)
- b) married

6. Education level

- a) primary (6-13 years old)
- b) middle school (13-16 years old)
- c) secondary (16-19 years old)

d) post-secondary education: higher education, vocational education (19 years and more)

1. Did you have a possibility of doing the things mentioned below during your stay in prison?

- a. Taking up education [yes, no ]
- b. Learning a new job [ yes, no ]
- c. Acquiring new skills, within artistic skills [ yes, no ],  
if yes – what .....

2. Participation in artistic activities let you:

- a) overcome shyness,
- b) know and manage better your emotions, control your emotions,
- c) express better your feelings and mood
- d) learn more about your vocal and body potential
- e) learn more about your senses,
- f) strengthen your self-esteem ,learn to behave in a team work; cooperate, accept easier the need to preserve the imposed rules,
- g) face the public, self-present,
- h) other .....
- i) not applicable.

3. Did skills acquired:

- a) have a positive effect on your daily life in prison? [ yes, no ]
- b) encourage you to deep interest in this artistic activity (theatre, music etc.)? [ yes, no ]
- c) encourage you to work in this field after prison? [ yes, no ]

4. Do you see your family during your stay in prison ? [ yes, no ]

5. Do you work during your stay in prison ? [yes, no ]

6. Are you contacted by representatives of different associations, organizations, institutions or religion representatives? [ yes, no ]

7. If yes – please provide their names .....

8. Do you have artistic skills? [ yes, no ]

9. What is their level? [ high, medium, low ]

10. Would you like to learn some new skills during your stay in penitentiary institution?  
[ yes, no ]

11. If yes – what .....
12. Do you think that prison enables you to learn something which will help you find a job or will improve your situation after prison? .....
13. Would you like to participate in skills projects? [ yes /no ]
14. If yes, then please underline one or more of the possibilities below:
  - a) Job interview
  - b) Preparing a self-presentation
  - c) How to take care of looks and appearance
  - d) Socially accepted behaviour
  - e) Learning about music (learning to play instruments)
  - f) Plastic techniques
  - g) Theatre, drama
  - h) Presentations in public
  - i) Tidying up
  - j) Child care
  - k) Animals care
  - l) Others .....
15. Do you think that presenting artistic outputs realized by prisoners (theatre performance, artwork etc.) might influence the positive attitude of the community towards prisoners and ex-prisoners? [ yes, no ]

## REPORT ITALY 2016

*Valeria Galota, Michela Grana, Anna Solaro*

### **A.1. Studying the existing models - Italy**

#### **A1.1. Research on projects and similar experiences enhanced in EU countries with distance comparison of such models with extra EU and North American experiences.**

*Author: Valeria Galota*

#### **Introduction**

The Italian Prison System is regulated by Law n. 354/1975, which reflects the constitutional principle of the art. 27, comma 2 of the Constitution and bases Penitentiary Treatment on the objective of rehabilitating inmates.

The term "rehabilitation" means the reintroduction of the inmate to a society life and the methodology to pursue this objective is the "scientific observation of personality," which must be arranged in respect of the condemned from the very beginning of conviction.

Prisons for adults are divided into four categories:

1. Remand Institutions (156 prisons with 50.447 inmates in the prison system at 01.01.2014, of which 28.662 definitely sentenced, normally to sentences of less than three years)
2. Institutions for the Execution of Sentences (42 prisons with 10.822 inmates at 01.01.2014, of which 9.649 definitively sentenced, normally to sentences longer than three years in total)
3. Institutions for the Execution of Security Measures (7 institutes with 1.221 inmates at 01/01/2014)
4. Observation centers (no operating institutions) Created in 1961 by ministerial order as autonomous institutions or sections of other institutions specifically implemented to experiment scientific observation of the personality of detainees; this experimentation was started only in the institute of Rebibbia in Rome, and was later abandoned.

Often in the same Penitentiary Institution sections that have the function of Remand Institutions with other sections for the Execution of Sentences do coexist

Based on current data, the increase of the prison population, also in relation with recent immigration inputs, generated a strong overcrowding of prisons in the last decade, which further detriment of the life quality of prisoners, already impoverished by the conditions of limited freedom.

The Italian Government has tried several times to reduce tensions caused by overcrowding through Indulgences (the last ones were given 2006) or amnesties (the last one dates 1989) but in lack of long-term policy interventions of proceedings and alternative measures to detention there has been no structural improvement in the overall situation of prisons.

In 1999, a recommendation of the Council of Ministers of the European Union invited all States to take measures to avoid prison-overcrowding situations (REC 1999/22), but Italy is the only country to date that has failed in answering to the recommendation.

## **Development**

The Italian Constitution, with art.27 C.3 stating the fundamental principles of humanity and the rehabilitative goal of punishment, has overtaken - without denying it - the punitive-retributive function of sentencing. According to such principle, by violating the law the inmate has a determined debt with society, which must be paid.

According to art. 19 of the Penitentiary System, in Penitentiary Institutions, both courses of school education for all levels and vocational courses are organized. In many institutions there are university centers.

## **Conclusion**

In the current Penitentiary System, the scientific observation of personality is the scientific method through which the administrations have to facilitate the social rehabilitation of sentenced individuals by removing the causes of social maladjustment that would be the basis of criminal deviance, according to the definition of art .13 of law 354 of 26 July 1975 (Penitentiary System).

The observation is delivered, in accordance with art. D.P.R. 28 230 of 30.6.2000 (Regulation of Execution) by employees of the administrations' such as educators, social workers, penitentiary policemen and women) and, if necessary, even by professionals as stated in article 80 of the Penitentiary System (experts, social services, psychological, education, psychiatric and clinical criminology experts), under the coordination and responsibility of the director of every institution.

Article 27 of the Implementing Regulation specifies the methodology to be followed during the observation and includes:

- Documentary acquisition of jurisdictional, detention, clinical, psychological and social data;
- Interviews, on the basis of the acquired data, with the person who is the object of observation; aiming to stimulate the process of critical review, which is a reflection on the unlawful conduct adopted, on the motivations and their negative consequences for the person concerned and on the possible actions to repair the damages following the offense, including the compensation that may be paid to the victim.

The observation is made at the beginning of the execution of the sentence and continues along detention. Periodically, the observation and treatment group (G.O.T.), formed by the individuals specified in the Article 29 c. 2, meets to draw up a report of the scientific observation of personality, a synthesis containing a proposal for a treatment program that must be approved by decree of the Supervisory Magistrate.

The treatment program consist of an educational intervention that prison operators propose for the inmate during the execution of the sentence

During detention, the treatment program is compiled by G.O.T.

The observation is carried out at the beginning of execution of the sentence and continued in it to record the evolution of the personality of the inmate in relation to his degree of adherence to the options of treatment/therapy.

## **A1.2. Research on the systems of validation and certification for the target skills. Analysing the adaptability of such systems to inmates**

*Authors: Valeria Galota, Michela Grana, Anna Solaro*

### **Introduction**

The importance of recognition of learning outcomes acquired in non-formal and informal environments have been stated for many years in Italy, giving origin to many practices and experiences, but lacking of an official framework until 2012.

The Italian Ministry of Education, University and Research (MIUR) is responsible for the qualification of formal learning (school and universities) in the educational system, while Regional governments are responsible for the Vocational system and their formal qualifications.

The regional responsibility for vocational training made this system grow in the effort to follow and answer local labour market needs, but it increased fragmentation between one regional system and the other, and the issued qualifications. Most of the 20 Italian Regions and two Autonomous Provinces created a qualification or professional profile repertory, but they were different one another and they are often based on different methodology, since not all the repertory are built with a reference to the knowledge, skills and competencies scheme.

The latest labour market reform (2012) addressed in a systematic way the issue of the recognition and validation of competencies, acquired in any contexts – formal non-formal and informal - together with the other key issue of the definition of a **National repository of education and vocational degree and of professional qualifications** (*Repertorio nazionale dei titoli di istruzione e formazione delle qualificazioni professionali – ex D.lgs. 13/13*).

### **Development**

On December 2012 Italy formally and legally approved the EQF National Referencing Report that has been presented to EQF AG on May 2013. Starting from this first release of the Report, all the Italian qualification authorities, and especially the Regions, assume formally the engagement of establishing a National Qualification Framework based on learning outcomes and to work on a comprehensive credit and validation system.

As a result, the background in which the local and sectoral validation practitioners work in Italy has now fundamentally changed; the new legislative framework will create a top-down framework for further concrete developments in relation to comparability and quality assurance, as well as the accessibility and usability of validation services.” (European Commission; Cedefop; ICF International, 2014).

The 2013 decree gave 18 month for the first phase of implementation. Then the Regions are ruling and organizing the system for identification, validation and certification of competencies acquired in non-formal and informal learning. As a first step each regional system is connected to the regional Repertories, so that the certification system is organized to recognize competencies that are already listed in the regional repertories. The regional systems are due to be operative within the end of June 2016 and many Italian Regions are ready.

The common objective, also according to the indications of the recently approved laws, is the creation of a national system for formal, informal and non-formal competence certification that could guarantee

a nation-wide recognition, thus enhancing transparency and mobility both across the VET regional systems and in the labour market.

The legislative decree explicitly indicates that the National Repertory has to cover all the national and regional repertories of educational and vocational training degrees, including professional education and vocational training degrees and qualifications (apprenticeship paths too), with the requirement of clearly identifying – as minimum standards – the competent certification bodies, the definition of qualifications including the relevant competences, the correlation with national statistical code of economic activities and of professional units , and the correlation with the EQF.

This strategic goal implies a strong coordination between the different regional systems and a joint approach at the national level.

To give execution to the Decree and to follow the European Union requirements for the new programming period of the Structural Funds, the Regions Presidents Conference operates through an interregional working group for 'competencies' that faces the problem to pull together, for the National Repertory, what already exists or lacks at the regional level and make it compatible with a common framework that enhances transparency and mobility.

The working group agreed to collect existing sectorial studies or undertake new ones to describe key production processes and the related activities. The evidence available or produced could then be linked to specific competencies grouped in professional profiles.

Any regional repository has to be linked to the National framework in order to guarantee mutual recognition at the national level, thus answering to the normative request that all the regional repositories have to be correlated to the National one.

## **Conclusion**

The process for the certification of competences acquired in non-formal and informal contexts is composed of three phases: identification, validation through II party assessment and certification (III party assessment).

The process has to be started by the individual interested in the certification of competencies. Identification's goal is to choose the competencies and or profile to be validated, collect the evidence to show the non-formal or informal learning and prepare a dossier to be presented for validation. The entitled bodies assess the application (with procedures that the Regions define); the applicant can then ask for certification that the entitling bodies can release after a specific assessment and issue the due qualification.

The entitling bodies are the following: Ministry of Education and Universities (for school and university qualifications), Regions (for VET qualifications), Ministry of Economic Development - UE Policies Department (for regulated professions – professional registers for doctors, lawyers, social workers for example), Ministry of Labour (for non-regulated professions such as trainers, sociologists and other professional profiles lacking of an official register). To be included in the National Repertory the qualification must be referenced to EQF and over time there will be progressive work of descriptive standardization to allow greater permeability between sub-systems and recognition of credits.” (European inventory on validation of non-formal and informal learning 2014 Country report: Italy). The entitling bodies will charge some other bodies of the system to be entitled ones.

The regional system are now going to be designed and tested; some Regions have already a working system that allow the certification of some competencies or an entire profile in complete coherence with the standard training and qualification process at regional level

The final goal, to have a common reference system to recognize, validate and certificate competencies acquired in formal, informal and non-formal contexts, is going to be completed during 2016.

On the average, prisoners that join theatrical or artistic paths consider the workshops and trainings as recreational activities that may represent a chance for self-development. Along the process most of them discover the therapeutic advantages of such activities Considering the experience of most theatrical operators in jail, it is up to former prisoners to take advantage of the tools and non-formal transversal skills developed through theatrical activities when entering the job market; from self-awareness and self-confidence to non-verbal communication and interpersonal relationships.

Some figures describing the Italian Educational and Vocational system from the “First Italian Referencing Report To The European Qualifications Framework – EQF” (2012)

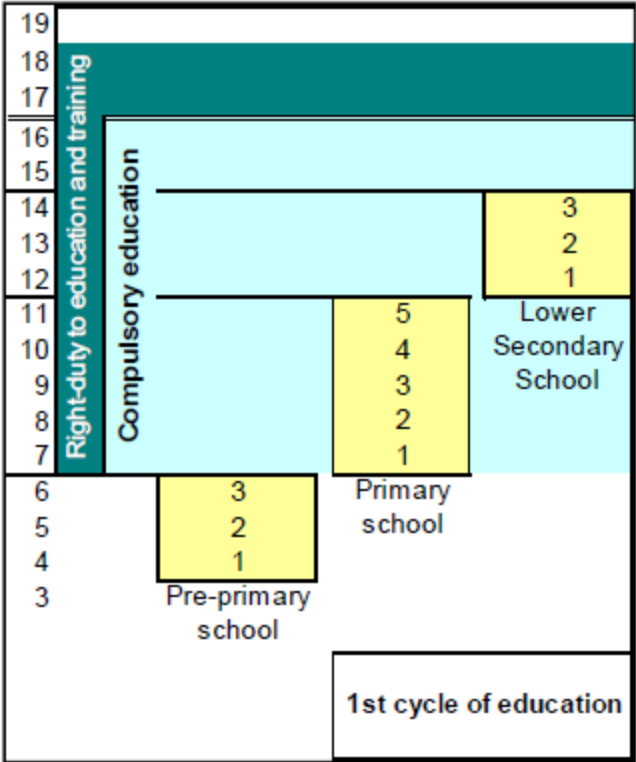


Figure 1: First cycle of education



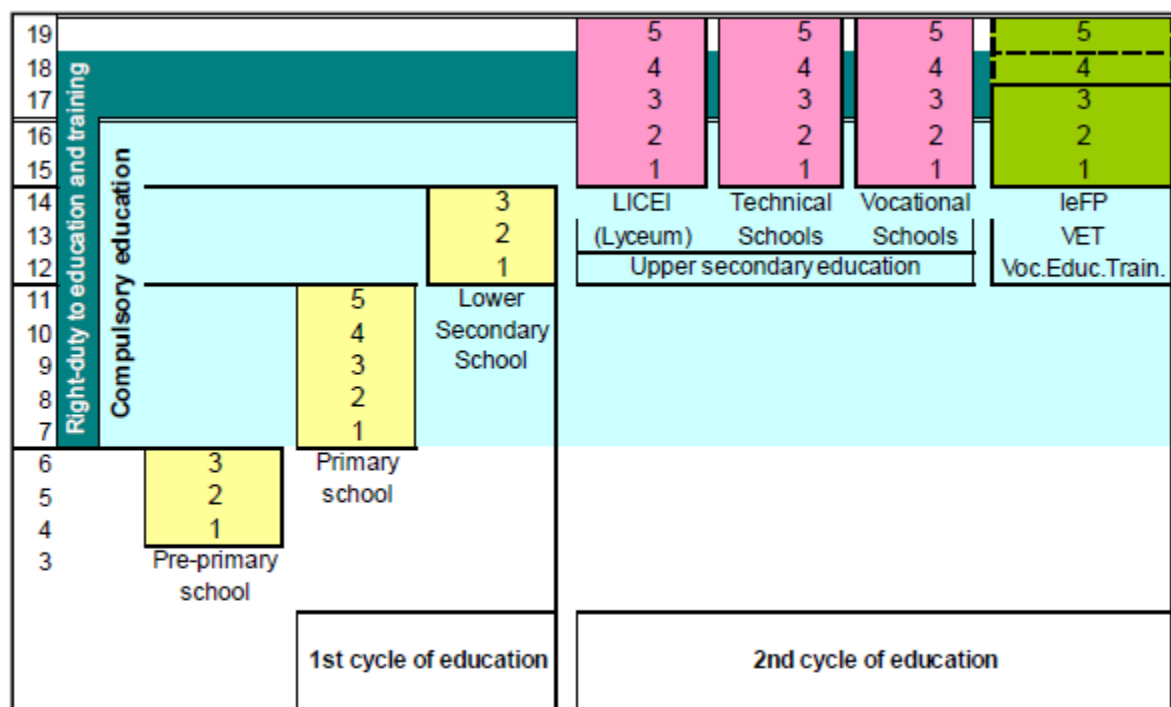


Figure 2: First and second cycle of education

QUALIFICATIONS AWARDED IN THE EDUCATION AND TRAINING SYSTEM	
Qualifications	Competent authorities
Qualifications awarded at the end of the first and second cycle of education	MIUR
Qualifications awarded at the end of a Vocational Education and Training pathway	Regions
Qualifications awarded in the Higher Technical Education and Training system	MIUR/Regions
Qualifications awarded in the University Higher Education system	MIUR
Qualifications awarded in non-University Higher Education system: AFAM and other Institutes	MIUR
Qualifications of the initial and continuous vocational training	Regions
Qualifications of the apprenticeship system	Regions/MIUR
QUALIFICATIONS AWARDED IN THE SYSTEM OF PROFESSIONS	
Qualifications	Competent authorities
Licenses for regulated professions	Competent Ministries

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Legislative Decree n. 13 of the 16<sup>th</sup> January 2013 “Definition of general rules and basic level of performance for the identification and validation of non-formal and informal learning and minimum service standards of the National system of competences certification” ( Decreto legislativo 16 gennaio 2013, n. 13 – Definizione delle norme generali e dei livelli essenziali delle prestazioni per l’individuazione e validazione degli apprendimenti non formali e informali e degli standard minimi di servizio del Sistema nazionale di certificazione delle competenze.)

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### **A1.3. Study of the Italian work reintegration systems for prisoners and on the application of such models**

*Author: Valeria Galota*

#### **Introduction**

Prison Administrations have the statutory mandate to promote interventions "that must tend to the social reintegration" (art. 1 of Law 354/1975 about Prison Administration) of inmates and prisoners and must foster, as well, "a modification process of the personal attitudes and conditions and of the family and social relationships that act as obstructions for constructive social participation" (art. 1, c. 2, of the implementing Regulations, DPR30 June 2000 n. 230).

The complex of activities, measures and initiatives that contribute to achieving the objective of re-socialization of inmates is called “rehabilitation treatment.”

## **Development**

### **Primary and 1st Level of Secondary School Education Courses**

Organized by the associated agencies of public education on the basis of agreements between the MIUR (Ministry of Education, University and Research) and the Ministry of Justice. The number and location of the courses in the various institutes are based on the requests coming from the directions of institutions and school and are determined by the Regional School Office Manager in collaboration with Regional Prison Administrations.

### **2nd Level of Secondary School Education Courses**

They are organized through the establishment of branches in prisons and under requests from prison administrations to the MIUR. In order to support inmates who are not able to attend regular courses, the institutions' managers may agree upon individual paths for exam preparation with near institutes.

### **Vocational training courses**

They are organized as a result of agreements with the Regions and the competent local authorities, according to the needs of the prison population and the requests of the job market. The directions can also design training activities to meet the needs of prison work.

### **University Courses**

The Implementing Regulations adopted by d.p.r. 30 June 2000, n. 230 have introduced various incentives for university studies. Art. 44 states that, in order to focus on the courses, students may have, where possible, dedicated rooms and wards as well as special common areas. Prisoners may also be allowed to keep in their rooms, and in other rooms, books, publications and all the necessary learning tools.

Prison administrations have established university centers in different institutes of the country, thanks to the agreements signed with those universities that have proven to be sensitive to the cultural growth of inmates.

Among the cultural activities organized inside prisons, writing in its various forms (autobiographical storytelling, poetry, screenplays for theater and other audiovisual media and/or forms of informative communication - newspapers, websites, broadcasted radio and television), has become an effective tool for personal growth and social reintegration for convicted individuals.

Art. 12 and 19 of Law 354/1975 explicitly require the presence of a library in every penitentiary institution; whereas art. 21 of the implementing regulation DPR 230/2000 states that the library has to be made up of books and periodicals chosen according to criteria which must ensure a balanced representation of the existing cultural pluralism, granting convicted individuals easy access to the publications in the library in addition the opportunity to consult other publications through the implementation of specific arrangements with libraries and public reading centers.

In the early 80s theater in jail - already present in some institutions with amateur experiences - embraced new meanings, developed new methods and set new objectives, which have strengthened themselves over the years. Such activity focuses on theater practice rather than on performance, stressing the focus on workshops and creative activities by prisoners and on the therapeutic and pedagogical function of theatre, a practice able to intervene on the relational and self-care aspects. The theater becomes also an important tool to raise awareness in society about the reality of the prison,

either through representations in penitentiary institutions open to public audiences, or with performances by inmates in external theaters.

These experiences are possible thanks to the collaboration between the directors and educational groups of penitentiary institutions and surveillance magistrates, who may grant exceptional permissions to the actors, giving a broad interpretation of Article 30 of the Penitentiary System.

Since the 80s the experiences of Prison Theater have multiplied, the prison administrations have opened new spaces, supported experimentation and training projects, promoted partnerships with local and cultural organizations. The companies who work in prisons are now over one hundred.

These experiences develop different forms of collaboration between the Department of Penitentiary Administration and various institutions, mainly local cultural institutions and local authorities. Groups and companies, with different operational and stylistic characteristics, produce shows in which the expressive and artistic quality is combined with the use of theatrical practice for educational purposes.

Many groups also perform in theaters in the cities and in other cases there are theaters inside prisons that open their doors to general audiences.

## **Conclusion**

The detainees and convicted students, according to article 45 of Presidential Decree 230/2000, receive bonuses for financial subvention based on the type of course attended, school achievements, personal and social conditions. In 1<sup>st</sup> level education, an important role is played by the Italian language courses for foreign prisoners that grant linguistic and cultural integration.

Recreational activities are enhanced by the Penitentiary System because they are useful to facilitate aggregation and positive relational approaches. In many cases a degree of autonomy is granted to prisoners in the organization of such activities. Some newsroom experiences in prison have self-strengthened themselves over the years and are an important contribution to public information on the prison life.

To sporting activities in particular, the prison system assigns an educational function that can be deduced from article 15, elements of penitentiary treatment, L.354 / 75 and also from art. 59 Presidential Decree 230/2000, which requires a planning of cultural, recreational and sports to "facilitate possibility of differential expression."

The attached 2015 Monitoring of Theatrical Activities in Penitentiary Institutions shows that in the Italy there was a presence of theater workshops reaching 59% last year. The indicator for relations with local authorities rose up to 34%, with trainings legally recognized counting to more than a 4% establishment.

The use of attendance token was adopted on an 11% scale frequency but the assessment of theatrical experiences as a treatment tool went up to 99%.

The positive impact of the theater workshops on the atmosphere of the Penitentiary Institutions was evaluated with a 96% rate.

## REPORT BULGARIA 2016

*Dimitar Yanev*

### **A.1. Studying the existing models - Bulgaria**

#### **A1.1. Research on projects and similar experiences enhanced in EU countries with distance comparison of such models with extra EU and North American experiences.**

##### **INSTRUMENTS: analysis of data from National Statistics Institute of Bulgaria**

The democratic changes in Bulgaria in the early 1990s and, in particular, the country's admission to the Council of Europe in 1992 and to the European Union in 2007, are important preconditions for the development of legislation, which can introduce a modern European approach. The period between 1990 and 1992 marks the start of reforms in the rehabilitation work and the penitentiary personnel. Bulgarian legislation starts to adjust to the European, but the reforms in the prison system are practically unfinished. The accumulated unsolved issues persistently remain out of the governmental agenda and, with a few exceptions, out of the public focus. This leads to periodic riots and protests in the prisons during the 1990s, 2001, 2005 and 2007.

The penalty of imprisonment takes key place in almost all modern penalty systems. In Bulgaria, imprisonment is provided for in the majority of texts in the Penal code and this penalty is the most frequently imposed by criminal courts.

#### **Number of inmates**

According to data collected by the National Institute of Statistics for the period between 2004 when the penalty of probation was first introduced and 2013, the number of inmates remains primarily unchanged. There are a few exceptions, shown in the data provided by the warden of the Plovdiv Penitentiary in a 2009 interview, according to which the total number of inmates had lowered after instituting probation.

1999	2000	2001	2002	2003	2004	2005	2006
<b>10 787</b>	<b>9 424</b>	<b>9 283</b>	<b>9 607</b>	<b>10 056</b>	<b>10 935</b>	<b>11 399</b>	<b>11 452</b>
2007	2008	2009	2010	2011	2012		
<b>10 792</b>	<b>9 922</b>	<b>9 167</b>	<b>9 429</b>	<b>9 885</b>	<b>9 904</b>		

In 2014, according to The Institute for Criminal Policy Research (ICPR), based at Birkbeck, University of London, in Bulgaria, there are 9028 inmates, which equals to 125 people out of every 10 000. In previous years, the numbers on average are: in 2010 – 119 people, in 2005 – 140, and in 2000 – 124. These numbers incorporate people in all detention institutions, including those taken into preliminary arrest and those that serve sentences. Almost 70% (over 6000 people) of the inmates in

Bulgaria are with Roma background. Out of the remaining prisoners, 3000 are Bulgarian citizens and 230 are foreigners. 300 is average number incarcerated women during last years.

The Ministry of Justice claims that in the last 20 years the number of incarcerations has lowered almost three times. At the same time, the number of people held in preliminary custody grows exponentially - by 12.31. 2009 the number of people in jail reaches 1083 while by 12.31.2008 they are only 723. This puts the matter of overcrowded jails and the conditions in them on the agenda.

Custodial sentences can vary between three months and twenty years. Incarceration can be imposed for up to thirty years in cases of repealing a death sentence.

## **Institutions**

The custodial sentences are served in prisons and juvenile correctional facilities, as well as the prison camps associated with them. Currently, the places for serving custodial sentences are:

- Prisons and the open or enclosed prison campuses
- Juvenile correctional facilities and open prison campuses

The direct authority and control over the activities in the places for serving custodial sentences belong to The General Directorate "Execution of Penalty", which is a legal entity under The Ministry of Justice. All prisons, juvenile facilities, and district units "Execution of Penalty" (including "Probation" and "Arrest") are territorial offices of The Directorate. These offices are as follows:

-12 prisons with 22 open and enclosed prison campuses.

-1 juvenile facility for underage boys in Boichinovci

-1 juvenile facility for underage girls to the Sliven Penitentiary

-27 district units "Execution of Penalty" with sectors "Arrest" and "Probation"

*Source: General Directorate "Execution of Penalty"*

Prisons and juvenile facilities, as well as their attributed prison campuses, are inhabited only by convicted inmates serving an effective sentence. People who have been taken into preliminary detention are restrained in jails.

Women serve custodial sentences in separate prisons and prison campuses from men.

Underaged inmates serve custodial sentences in juvenile facilities separate for boys and girls. Custodial life sentences are served in separate facilities or separate sections in the same prison. Foreigners without a permanent residence permit, serve custodial sentences in prisons and prison campuses, ordered by the Minister of Justice.

## **Regimen – key tool for the correction of inmates**

The regimen in correctional facilities is a component of the custodial imprisonment and a part of the sentence. The regimen is one of the main tools for correction of the inmate and for achieving the goals of the penalty enforcement – to correct and rehabilitate the convicted into law-abidingness and decency; to act as a preventative measure; to restrict the convicts from committing further criminal activities and to be cautionary for other members of society.

The regimen is a set of rules, that regulate and differentiate the types of incarceration and solitary confinement, the conditions and day-to-day life of the inmates, the respective rights and obligations they have. The different types of regimen in the correctional facilities relate to the level of isolation, the degree of security, the allowed area of access, the leave of absence and vacation days, etc.

The convicted inmates, who are incarcerated in minimum security correctional camps have additional rights, such as:

- to attend cultural, sports, religious, or other events located in the same area as the prison camp
- to attend schools located in the same area as the prison camp, including courses for acquiring a qualification or obtaining a degree together with free members of society;

Depending on their individual personality, inmates serving custodial life sentences under a maximum security regimen can be ordered by the Commission for the Execution of Penalty to co-inhabit common areas with other inmates and take part in labor, instructional, educational, sports and other activities.

## **Development:**

### **Correctional activities**

A key element of the custodial sentence is the enforcement of correctional activities. The law provides differentiation in correctional activities according to the category of the convicts and includes labor, instructional, educational, sports and other activities (the participation in labor activities depends on the determined level of correction and rehabilitation needed).

Currently, the social and correctional activities are considered to be the main tool for resocialization. They focus on the personal rehabilitation of the inmates and the individual or group development of skills and knowledge that can facilitate a law-abiding social life. The social and correctional activities consist of:

- diagnostic and individual correction;
- rehabilitation programs, which focus on lowering the recidivism and the risk of permanent damages
- educational and instructional activities and acquiring a qualification
- creative, cultural, and sports activities and religious support

The participation of the inmates in the rehabilitation programs is voluntary as all forms of correctional and social activities should be carried out with their active and organized cooperation.

It is provided that the resocialization work of the inmates is overseen by Municipality council committees, Boards for prevention of juvenile crime and antisocial behavior, territorial offices of The Ministry of Labour and Social Policy, social, religious, and other non-governmental organizations. The activities are monitored by a probation officer and an officer of the prison or juvenile facility.

**The preparation and operation of the educational and professional reintegration is a centralized process under the responsibility of:**

- The Ministry of Justice – with programs and projects oriented towards working with the convicted inmates
- General Directorate “Execution of Penalty” - officers of the social services, psychologists and the prison authorities
- The Ministry of Education controls and realizes the process of acquiring a degree or qualification

In recent years, non-governmental organizations are given the opportunity to take part in the process and conduct programs and projects for working with convicted persons.

Inmates are included in specialized individual or group programs, depending on their registered needs, the purpose of the individual sentence, and the available resources.

These activities are overseen by the social service and correctional officers of the prison or juvenile facility, together with a psychologist/psychiatrist.

**Conclusion**

On the ground of the evaluation of the convict, an individual plan for social and correctional activities is prepared, including the following:

- 1 description of the high-risk needs/problematic focuses of the activities
- 2 clear determination of the purposes in reference to the needs
- 3 specific description of the labor, educational, training, culturally-informative, sports and correctional activities in reference to the purposes
- 4 the responsible officers and the time-frame for these activities

Each individual inmate's plan is revised annually, depending on the longitude of the penalty and the changes, influenced by the correctional activities, as the needs and skills (social, communicative, and professional) of the person are also taken into account.

Social and correctional activities are the main instruments for the resocialization of inmates in prisons, prison camps, and even county jails. These activities are focused primarily on the personal



rehabilitation and acquiring skills and knowledge, which will help inmates lead a legal and law-abiding life after their return to society.

Statistics show that between 20 and 25% of all convicts commit another crime after serving their sentence and returning to society.

The professional degree and the certifying of the acquired knowledge and skills in prison schools are in accordance with the state educational standards. The Decree for the conditions and order of certifying professional skills, knowledge, and competencies has come into force on January 1, 2015. The decree gives certifying rights to professional schools and high-schools, art schools, sports schools, professional colleges and other authorized educational facilities. As of now, no data has been collected for the inmates, who have taken advantage of the new opportunities for certifying non-formally acquired competences.

### **A1.2. Research on the systems of validation and certification for the target skills. Analysing the adaptability of such systems to inmates**

**INSTRUMENTS:** analysis of data from General Directorate “Execution of Penalty” and Bulgarian National Institute of Statistics

#### **Introduction:**

To the persons in probation are available all opportunities for education and qualification as are to other members of society, without any additional preferences or support, besides the motivation conducted in the educational facilities.

The mission of the prison school is to increase the skill and education level of the inmates and thus providing opportunities for pre-professional and professional training. The educational process targets to develop the overall personality of the individual as all inmates are encouraged to participate in its every aspect. The creative and cultural activities are widely covered and provide the space for emotional expression and development.

The main goals of the general of professional education in prison schools are:

- providing literacy to the inmates, who require it and professional orientation
- increasing the professional qualification of those inmates who already have one and want to continue pursuing it.
- providing the opportunity for re-training and obtaining new qualification and skills
- providing professional training for the inmates who have ceased their work activity (re-adaptation) or those who have partially lost their employability (re-activation)

-helping with orientation and adaptation in the current conditions and requirements of the labor market – especially useful for inmates who serve longer sentences.

As an additional motivation for the inmates, there is also a regulated decrease on the sentence. Attending 16 school hours are considered as three days of serving the sentence. Other benefits for the inmates who take part in educational and creative activities, provided by law are:

-additional advantages in terms of the labor and breaks for the inmates, who attend prison school and the opportunity for the exceptional artists to do exclusively creative activities, instead of manual labor.

-inmates can create and publish their own works and receive payments for inventions, technological innovations, or literary and artistic works

-inmates have the right to correspondence, books, newspapers, magazines, they can learn foreign languages, listen to the radio or watch television

In Bulgaria education is compulsory by the age of 16. The compulsory education consists of pre-school, primary education, secondary education, and higher education.

### **Primary and secondary education**

Primary education (1 to 8 grade) is acquired in public, municipal or private school. Additionally, there are options for a professional education after graduating 6, 7 or 8 grade. The students, who have graduated 4 grade have issued a diploma for primary education and after graduating 8 grade – a diploma for middle school education.

Secondary education in Bulgaria can be divided into general and professional education. Acceptance in secondary (high) schools usually follows a graduated 7 or 8th grade and entry exams, depending on the school type (exams in Bulgarian language and literature, mathematics, humanities, etc.). For people over the age of 16, there other options, such as evening school, part-time or home school.

### **Higher education**

The higher education system in Bulgaria consists of different graduate and postgraduate programs, acquired in colleges and universities after graduating secondary school. Most of those programs are not available to inmates, except for those which allow distance learning.

### **Development:**

All activities for acquiring education and qualification in prison are overseen by The Minister of Education and in accordance with the Public Education Act.

Almost all activities for acquiring education and qualification are available to inmates through special schools under General Directorate “Execution of Penalty”, although not all prisons have such, and the

activities are primarily focused on secondary or professional education. In regards to higher education and arts, such opportunities are not available.

The main factors in rehabilitation and correction of the inmate behavior are considered to be social, educational, and manual labor activities. That is why the mechanism of education and qualification is included in the social and correctional part of the Execution of Penalty and Detention Act. The act provides the equal access of the inmates to the above activities as well as their right to basic, professional and social education in return for a decrease in sentence. For persons under 16, the education in schools under the respective facilities is compulsory and provided by law.

The law provides the schools in detention facilities are opened, transformed, or closed with a decree from The Ministry of Justice. All prison schools and all educational and qualification activities are funded by the State Budget through The Ministry of Justice.

25 years ago there have been schools in each prison, however after the democratic changes, only 6 remain. The only newly opened school in the last 10 years is the one in Bobov Dol in 2013. There are six prison schools and some of them have branches in other prisons:

- "Deprived of liberty but not education" – this is the slogan for the school in Central Sofia Penitentiary. The student there this year are 100 and divided into 4 classes: from 1 to 4 grade. Their age is from 18 to 68.

- In Sliven Penitentiary, there is an evening school from 1 to 12 grade. It includes educational workshop, computer room, rooms for extracurricular activities and a library. The primary education is from 1 to 4 grade. 1/3 of population attends educational process. Students from 5 to 12 grade acquire a professional education with qualification "tailor" and "dressmaking operator". The school has branches in Burgas and Varna Penitentiary.

- Stara Zagora Penitentiary has a professional school, that provides the qualifications "woodworker" and "plumber". The school accommodates an average of 500 students per year.

- Bobov Dol Penitentiary – since 2013 a secondary school has been opened, which covers from 1 to 9 grade.

- Lovech Penitentiary has an evening school, which includes professional classes after 5th grade with qualification "locksmith" and "plumber".

- Vratza Penitentiary has a secondary school with an option for professional qualification.

There is an increase of the participants in the educational courses, as inmates without primary or professional education who need to develop their literacy and calculating skills are given an advantage. This is of utmost importance, considering that by 2013 the illiterate persons are 2/3 of all inmates in Bulgaria. Around 35% are those without any professional skills. In 2009, there are 41% illiterate inmates in Sliven Penitentiary, although the prison has a school until 12 grade. At the same time according to data from General Directorate "Execution of Penalty", in 2009 the number of inmates who have refused prison school education has lower significantly and in 2010, the persons who have enrolled has reached 1/3. By 2013, over 20% of all inmates attend school, which gives some cause for hope. In September 2015, 1413 inmates from all prisons in the country have started school and 245 of them are in first grade.

## **Conclusion**

For all educational activities in prisons schools, inmates get diplomas and certificates for a qualification, which are acceptable to potential employers. Students take exams (sometimes a practical exam) to obtain a certificate and to get a secondary school diploma, they take a final exam on a subject chosen by the student.

Since 2010, the activities in almost all prison schools are growing, which is one of the main tools for resocialization and reintegration of the inmates in society. Professional education is preferred as it includes qualifications which give a better chance on the labor market.

Additional, inmates can get certificates for acquiring skills and education through educational projects.

Data from 2011 shows that each year around 4000 people leave the prison system after serving their sentences. For the last 10 years around 40 000 people have been released. Out of them, only 3290 have obtained professional qualification during serving their sentence. This low number leads to higher unemployment and recidivism.

In spite of the huge number of illiterate inmates (in some prisons they reach 50%) the prison education and qualification remain an unsolved problem. This issue directly relates to the unemployment of former inmates and their reintegration into society after serving their sentences. Illiteracy and especially the lack of any professional qualification significantly decrease their chances of employment. At the same time, in order to obtain a certificate of acquired professional qualification, they have to have a primary education diploma, and in some cases – secondary education, which creates a vicious cycle. The problem is further complicated by the lack of will in many inmates to get education and qualification. In some prisons, however, the biggest incentive for inmates is the decrease in the sentence and, in some rare cases, genuine interest.

### **A1.3. Study of the Bulgarian work reintegration systems for prisoners and on the application of such models**

**INSTRUMENTS:** analysis of data from General Directorate “Execution of Penalty” and Internet sources on projects realized in Bulgarian prisons

#### **Introduction:**

The main target in the work of penitentiary employees in Bulgaria is prevention and resocialization, by applying various educational and professional training programs. The order and conditions of inmate education, training, and qualification are provided by law.

The officers of General Directorate “Execution of Penalty” focus on the formal education leading to a degree and professional qualification, as well as programs for adaptation, rehabilitation, and reintegration in society, which have been approved by The Ministry of Justice. The educational

activities are initiated primarily by in-prison employees and are conducted by social service officers, psychologists, and probation officers in the prison or juvenile facility.

Inmates are offered participation in specialized programs for group or individual work, that corresponds to the determined needs, the purposes of the individual penalty plan, and the resources at hand.

Each group activity is conducted in accordance with a plan and is extensively reported when it concludes. After the program is completed the officers prepare a report on the achieved results for the participants in the group activity. Inmates, who have successfully finished a specialized program, are granted decrease in the sentence, as 16 hours of group activities are equal to three days of serving a sentence.

### **Development:**

Between 2013 and 2014 General Directorate “Execution of Penalty” conducts a survey in 12 restricted detention facilities, including one juvenile facility, to gather information about the educational and training programs available to the inmates. The summary of the accumulated data is presented below:

### **Compulsory programs:**

- Adaptation to living in the prison
- Preparation for life out of prison

**Specialized cognitive-behavioral and/or educational programs:** these specialized programs are executed in many Bulgarian prisons and have been approved by General Directorate “Execution of Penalty”:

- Short-term program for working with inmates battling drug addiction
- Developing mental and thought skills

**Programs applied in different detention facilities** with various focuses, depending on orders from the prison administration or fulfilling a project

- Anger management
- Rehabilitation of inmates with physical problems
- Program for starter education

- Managing assertive skills and communication
- "Give a chance" program, which works with vulnerable persons
- Prevention of HIV/AIDS and other STDs
- Building up value systems and positive decision-making
- Courses in legal consultation
- Prevention of self-harm
- Program for inmates who serve sentences for assault and physical harm
- Programs for correction or building-up of social skills
- Program for building up adequate social skills
- Program for building up personality skills and emotional management
- Anger management for inmates charged with crimes against the person
- Group work for acquiring social skills and reversing negative effects for inmates serving a life sentence in the common areas of the prison
- Program for inmates serving sentences for crimes caused by driving under the influence
- Specialized program for inmates with alcohol addiction
- "EQUIP" – correctional program for juveniles with antisocial behavior
- Prevention of the negative effects of stress
- Program for acquiring skills for active employability (Vratza Penitentiary)

### **Programs for professional training**

- Project course for acquiring competencies in painting and plastering – Burgas Penitentiary

### **Self-awareness and art**

- Self-awareness and adequate emotion management – Pazardjik Penitentiary
- Art therapy – Pazardjik Penitentiary
- Personal growth – Sliven Penitentiary
- Music therapy under the "SPRING" project – Burgas Penitentiary

All educational activities are conducted by the prison schools while most of the literacy and professional qualification activities are realized under projects. Formal training and education are considered all activities which result in acquiring a degree or professional qualification while all other activities are informal.

Four of the ongoing programs have been developed by General Directorate “Execution of Penalty” and those are the most widely-spread programs. The above-mentioned activities (except for the ones developed by the General Directorate) are voluntary and there is no data about the completed programs or the number of participants. After successfully completing professional training, inmates receive a diploma for acquired qualification, while for completing other skill courses, they receive a certificate from the organization, which initiated the project. Formal educational and training activities with the inmates can be conducted only by prison schools while other projects can also be handled by non-governmental organizations. Permission for administering educational and training projects is issued by the General Directorate “Execution of Penalty” and the prison administration, in accordance with the needs of the inmates and they are conducted in groups. A huge problem and obstacle for inmate participation are the illiteracy, lack of interest, and the great percentage of sentences of 3 to 6 months which is an insufficient timeframe for achieving effective results.

Between 2015 and 2016, under the Program BG15 “Correctional services, including non-custodial measures”, sponsored by the Norwegian financial aid (2009-2014), there have been few new projects for correction, education, and training, which have been initiated by non-governmental organizations and with the participation of prison employees and a huge number of inmates (mainly from more vulnerable groups, such as people of Roma origin, drug addicts, women, people with mental health conditions, etc.). Practice shows that where additional financing for professional training after the project is required, sustainability cannot be ensured. In regards to personal skills, several training courses have been conducted: training in leadership, management of personal budget, reintegration, entrepreneurship, health education, etc.

Several certified professional training courses have been conducted as well: 144 people have received training in the field of construction work, service and accommodation, hairdressing, and welding; 34 people have received training in Food and drinks manufacturing and in landscaping and maintaining of parks and gardens; 72 female inmates have received training in word processing, manufacturing and preparation of food, landscaping, and hairdressing.

In Belene Penitentiary, illiterate inmates are included in programs for literacy, writing, and starter-level arithmetics. Another part of the inmates take part in courses for acquiring professionals skills, such as fruit-farming, animal-farming, woodwork, beekeeping, plaiting baskets, etc.

**Theatre and art activities** in the prison are informal and voluntary. They are not considered a serious activity, but rather a way to pass the time or as an addition to certain holiday celebrations. There is not active work for acquiring artistic skill or competencies in terms of professional growth. Most inmates conduct some cultural or artistic activities, but they are not reported as depends on the desire of the prisoner and is not in relations to The Ministry of Justice. Many prisons organize religious events. Amateur theater club and interest club have been established in the Stara Zagora Penitentiary while in the Bobov Dol Penitentiary there is an inmate acting group. In Varna Penitentiary, there are two interest clubs – an art club and a poetry club. One inmate pursues artistic ventures with the permission of The Ministry of Justice (according to data from 2013). Again in Varna Penitentiary, there are monthly chess, backgammon, bridge, table tennis and football competitions. The programme

for computer literacy is facilitated by three personal computers. There is a group of amateur artists, who periodically present musical or poetical performances. There are frequent art shows, poetry competitions, and health lectures.

Artistic and theater activities in the prisons are organized under projects. Since 2013 Plovdiv Penitentiary conducts group forum-theatre works to increase skills and competencies. There are occasional theater performances, lead by a social-service officer. Under a project lead by Associations “Mothers against drugs” and UPSDA and funded by Norwegian Financial Mechanism there are two active forum-theatre groups in Plovdiv Penitentiary with about 30 inmates. Participation certificates are to be issued. Art, singing and dancing and journalism workshops have been conducted in different prisons, under program BG 15 as well as the start of a prison newspaper.

In Plovdiv and Pazardjik Penitentiary art-therapy has been initiated. In the 2013 social and educational activities plan of the Burgas Penitentiary, were introduced 2 educational programs and 4 interest clubs, while in 2014, under the SPRING project financed by Prevention of and Fight against Crime Programme in EU, music-therapy was conducted.

Filming of such courses is permissible only after an administrative procedure, which includes: application to the press-center of The Ministry of Justice, which to describe the purpose of the filming, signed declarations of consent from the inmates, permitting filming, shooting or recording. Some inmates are personally concerned about their confidentiality when being filmed or recorded in prison.

## **Conclusion**

We can conclude that educational and correctional activities are related to the national programs for the reintegration of inmates, formal and some examples of informal training. The most popular subject is filling-in the cognitive deficit and correction of the behavior. The conduction of the activities is also centralized and is entrusted to the prison employees. The social service officers in all detention centers are heavily overworked, having to manage around 140 inmates each. In latest years, the penitentiary system is starting to open to other organizations. Most of the activities are performed in the detention facility, where the sentence is served. Informal training courses are voluntary and usually target a wide number of inmates, although there are specific programs, that aim at more narrow groups.

Presumably, inmates benefit from the programs listed above, as far as they can apply the acquired skills and knowledge in reality, however, reintegration is not in fact measured. The only gathered data is whether or not the person has returned to the penitentiary system and if yes, in what time frame. There is the opinion that the effect of these programs is immensely bigger than its spending in the economic sense, but at the same time, the lack of funding for this activities is traditional in the Bulgarian penitentiary system.



## **The United States of America**

*Dimitar Yanev*

### **A.1. Studying the existing models – United States of America**

#### **A1.1. Research on projects and similar experiences enhanced in EU countries with distance comparison of such models with extra USA experience.**

**INSTRUMENTS:** analysis of data from US Bureau of Justice Statistics and Internet resources on projects and programmes realized in US prisons

#### **Introduction:**

At yearend 2014, the United States held an estimated 1 561 500 prisoners in state and federal correctional facilities, a decrease of approximately 15,400 prisoners (down 1%) from December 31, 2013, according to the statistics of the Bureau of Justice Statistics' (BJS). The imprisonment rate declined from 621 prisoners per 100,000 U.S. residents age 18 or older in 2013 to 612 per 100,000 in 2014. The Bureau of Justice Statistics (BJS) reports that since 1990 an average of 590,400 inmates have been released annually from state and federal prisons and almost 5 million ex-offenders are under some form of community-based supervision. More than 80 000 youths are held in juvenile facilities. Adult correctional systems supervised an estimated 6,851,000 persons at yearend 2014, about 52,200 fewer offenders than at yearend 2013. About 1 in 36 adults (or 2.8% of adults in the United States) was under some form of correctional supervision at yearend 2014, the lowest rate since 1996. The correctional population has declined by an annual average of 1.0% since 2007.

Prison systems for adult and juvenile inmates consists of federal and state prisons, local jails, juvenile facilities, territorial prisons, Immigration and Customs Enforcement detention facilities, Jails in tribal territories and Military facilities. The BJS's most recent study on recidivism showed that within five years of release nearly three-quarters of ex-offenders released in 2005 came back into contact with the criminal justice system, and more than half returned to prison after either being convicted for a new crime or for violating the conditions of their release. Compared with the average American, ex-offenders are less educated, less likely to be gainfully employed, and more likely to have a history of mental illness or substance abuse—all of which have been shown to be risk factors for recidivism. Recidivism is often defined as the rearrest, reconviction, or reincarceration of an ex-offender within a given time frame.

#### **Reintegration for offenders is organized through various reentry programs.**

Three phases are associated with offender reentry programs: programs that take place during incarceration, which aim to prepare offenders for their eventual release; programs that take place during offenders' release period, which seek to connect ex-offenders with the various services they may require; and long-term programs that take place as ex-offenders permanently reintegrate into their communities, which attempt to provide offenders with support and supervision. There is a wide array of offender reentry program designs, and these programs can differ significantly in range, scope, and

methodology. Researchers in the offender reentry field have suggested that the best programs begin during incarceration and extend throughout the release and reintegration process.

Despite the relative lack of highly rigorous research on the effectiveness of some reentry programs, an emerging “what works” literature suggests that programs focusing on work training and placement, drug and mental health treatment, and housing assistance have proven to be effective.

The National Reentry Resource Center (NRRC), in collaboration with the Urban Institute (UI), developed the What Works in Reentry Clearinghouse (Clearinghouse). The Clearinghouse provides access to research on the effectiveness of a variety of reentry programs and practices.

### **Development:**

The United States has the largest prison population of any country in the world. Each dollar spent on funding prison education programs reduces incarceration costs by \$4 to \$5 during the first three years after an individual is released, the period when those leaving prison are most likely to return. An American study found "One million dollars spent on correctional education prevents about 600 crimes, while that same money invested in incarceration prevents 350 crimes. Correctional education is almost twice as cost-effective as a crime control policy". Educational programs offered inside prisons are typically provided and managed by the prison systems in which they reside. Funding for the programs are provided through official correctional department budgets, private organizations (e.g. colleges, nonprofits, etc.), and the prisoners or their families, if the prisoner is pursuing education through a correspondence program. Educational opportunities can be divided into two general categories: academic education and vocational training. The Industries, Education, and Vocational Training Division, is responsible for education and vocational training programs within the Bureau of Prisons. Each Federal prison has its own education department that provides educational activities to Federal inmates. The Division manages literacy and occupational training programs, parenting programs, and Adult Continuing Education activities, which are formal instructional classes designed to increase inmates' general knowledge in a wide variety of subjects, such as writing and math. The Division oversees the agency's leisure-time programs, which are designed to help reduce inmate idleness and to teach inmates how to make effective use of free time. Keeping inmates constructively occupied is essential to the safety of correctional staff, inmates, and the surrounding community. The Division provides oversight to the Inmate Transition Branch, which works to enhance the post-release employment of Federal prisoners, and to the Volunteer Management Program, which fosters citizen participation and staff and inmate volunteerism. The Division also oversees Federal Prison Industries (FPI), one of the most important correctional programs operated by the BOP. It operates as a wholly owned, self-sustaining Government corporation under the trade name UNICOR. FPI employs and provides skills training to Federal inmates at its diverse factory settings and contributes to the safety and security of Bureau facilities by keeping inmates constructively occupied.

### **Conclusion**

Over the past two and a half decades, the prison population and the number of ex-offenders being released into the community have been increasing. The increasing number of ex-offenders entering the community has put pressure on public policy makers to provide treatments and services that will smooth the reintegration process while reducing recidivism. When deciding what programs to fund, policy makers often focus on reducing recidivism. However, only a quarter of the ex-offenders ended up in prison for having committed new crimes. While the emphasis on reducing recidivism is important, programs can also be evaluated based on other outcome measures such as their ability to connect ex-offenders with jobs, services, and institutions in their communities. The best available

research has shown that there are a number of services that can help ex-offenders reconnect with their communities and lower recidivism, including programs focusing on providing vocational training, substance abuse prevention, mental health services, and housing.

**Employment** - The conventional wisdom is that post-release employment is one of the most important elements for an ex-offender to successfully transition back into the community. Released prisoners frequently identify employment as one of the most important factors in their efforts to stay crimefree after incarceration. While studies have shown that employment can aid in preventing recidivism, in general, research on the relationship between participation in employment programs and recidivism has yielded mixed results. A majority of the research found that prisoners who participated in prison industries had lower levels of recidivism.

**Education** - Educational credentials are increasingly important in order to obtain employment in a more competitive global economy. However, many prisoners have low levels of educational attainment. To help prepare prisoners for the workforce after they leave prison, many correctional facilities offer educational programs, including adult basic education (ABE), high school or GED programs, college or post-secondary programs, and vocational training. Research included in the Clearinghouse show that post-secondary education had a strong effect on reducing recidivism, while there was a more modest effect for ABE programs.

Inmates and ex-offenders are offered large variety of formal and non-formal education and vocational and art training.

Academic education usually is provided in the form of GED or literacy classes. These free classes assist the prisoner in learning to read, write, and perform basic mathematical computations. This is especially important in a correctional setting because, compared to the general population, prisoners are an under-educated group – who maintain less than 5th grade proficiency in reading and writing – coming from a culture of poverty, with few skills for handling everyday tasks, and little or no experience in a trade or career. Academic education in prison is to prepare the prisoner to take the official GED tests – the official high school diploma equivalent – and to hopefully further their education with more advanced studies.

After the student earns a GED, they are then usually offered the opportunity to further their education through in-prison programs. This continued education is coined Adult Continuing Education in the federal prison system and is also free to participants. These are courses which are led by inmate-instructors and encompass any number of topics. For example, at FCI-Petersburg, the Education Department offers Writing and Publishing, Personal Finance, Spanish, Basic Math, Legal Basics, and more.

College level education is also offered. In-person college-level programs offered through partnerships with local colleges and universities is the most effective, due to funding and staffing concerns the most used form for teaching college courses in prison is through mail correspondence.

Vocational training offers more opportunities in the prison setting. Much of what is offered will depend upon the local prison's programming. For example, at FCI-Petersburg, inmates have the option to learn Computer Aided Design, Carpentry, and a number of other vocations via "live work" employments (e.g. plumbing, electricity, landscaping). Other facilities offer Building Trades, Culinary Arts, Auto Body Repair, Auto Mechanics, Plumbing and Heating, Electrical Trades, etc.

Outside of the prison setting, the prisoner can usually enroll in vocational correspondence education. These include legal studies, mediation, religious studies, and much more. All costs and fees are the responsibility of the individual prisoner and usually run from several hundred dollars per course to several thousand per program of study. Vocational training via correspondence is almost exclusively less expensive than correspondence academic education.

## REPORT TURKEY 2016

*Expert Serkan KURTULUŞ, Prison Educator, Psychologists H.Ece ATALAY*

### **A.1. Studying the existing models -Turkey**

#### **A1.1. Research projects and similar experiences in EU and in other countries, including North America**

**INSTRUMENTS:** Analysis of publications from Turkish Republic Ministry of Justice, Turkish Republic Ministry of National Education, Turkish Employment Service (İŞKUR)

#### **Introduction**

A renewal in the Turkish Penal Code was adopted in parliament on September 26th 2004 and entered into force as the penal code 5237 on June 1<sup>st</sup> 2005. The aim is to protect; "Individual rights and freedoms, public order and security, rule of law, public health and environment and the public peace together with preventing the committing of crimes. The tasks of the Ministry of Justice can be listed as establishing courts, to make the planning of the judicial, penal and correctional institutions as well as supervising. The Ministry of Justice organizes and executes duties related to criminal matters and law enforcement through the General Directorate of Prisons and Detention Houses. The mission of the General Directorate of Prisons and Detention Houses is the execution of the sentence according to the human rights, to Constitution, to international law and national legislation system; to promote the re-socialization of offenders, to reintegrate and to improve them. According to this vision, the mission of the directorate is to establish institutions favorable to rehabilitation activities in the light of the human rights and in the best possible physical conditions; The numbers of institutions up to date of 18/02/2016: 290 closed prison, 60 open prison, 2 children education center, 5 closed prison for women, 1 open prison for women, 3 closed prison for children, a total of 362 penal institutions are managed and the capacity of these institutions is 180 256 people in total. The number of prisons and detention centers, and the transaction costs must be lowered and it is necessary to increase rapidly the quality of service, in line with the contemporary understanding of modern execution.<sup>24</sup> For this purpose, a total of 184 district prisons were closed since 2006 which did not comply partially or at all with international norms and physical conditions and capacities as for the education and the improvement of the inmates. According to the data of February 12th 2015 based on 10 committed or alleged crimes of detainees and convicts, there are 176.304 detainees and convicts in penal institutions. 39017 of these prisoners are in custody because of crimes related to theft and 33261 are in jail because of drug abuse while 28 727 are found guilty of murder and 21801 are in prison for bodily injury. The data related to ex-convicts in a repeating criminal act and the number of reintegrated ex-prisoners are not followed by Turkish National Judicial Network Platform for this reason we cannot mention these numbers. But for the Izmir Probation Directorate there are 371 repeating convicts over a total number of 35852 in year 2015.

#### **Development and acquisition of competencies convicted**

The social and cultural activities, sporting activities as well as vocational actions in prisons and probation units administered by the General Directorate of Prisons and Detention Houses vary

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<sup>24</sup> <http://www.cte.adalet.gov.tr/bilgidata/genelbilgi.asp>, TR Ministry of Justice, Penal Institutions General Directorate's publication

according to the type of penitentiary institutions. Different types of vocational programs are offered to the prisoners according to the region's geographical, physical and economic conditions. In the penal institutions, Administration and Monitoring Boards and in Probation Directorates, Assessment and Planning Offices are responsible for preparation of trainings organized with the purpose of convicts' reintegration. Education and Training activities in Turkey Prisons: Literacy Courses, Formal Education (Open Education Secondary School, Open Education High School and Open Education University with distant training), Formal Higher Education, Vocational and Technical Education, Social and Cultural Activities for example, conference-seminar, debate-quiz, theatre & drama, cinema, central broadcasting system, concert, sports studies and tournaments.<sup>25</sup>

During the first acceptance of the prisoners in penal institutions, the prisoners are assessed by the psycho-social service, by BİSİS (Individualized rehabilitation system) and by ARDEF (Research and Assessment Form for convicts) which is an adapted system similar to LSI (Level of Service Inventory) of Europe and Canada and OASYS (Offender Assessment System) in United Kingdom. The status of the prisoner is determined by ARDEF application. This form is a semi-structured means of a risk of conformity assessment requirement. Its objective is to determine the risk of the convicts, and to identify individual criminology needs, making necessary referrals to eliminate the need and to determine, monitoring and evaluation of the suitability of guidance.<sup>26</sup> Then a special individual report about the prisoner is prepared according to the prisoner's ARDEF results and on psycho-social service interview notes. This report is submitted to the Prison Administration. The prison administration sends this report also to the Administration and Monitoring Board for evaluation. All these details obtained about convicts are evaluated by Administration and Monitoring Board consisting of administrators, psycho-social service professionals, education unit specialists and technical and workshop managers and social, cultural, educational, vocational and professional activities that the prisoner can participate in the penal institutions are determined. The inmates can apply to be a trainee for newly-opened activities and events that the inmate want to participate during the period in which s/he serves his/her sentence. This request undergoes for an evaluation of the Administration and Monitoring Board and the inmate joins these events and activities if judged as appropriate. The ARDEF form is obliged to apply for the ones visiting to the Probation Department and then the experts schedule individual consultations. The plans and individual consultations are evaluated together with the needs and demands of the inmate before guidance for the existing educational, vocational training, social and cultural activities within the Probation Department. This guidance can be completed by the experts, the responsible officer or planning unit previously realized the individual consultations. The trainings and other means provided in penal institutions are planned according to the regional vocational needs analysis of the Turkish Employment Organization İŞKUR. According to the interests and demands of the convicts, a number of social and cultural courses is also available. The purpose of these courses is to gain individual skills as well as increasing the motivation. It is understood that these courses contribute to the spiritual development of individuals besides being useful in after prison life. The requirements of the activities are identified in order to minimize the possibility of repetitive criminal act and decrease the social risks and to integrate the prisoners into society. The adequacy of any course in Turkey is measured by the Ministry of National Education. In order to measure the adequacy of the courses, the trainees attend theoretical and practical tests. The successful trainees, after these tests, are eligible to receive certificates bearing the logo of the Ministry of National Education which have a

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<sup>25</sup> [http://www.cte.adalet.gov.tr/menudekiler/egitim\\_servisi/genelbilgi.asp](http://www.cte.adalet.gov.tr/menudekiler/egitim_servisi/genelbilgi.asp) , TR Ministry of Justice, Penal Institutions General Directorate's publication

<sup>26</sup> <http://www.cte.adalet.gov.tr/menudekiler/psiko-sosyal/genelbilgi.asp>, TR Ministry of Justice, Penal Institutions General Directorate's publication

nationwide validation level. All of the aforementioned studies and activities are carried out through mainstream education, vocational training and psycho-social activities and under the supervision and monitoring of the institution's administration of the Detention Houses and the Probation Offices. These trainings are modular trainings standardized Public Education Centers which also operating under the National Education Directorates organized in every 81 province of Turkey representing the Ministry of National Education. In 2014 in penitentiary institutions across Turkey; 68 374 prisoners and detainees have received professional training in different fields and have obtained certificates from the courses organized by both Public education centers and Turkish employment organization İŞKUR.<sup>27</sup> The workshops and facilities where the trainees convert their vocational theoretical training into practical use are the İşyurt (job dorm). 34114 inmates are working in 250 different işyurt facilities and the revenues of central and local institutions are 2.039.947.205 Turkish lira. There are 4,608 machines and equipment in the işyurt facilities and 6582 personnel are responsible for the good operation of these facilities. In 2014, the workshop activities in 172 different professions were active and 27387 prisoners secured to pay their insurance premiums in total.

## **Conclusion**

There are legal regulations related to meet the basic educational needs of convicts and ex-convicts to gain them new skills via courses and training opportunities for their employment. The low education level, lack of participation to the training activities and the insufficiency of the encouragement to join the courses inhibit the education of the inmates.

### **A1.2. Research on the systems of validation and certification for the target skills. Analyzing the adaptability of such systems to inmates**

#### **INSTRUMENTS: Analysis of publications from Turkish Republic Ministry of Justice, Turkish Republic Ministry of National Education, Turkish Employment Service (İŞKUR)**

##### **Introduction**

The trainings in adult education and training provided in Izmir Province and Turkey are taking place under the supervision of the Ministry and the Provincial Directorates of National Education, the course curricula are evaluated by the Lifelong Learning Directorate of the Ministry and the approval for opening the course and the certification are also realized by this last directorate. The trainings are organized by authorized Practical Trade Schools For Girls, Maturation Institutions, Public Training Centers, Vocational Training Centers, Koran Courses, Special Education and Rehabilitation Centers, Motor Vehicle Drivers' Course, Job Training Centers for Mentally Impaired, Job Training Centers for Autistics, Tourism Training Centers, Private Courses.

##### **Training opportunities and acquired skills**

In 2013, 20.045 courses were opened in adult education in Turkey. These were in the field of vocational education ( *job shadowing, apprenticeship-mastership, hairdressing, plumbers, cookery, tailoring, machine operatorship, courses for acquiring skills needed in industries*); with the aim of developing several skills (*computer, speaking, foreign language skills, babysitting, cookery, cake making, photography, graphic design, speaker, robotics*), art courses ( *painting, playing an*

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<sup>27</sup> [http://statik.iskur.gov.tr/tr/isgucu\\_uyum/isgucu\\_yetistirme\\_kurslari.htm](http://statik.iskur.gov.tr/tr/isgucu_uyum/isgucu_yetistirme_kurslari.htm) , Turkish employment organization(İŞKUR) publication

*instrument, dance, pottery, theatre*). Besides, there are basic education service (between 1st-12th class) and distant training courses. Public Education Centers and Vocational Secondary Education Institutions are also responsible for organizing these kinds of trainings and courses in prisons. The trainings which VEC organise at the Detention Houses and Probation Centers are not different from the other trainings they organise at the other places and they provide them certificate as well.<sup>28</sup> When the physical and security conditions of the prisons are suitable for the training, these education institutions organise all the training and courses providing the participation of minimum 10 inmates and demand of the prisons. With the approval of the director of the prison and court ruling, prisoners also have right to participate those trainings. The problem is not the recognizability of the certificate, it is mostly getting rejected of the acquired skills. For the rehabilitation of prisoners, painting, pottery, playing an instrument, dance, string, wood art and theatre courses are organised under the name of “art courses”. But the number of theatre courses are lower than the other art courses. For example, in 2015 in Buca Penitentiary, 46 trainings were organised and 420 inmates participated. 15 of these trainings were art trainings and 143 inmates participated. 14 of them were hand arts and one was playing an instrument. In our country, supervision duty of every type of education and training services -except service-in training of the public or private institutions- has been given to the Ministry of the Provincial Directorates of National Education with the constitutional act. In this concept, every type of course content is analyzed carefully by this institution. Correspondingly, certification is done by either MPDEC or the institutions licensed by MPDEC under the condition to give certificates approved by MPDEC. MPDEC certificates are prepared in accordance with the frame of international standard classification of education (isc97). Since isced '97 has been accepted by the European Union countries, it is used as a reference in EU studies. In Turkey it has been used since 2003.<sup>29</sup> In Turkey, in order to profess by using Vocational Certificate, that certificate has to be approved by Vocational Qualification Institute (VQI). This institution issues as well the Europass Certificate which is more common at the European Countries. Vocational Education Certificate or VQI Vocational Competence Certificate is valid in the EU Countries and the countries that recognize Europass. It is a common format which involves detailed information related to VQI Document, enables to be understood more easily especially by the employees and institutions outside the countries and carries learning outputs concerning competence units in the Vocational Competence Document.<sup>30</sup>

## Conclusion

In Turkish Adult Educational System, there is no difference between the courses and the certification applied to the convicts and non-convicts. The skills gained via these courses are recognized both at job markets within the country and the countries that use Europass. Since Turkey as a EU candidate country is not involved in free movement of workers, it becomes impossible for the inmates to work at EU countries.

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<sup>28</sup> Data provided by Turkish National Education Ministry

<sup>29</sup> Ülkemiz ve Avrupadaki Mesleki ve Teknik Eğitimde Gelişmeler ile Modüler Eğitim Uygulamaları, T.C. Milli Eğitim Bakanlığı Teftiş Kurulu Başkanlığı, p.48, 2007

<sup>30</sup> <http://www.myk.gov.tr/index.php/en/haberler/36-departman3/1596-myk-mesleki-yeterlilik-belgelerine-likin-europass-sertifika-eki-duezenlendi> , Turkish Republic Ministry of Labor and Social Security Vocational Qualification Institute



### **A1.3. Study of the Turkish work reintegration systems for prisoners and on the application of such models**

**INSTRUMENTS: Analysis of publications and data from Turkish Republic Ministry of Justice, Turkish Republic Ministry of National Education, Turkish Employment Service (İŞKUR)**

#### **Introduction**

The vocational and technical courses opened in the department of corrections are organised with the purpose of self development of the individuals, the needs of job market and providing employment. The job and vocational training is applied for the inmates to be efficient, productive individuals after releasing and to adapt society, help them to get money for surviving in their rest of life. The choice of courses which are ideal for the abilities of detainees and convicts is made by Administration and Monitoring Board of Penal Institution. Trainings are opened with the cooperation of Public Education Centers, Vocational Education Centers, Universities, Municipalities, Chambers of Trade and Industry, NGO's according to today's conditions. The education activities at the Probation Directorates are planned by the Assessment and Planning Department under the supervision of the Probation Directorates. When inmates apply once, their risk and need analysis are made. According to their needs, they are guided to a training activity. Educational Activities can also begin at the prisons. The Education Committee takes the demands, coordinates with the other institutions and plans the trainings. Trainings are given as formal and informal education. Educational and training activities in prison divided into three branches which are, literacy courses, formal education (open education secondary school, open education high school and open education university with distant training), Formal Higher Education. When the participants succeed the training, they have right to get certificate. All the studies/ activities that inmates participate, are being held by the help of the Vocational Education Institutions, Public Education Centers, several vocational courses opened by İŞKUR Directorates which have international certification, Prime Ministry (Srap), İŞ-KUR, Apprenticeship Training Centers, Trade Associations, Local Administrations and voluntarily natural and legal persons. In 2014, 68,374 detainees and convicts had national certificated vocational training. The trainings still continue at the ateliers built inside the institutions. In order to implement the vocational trainings at more professional atmosphere and enable the sustainability there are job dorms at the prisons across the country. The job dorms are founded for the purpose of protection and development of the inmates' vocational and art skills and to make them learn a new job or art. These institutions are under the supervision of The Ministry of Justice and all of financial and administrative works are centralised.<sup>31</sup> Some parts of the ateliers of the job dorms are divided as training sections. When needed service procurement is done and job shadowing is given to the inmates by the trainers who are specialist in their fields. The inmates that work at the job dorms go through 3 phases, which are apprenticeship, semiskilled, mastership. After completing three phases at a certain time period successfully, inmates get the certificate. In the job dorm ateliers, there are 4.608 machines and equipment. 6582 employees work. There are 250 different job dorms across the country. The inmates whether skilled or not, experienced or not, who doesn't have a discipline problem can join to these job dorms.<sup>32</sup>

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<sup>31</sup> [http://www.iydb.adalet.gov.tr/dokumanlar/faaliyet\\_raporlari/FaaliyetRaporu2014.pdf](http://www.iydb.adalet.gov.tr/dokumanlar/faaliyet_raporlari/FaaliyetRaporu2014.pdf) ,Turkish Penitentiarys Employment Dorms Annual Report 2014 p.11

<sup>32</sup> [http://www.iydb.adalet.gov.tr/dokumanlar/performans\\_programlari/PerformansProgrami2015.pdf](http://www.iydb.adalet.gov.tr/dokumanlar/performans_programlari/PerformansProgrami2015.pdf) ,Turkish Penitentiarys Employment Dorms Performance Report 2015 p.14

## Activities being held at the penal institutions

Events to support the studies of education and rehabilitation such as conferences, seminars and panels are carried out once a month. Some important criteria are considered like interest of inmates, needs of inmates, individual properties, etc. while organising them. Debates and quizzes are performed. In every session it is ensured that the members of the team joining the debates are not the same. By collaborating with the governmental and non governmental institutions, groups are chosen between the inmates to perform some theatrical events in the institution. Also some theatre groups out of the institutions come and perform their plays. To contribute to the education and rehabilitation studies, every month there is a film screening in cooperation with the public institutions and NGO's.

In the Institutions which have central broadcasting system, detainees and convicts can watch educational programmes, documentaries and lesson concepted displays to support their education and rehabilitation activities. These broadcasts are preannounced to the inmates. In cooperation with the public institutions, NGO's, private groups and local artists, concerts are organised.

In the Penal Institutions for the inmates and detainees to survive healthy they are allowed to do sports within the facility's possibility. With the cooperation of Provincial Directorate of Youth and Sports and Federations and the participation of qualified staff, sportive activities are organised. While performing these activities, candidate gym teachers or retired gym teachers are benefited in return for extra hour pay. In Penal Institutions tournaments are organised at various branch of sports.<sup>33</sup> Job Lines in penal Institutions by Job Dorms are, Carpentry job line activities, Farming and Animal Husbandry job line activities (Stock farming, Beekeeping, Cattle raising, Silk farming, Sheep and Goat breeding, Poultry raising, Dairy and Dairy products, Seedling Cultivation, Mushroom, Fruits and Vegetables, Greenhousing, Flowering, Cereals and forage plants, Meat and Meat products), textile job line activities, constructing and repairing activities, production of cleaning materials activities, tea house, cafe, otopark activities, practical social facility enterprise, industrial products job lines, cleaning service, furniture, textile, shoes, leather wallet- purse- belt, printer fixing, board- serigraphy, aluminum and PVC joinery, paving stone- concrete pillar, iron products, bedding- pillow- quilt, bakery, printing house and volume, tin and box, soap- detergent.<sup>34</sup> Hand made Products Job lines are, pearl inlaid, copper, jet, glass decoration, marble processing, gourd art, artificial flower, semi valued stonework, blanket, carpet, rug, tile- ceramics, silver work, souvenir, painting, paper marbling, tie marbling, music instrument making, jewel design.<sup>35</sup> Video shoot can be made by approval of the ministry for the purpose of informational presentation of the institutions. In the institutions, artistic activities are organised under the name of social and cultural activities. When the physical conditions of the institution are suitable for the training, playing an instrument, music, theatre, drama, painting courses are carried out as aforementioned by the help of PEC, İŞ-KUR, Prime Ministry (Srap), Apprenticeship Training Centers, Trade Associations, Local Administrations and voluntarily natural and legal persons. Since the trainings are carried out by the subsidiary institutions of Ministry of the Provincial Directorates of National Education, they are coincide with the national education system. After-training exams are also performed by the legal officers of the MPDEC. We could not have achieved the statistical data of the whole country but we could share some private sectors'statistical data. In 2014, 91 private companies made cooperations with the penal institutions. In this context, 1665

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<sup>33</sup> <http://www.cte.adalet.gov.tr/bilgidata/genelbilgi.asp>, TR Ministry of Justice, Penal Institutions General Directorate's publication

<sup>34</sup> [http://www.iydb.adalet.gov.tr/dokumanlar/performans\\_programlari/PerformansProgrami2015.pdf](http://www.iydb.adalet.gov.tr/dokumanlar/performans_programlari/PerformansProgrami2015.pdf) ,Turkish Penitentiarys Employment Dorms Perfomance Report 2015 p.18

<sup>35</sup> [http://www.iydb.adalet.gov.tr/dokumanlar/performans\\_programlari/PerformansProgrami2015.pdf](http://www.iydb.adalet.gov.tr/dokumanlar/performans_programlari/PerformansProgrami2015.pdf) ,Turkish Penitentiarys Employment Dorms Perfomance Report 2015 p.19

inmates employed at the ateliers and facilities established and managed by the private companies in prisons. Within this scope; 562 prisoners have been employed mainly in manufacturing textile, laundry, marble processing sectors in 2014.<sup>36</sup> In 2014, collaborations have been made with public sector. Within this scope, 122 public institutions collaborated with the Penal Institutions, made protocols and 1976 prisoners have been employed.<sup>37</sup>

There is not a quantitative data regarding the rate of regaining the prisoners to the society. The Probation Directorates have been carrying out a lot of social, cultural and vocational activities in order to resocialize the offenders.

## **Conclusion**

In Turkish Adult Educational System, there is no difference between the courses and the certification applied to the convicts and non-convicts and the responsible organisation Turkish National Education Directorate also same for education of convicts and non-convicts. As seen in the research, there are job shadowing training programmes for the employment of the inmates within the scope of Education and Penal Institutions. In fact, low education level and lack of interest to these programmes decrease the inmate employment below the requested level.

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<sup>36</sup> [http://www.iydb.adalet.gov.tr/dokumanlar/faaliyet\\_raporlari/FaaliyetRaporu2014.pdf](http://www.iydb.adalet.gov.tr/dokumanlar/faaliyet_raporlari/FaaliyetRaporu2014.pdf) ,Turkish Penitentiarys Employment Dorms Annual Report 2014 p.46

<sup>37</sup> [http://www.iydb.adalet.gov.tr/dokumanlar/faaliyet\\_raporlari/FaaliyetRaporu2014.pdf](http://www.iydb.adalet.gov.tr/dokumanlar/faaliyet_raporlari/FaaliyetRaporu2014.pdf) ,Turkish Penitentiarys Employment Dorms Annual Report 2014 p.49

## REPORT CANADA 2016

*Expert Serkan KURTULUŞ, Expert A.Enis ÖZDEMİR*

### **A.1. Studying the existing models - Canada**

#### **A1.1 Research projects and similar experiences in EU and in other countries, including North America**

##### **INSTRUMENTS: analyses of available data from the Department of Justice of the Canada Republic**

###### **Introduction:**

The penal institutions in Canada are managed by The Correctional Service of Canada and the Correctional Service manages 43 Institutions including 4 Aboriginal Healing Lodges, 15 Community Correctional Centers and 92 Parole offices across Canada. There exist three different types of prisons being maximum, medium and minimum security facilities. Four among forty-three prisons are serving as maximum security prison, thirteen of these are medium level and seven of them are minimum while there are seventeen multi-level and two medium and minimum level prisons. A multi-level prison consists of three different parties with maximum, medium and minimum level facilities.<sup>38</sup> The Community Correctional Centers are also operated by CSC and the centers are responsible for structured living environments with 24-hour supervision. They provide housing for offenders on various types of release which are *unescorted temporary absences, work release and day parole*. Community Correctional Centers also provide housing for offenders on *full parole, statutory release and long term supervision orders* if the Parole Board of Canada decided a special condition to reside.<sup>39</sup> Aboriginal Healing Lodges are also penal institutions where Aboriginal values, traditions and beliefs are used to design services and programs for offenders. The Aboriginal concepts of justice and reconciliation are included to the approach which is holistic and spiritual as well. The elders and facilitators from Aboriginal communities provide guidance and support within this particular. Community Correctional Centers' healing lodges for Aboriginal women offenders are minimum/medium-security facilities while they are minimum-security facilities for the Aboriginal men. Non-Aboriginal offenders can also live at a healing lodge however they must choose to follow Aboriginal programming and spirituality.<sup>40</sup> According to the 2014 data on any given day, there were on average 139,337 adult offenders being supervised in either provincial/territorial or federal correctional services. In the provinces and territories for which both custody and community data were available, there were a total of 116,442 adult offenders in either custody or a community program on a given day. This represents a rate of 492 offenders per 100,000 adult but an average of 95,680 of the adult offenders was being supervised through community programs such as probation and conditional sentences. As well, Correctional Service Canada supervised an average of 7,754 offenders per day on day parole, full parole, or statutory release. There were on average 37,864 offenders, both adult and youth, in custody in Canada, representing an overall incarceration rate of 118 persons in custody per 100,000 population.<sup>41</sup> Currently, educational and vocational programs are available at most correctional institutions in Canada. Educational programs consist of Adult Basic Education (Grade 1

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<sup>38</sup> <http://www.csc-scc.gc.ca/facilities-and-security/index-eng.shtml>

<sup>39</sup> <http://www.csc-scc.gc.ca/facilities-and-security/001-0001-eng.shtml>

<sup>40</sup> <http://www.csc-scc.gc.ca/aboriginal/002003-2000-eng.shtml>

<sup>41</sup> <http://www.statcan.gc.ca/pub/85-002-x/2015001/article/14163-eng.htm>

to 10), Secondary Education, Vocational, College, and University level programs. Prisoners generally pay for their own post-secondary education, unless it can be demonstrated that the education addresses a specific criminogenic need. Through vocational programs such as plumbing, welding and small engines repair, prisoners are provided with job related skills training relevant to employment opportunities available in the institutions and in the communities. One of the most recognized programs is CORCAN. CORCAN is a key rehabilitation program of the Correctional Service of Canada. It provides employment training to offenders in federal correctional institutions and enables them to gain the employment experience and skills they need to become productive citizens, successfully reintegrate into society and reduce their risks of re-offending. Through its five business lines Agribusiness, Construction, Manufacturing, Services and Textiles CORCAN provides offenders with work experiences and training which replicates private sector work environments as closely as possible. CORCAN programs are in place in 32 institutions across Canada, creating the equivalent of 2,000 full time trainee positions.<sup>42</sup> The role of correctional education in Canada is to, function as an agent of change for both the prisoner and the system, maintain its integrity in terms of its basic commitment to freedom of inquiry; and study, evaluate, and respond to all variables in the individual, the system, and society that are to be benefited by the educational concerns with process, product, and social reform. The role of correctional academic education is also considered to, relieve boredom of dead-head prison time, give student-prisoners a better understanding of society, give non custody professionals an opportunity to monitor correctional operations, keep offenders busy with positive pursuits, give prisoners an opportunity to experience values of a law abiding individual and Alter behavior preventing costly reincarceration.

Vocational skills training is an option for all offenders but those less fluent in English or French can also participate in these programs.

Through various work assignments and vocational training opportunities linked to labor market requirements, offenders can also obtain trade certifications such as construction techniques, welding and culinary arts. Certification is provided by third party organizations such as Colleges and Industry Training Authorities. After successful completion, some inmates may be eligible for work release programs in the community.

Some of the barriers to employment for the offenders in Canada are areas where they haven't really worked full-time in any type of a job so they don't have a lot of experience. They also work in other areas where they might have a deficit in showing up on time, keeping a job, and being able to provide the skill sets necessary.

Education and training are strongly encouraged within the institution because offenders with training are able to attain and keep employment, and are less likely to re-offend. Jobs and responsibilities of attending and completing programs within the institutions allow offenders to practice their skills and work ethic.

There are two types of jobs that are able to obtain while the inmate is working within the Correctional Service of Canada. The two jobs that are available are institutional jobs which will be jobs like cleaner, working in the kitchen, working in the institutional services. Offenders may also be employed at jobs around the institutions other areas such as textiles, manufacturing or construction. Offenders

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<sup>42</sup> <http://www.csc-scc.gc.ca/research/forum/e122/e122g-eng.shtml>

will continue to be supported in finding and keeping employment once they are released into the community.<sup>43</sup>

**Vocational Education:** Vocational programs provide training in a wide range of job-related skills that are relevant to employment opportunities that exist in the institutions as well as in the community. Some of the subjects currently taught by CSC vocational programs are; welding and metal trades, hairdressing, small engine repair, auto mechanics and auto body repair, electronics, carpentry and cabinet making, upholstery, plumbing, cooking, computer programming. The vocational education programs include a generic skills component that is applicable to a number of vocational fields. This component addresses, for example, industrial and shop safety and personal and interpersonal skills for success in the workplace.

### **A1.2. Research on the systems of validation and certification for the target skills. Analyzing the adaptability of such systems to inmates**

#### **INSTRUMENTS: analyses of available data from the Department of Justice of the Canada Republic and the data of the Correctional Service of Canada**

##### **Introduction**

All provinces and territories offer adult-basic-skills programming to meet the literacy and upgrading needs of adult learners. English and French are the two official languages of Canada. Language-training programs designed to meet the needs of newcomers to Canada are offered in a variety of settings and formats.

Community and volunteer-tutor adult-literacy programs, these programs offer community-based or one-to-one sessions, which may be in the form of tutoring, for adult-literacy learners. Vocational education and training, refers to a multi-year program or series of courses providing specialized instruction in a skill or a trade intended to lead the student directly into a career or program based on that skill or trade. Apprenticeship, currently covers 53 trades, encourages the harmonization of provincial and territorial apprenticeship training and certification programs and promotes labor mobility across the country. Workplace and workforce learning, the following types of programs are just a few of the adult-learning and skills development programs offered in most provinces and territories of Canada: literacy (reading, writing, numeracy), vocational (technical, income-generation-related), life skills and/or health issues, use of information and communication technologies, official/local languages. In addition, several provinces and territories have programs that include: foreign languages, human rights/civic education, liberal education/personal growth (e.g., artistic, cultural) In almost all provinces and territories, information and communication technologies are used in the delivery of at least some of these programs.<sup>44</sup>

For certifications, the basic education programs for adults provide the same diploma, used from primary education facilities.

Almost all provinces and territories track learner-level information and data on learning outcomes. For example, Quebec, British Columbia, and New Brunswick collect learner-level information on

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<sup>43</sup> <http://www.csc-scc.gc.ca/vids/htm/whas-eng.shtml>

<sup>44</sup> Adult Learning and Education - Canada progress report for the UNESCO Global Report on Adult Learning and Education (GRALE) and the end of the United Nations Literacy Decade , 2012, p.32

enrolment, attendance, and program completion. The latter two provinces also collect data on learning outcomes from teachers/facilitators, standardized tests for certification purposes, and standardized tests for statistic

Several Canadian provinces have major initiatives and/or have developed policies to support Prior Learning Assessment and Recognition (PLAR). PLAR is a type of assessment that is used to evaluate skills and knowledge, Recognition of Prior Learning (RPL) is a broad umbrella concept which includes three types of assessment processes that are used to evaluate the knowledge, skills and attitudes that people have acquired in their lives.<sup>45</sup> CSC provide educational and rehabilitation programs for inmates which are Offender Rehabilitation, Correctional, education, social vocational programs.

The Adult Basic Education Programming (ABE) covers grades 1 to 12. When successfully completed, it results in a high school diploma (or its equivalent). Education falls under provincial jurisdiction are educational programs for inmates.

Vocational Education Programs (VEP) is another popular educational choice of inmates, with approximately 25% of all inmate students attending this program.

CORCAN main program about Vocational Trainings for inmates in Canada, the program running under Correctional Service of Canada (CSC), provides Employment and Employability Skills Training to offenders in four business lines: Manufacturing, Textiles, Construction and Services. The following are examples of types of training provided to offenders:

**Safety Training:** Provides safety training to offenders in areas such as WHMIS, First Aid, Fall Safety and Confined Space training to support institutional employment and assist offenders in being employment ready upon release.

**Trades Training:** Vocational training in both construction and non-construction related fields in order to prepare offenders for jobs upon release. Many offenders have been successful in obtaining work in this industry because of their training and the increasing demand for trade jobs in the labor market

**Food Industry and Food Safety Training:** Offenders are provided with the skills and knowledge necessary to handle food products, as well as the opportunity to obtain culinary skills that are a valuable asset to offenders seeking employment in the restaurant industry.

**Pre-employment Training:** Prepares offenders for the workplace by providing training in essential skills, including computer training, through a variety of programs including the National Employability Skills Program (NESP), an in-class program designed in partnership with the Conference Board of Canada to enhance skills related to communication, problem solving, managing information, positive attitudes and behaviors, adaptability and working with others.

**Service Industry Training:** Prepares offenders for diverse work in serving the public, managing with a certain level of responsibility, and developing numerous skills pertaining to common service practices including maintenance, shipping and receiving, and tourism.

**Apprenticeships:** Employment experience to offenders in areas that are in line with apprenticeship trades. In order to increase the benefits of on-the-job training in the institutions, many regions are

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<sup>45</sup> <http://www.georgebrown.ca/plar/> , PLAR – Prior Learning Assessment and Recognition Website

working with the provincial governing body responsible for apprenticeship training, regulation and certification to have the hours worked by offenders registered towards a trade.

All correctional programs call for group interaction through which offenders learn and practice skills that they will need to draw upon to facilitate reintegration and to adapt to private sector work settings. These important skills are central to the core employability program CSC intended to develop and implement. More specifically, they include problem solving, critical thinking, and punctuality, interacting with coworkers, being respectful of other people's opinions and feelings, and dealing with authority figures.

Offenders who work while in an institution may earn between \$5.25 and \$6.90 daily, depending on their performance. Unemployed offenders are given a daily allowance of \$1.00. Those who are unemployed through no fault of their own receive up a \$2.50 allowance per day. Pay may be suspended for offenders who refuse to work or to participate in institutional programs.<sup>46</sup>

Art and theatre courses running under the “Enhance Successful Offender Reintegration and Public Safety program” at some low and middle security penitentiaries. Some art courses which organize at Canadian penitentiaries are painting, playing a musical instrument, pottery, knitting, quilting, other hand crafts, theatre and some others. Also some of the inmates who attended theatre courses, involves the plays and find the chance of performing for a live audience.<sup>47</sup>

### **Certification system**

For VET Certifications, CORCAN, in collaboration with the Offender Programs and Reintegration Branch within CSC, offers a variety of vocational training initiatives to offenders across Canada. Vocational training is used to enhance the employability of offenders, and is required to be certified by a third party to ensure that once offenders are released, the certification will be recognized in the community.

For apprenticeships program, CORCAN provides employment experience to offenders in areas that are in line with apprenticeship trades. In order to increase the benefits of on-the-job training in the institutions, many regions are working with the provincial governing body responsible for apprenticeship training, regulation and certification to have the hours worked by offenders registered towards a trade.<sup>48</sup>

For the basic education programs for adults provide the same diploma, used from primary education facilities.

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<sup>46</sup> <http://www.csc-scc.gc.ca/index-eng.shtml>, Correctional Service Canada, Education and Employment Programs, 2012

<sup>47</sup> [https://www.vice.com/en\\_uk/read/bc-jail-rehabilitates-violent-offenders-using-prison-theatre](https://www.vice.com/en_uk/read/bc-jail-rehabilitates-violent-offenders-using-prison-theatre) , This Canadian Prison Rehabilitates Violent Offenders Using Theatre, 2015

<sup>48</sup> <http://www.csc-scc.gc.ca/index-eng.shtml>, Correctional Service Canada website, Education and Employment Programs, 2012



### **A1.3. Study of the European work reintegration systems for prisoners on the examples of Canadian**

#### **INSTRUMENTS: analyses of available data from the Department of Justice of the Canada Republic and the data of Correctional Service of Canada**

##### **Introduction**

The responsible institution for inmates education is a governmental organization Correctional Service of Canada (CSC). The prime objective of the CSC is to educate inmates so that they may compete lawfully in the community<sup>49</sup>, education for Canada's inmates attempts to change behavior through skills development and vocational training. To meet these objectives, the CSC has implemented the educational programs, which are available to all minimum, medium, and maximum-security facilities throughout Canada.<sup>50</sup>

##### **The Development of Reintegration**

Upon arrival to penal institutions, roughly 65% of offenders test at an academic completion level lower than grade 8 and 82% lower than grade 10. Given these low educational levels of incoming inmates, the Adult Basic Education (ABE) Program is the educational priority of Corrections Canada since 1987. This level of education maintains the highest level of enrollment of all the educational programs offered to inmates. Although originally offered up to grade 8, the ABE program has been enhanced to the grade 10 level so that academic components such as mathematics, language, and science can be completed. Successful completion of the ABE program provides offenders with the opportunity to further their education in other areas where basic literacy skills are required. Vocational Education Programs (VEP) is another popular educational choice of inmates, with approximately 25% of all inmate students attending this program<sup>51</sup>. Vocational education is provided for a wide range of job-related skills that are both relevant and essential to employment opportunities that exist within the institutions as well as in the community. Some of the many subjects currently taught and offered to inmates by Corrections Canada vocational programs include: welding and metal trades; hairdressing; small engine repair; auto mechanics and auto body repair; electronics; carpentry and cabinet making; upholstery; plumbing; cooking; and computer programming. The VEP incorporates a generic skills component that is applicable and transferable to a wide number of vocational fields, which will benefit inmates upon release from an institution. The VEP component of adult education for those in the institution stresses both personal and interpersonal skills that are necessary for reintegration into the work force.<sup>52</sup>

All federal institutions in Canada offer education programs, including Adult Basic Education (Grades 1 to 10), Secondary Education (Grades 11 and 12), Vocational, College and University level programs. CSC gives priority to Adult Basic Education. Education programs are a priority in the correctional plans of all offenders who have achieved less than a grade 10 education or require skills upgrading to participate in vocational or CORCAN (work experience) programs. Other characteristics of successful correctional education programs include program content that is relevant to the lives of inmate students, and which is sensitive to cultural learning differences. Education programs are among the many programs offered by the Correctional Service of Canada (CSC) to prepare offenders for community living. CSC's Mission, Core Values and Strategic Objectives, along with the Corrections

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<sup>49</sup> <http://www.csc-scc.gc.ca/index-eng.shtml>, Corrections Canada, 2002

<sup>50</sup> Adult Education in Canada's Penal System, 2012, p.187

<sup>51</sup> <http://www.csc-scc.gc.ca/index-eng.shtml>, Correctional Services Canada, 2002

<sup>52</sup> Adult Education in Canada's Penal System, 2012, p.187

and Conditional Release Act, the Commissioner's Directives of CSC and CSC's case management process, provide the authority for correctional education in Canada.

Education in prison is provided by both governmental and third party organizations such as CSC, Colleges, Private courses under the superintendence of CSC. CSC also responsible for compose courses curriculum, decide type of the courses and management of educational activities. The priorities of CSC on the educational activities are prepare offenders for community living, help them become a law-abiding citizen also meet the adjustment and employment needs of offenders, therefore, education programs should teach job skills and cognitive skills that will help offenders become productive. CSC's Mission, Core Values and Strategic Objectives, along with the Corrections and Conditional Release Act, the Commissioner's Directives of CSC and CSC's case management process, provide the authority for correctional education in Canada. The courses organized for inmates, use same certification system with the organized courses in outside of the prison. Certification is provided by third party organizations such as Colleges and Industry Training Authorities. CSC giving apprenticeships opportunity for inmates through CORCAN VET program. Apprenticeship program implemented in partner organization from public and private sector in Canada and inmates finds the certified on-job training opportunities outside of the prison (with the permission of CSC), owing to this program. The art courses organized under Successful Offender Reintegration and Public Safety program in some Canadian prisons. The Program is designed to provide skills and theory to inmates with a view to adapt the inmates to the community and enhancing their opportunities for employment. The participant inmates who complete this courses successfully receive certificate a from course organizer. This courses are: Courses for playing musical instruments, hand crafts, painting, Piano, dance, knitting, quilting and some other art lessons. This courses opening some penitentiaries, depending to demands of inmates and the permission of the penitentiary management, but this art programs are not wide as other programs (such as VET or ABE programs).<sup>53</sup> The theatre courses and plays are organizing in some Canadian prisons as a part of prisoner rehabilitation. The main objective of this programs are expose the hide emotions of the offenders and adapt them to social life. The theatre groups and courses are running under Native Liaison, Social Recreation.<sup>54</sup> The education service given to inmates different than education service outside of prison. Most of the inmate students starts with low educational level to educational life in prison. Poor self-concept, low achievement levels, learning disabilities and Fetal Alcohol Syndrome (FAS) all present serious challenges to correctional education and need to be overcome for successful education. However, research into correctional education has revealed some characteristics of effective correctional learning environments. First, inmate students have often had prior negative education experiences that have resulted in low self-confidence and negative attitudes about learning. Therefore, effective correctional education programs need to improve offenders' attitudes about learning, which have often contributed to illiteracy and under-education. Prison educators need to inspire confidence in inmate students about their ability to learn. Inmate students' negative experiences in mainstream education also suggest the need for unconventional teaching methods. Second, correctional education for individuals with learning disabilities and/or FAS needs to be quite structured. In addition, students with FAS and learning disabilities also have difficulty retaining information. Repetition is critical. Computers and other electronic teaching aids can help these students retain information. Consequently correctional education has many potential benefits. Generally, studies show that prison education is associated with reduced recidivism. In fact, one study found that inmates who participated in inmate education

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<sup>53</sup> <http://www.csc-scc.gc.ca/index-eng.shtml>, Compendium of Services and Programs that Enhance Successful Offender Reintegration and Public Safety, 2015

<sup>54</sup> <http://www.csc-scc.gc.ca/index-eng.shtml>, Correctional Service Canada website, Programs and Services, 2012

programs reduced their reincarceration rates by 29% compared to inmates who did not. Other associated benefits include fewer institutional behavior problems, further education following release and increased employment. However, for correctional education programs to be successful, it is critical that post-release follow-up and support be provided for offenders.<sup>55</sup>

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<sup>55</sup> Adult Education in Canada's Penal System, 2012, p.187

## REPORT BELGIUM AND ESTONIA 2016

*Gert Hurkmans, Lya Manniste, Pien Dierckx, Maximo Martinez Bernal, Ana Casado Hoces, Murat Kert, Iskenderun Geclik ve Egitim Dernegi*

### **A.1. Studying the existing models – Belgium and Estonia**

**A1.1. Research on projects and similar experiences enhanced in EU countries with distance comparison of such models with extra EU and North American experiences.**

**A comparative analysis of practises in A Belgium and A Estonian prison facility with educational programs**

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### **1. INTRODUCTION**

Too often beginning teachers in prisons find themselves alone at the bottom of the world's most difficult educational environment. Therefore this report is listing carefully how novice teachers describe their early experiences on the job In Belgium and Estonia. In these two countries, organisations inside prisons are working with teacher associations, centre for adult educations, universities, and others to establish mentoring programs to help beginning teachers in prisons to build up their knowledge with the assistance of a guide. The hope is that in due time the profession of a teacher inside a prison will be able to tackle the mountains of this specific educational landscape.

### **2. DEVELOPMENT : COMPARATIVE STUDY OF THE TWO COUNTRIES**

**Tabel 1. Comparative study of the two countries**

<b><i>Regional situation</i></b>	<b>Belgium</b>	<b>Estonia</b>
<b>What is the name of the prison ?</b>	Wortel Prison which is renting an extra prison in Tilburg (NL) for extra cells	Tallinn Prison and Harku Prison.
<b>What is the average time of the actual stay on 01-10-2013 ?</b>	5-6 years	3-4 years.

<b>Number of prisoners on 01-10-2013 ?</b>	300 in Wortel and 450 in Tilburg (NI)	Tallinn Prison- 998 prisoners.  Total in Estonia: 3018 prisoners  2444 convicted offenders - 574 persons held in custody - 33 juvenile - 148 women
<b>Number of prisoners enrolled into a course of formal education on 01-10-2013 ?</b>	In vocational secondary education 30 persons and in general secondary education – 50 persons.  There are no courses in the prison of Tilburg (NI) because Belgian formal adult education can only be organised in Belgium	At vocational education – 71 person  At basic and uppersecondary education – 40 person.
<b>Number of prisoners who successfully completed the courses of formal education which started before or at 01-10-2013 ?</b>	In the schoolyear 12-13 in vocational education – 25 persons received one or more certificates and in general secondary education 25 prisoners received one or more certificates	In 2012/13 schoolyear at vocational education – 54 graduates. At basic school education – 8;  Uppersecondary - 9; class levels - 13 graduates.
<b>Number of prisoners enrolled into a course of informal education on 01-10-2013 ?</b>	In the prison of Wortel 35 and in Tilburg 55 prisoners enrolled into a course of informal learning on 01-10-2013	Tallinn Prison – Social courses 146 students, at official language training 128 graduates, 51 continuators.
<b>Is there an intake of prisoners before entering a course ?</b>	For the start of each period of 10 weeks there are individual intakes where the motivation of the prisoners is tested for each specific module. For language learning there are additional testings of the level of knowledge of the language	Before official language learning course we test persons skills of language.  Before social course students have motivation-conversation.
<b>What is the legal status of the certification ?</b>	The modules offered by an institute of formal adult education in general and vocational education are based on state-controlled curriculums.  As the institute of adult education is offering the same modules in prison as outside the prison, the successful students inside prison have the same	Of general education and vocational training study based on state-controlled curriculums.  At the school, graduates have school-leaving certificate which is equal with ordinary school certificate.  After finishing social course or participant curriculum (module, class)

	certificates as as outside the prison.	students get course-certificate or class-certificate.  After finishing official language course – official language certificate.  After informal course – pertinent attestation.
<b>What are the educational areas in the prison ?</b>	In formal learning at the prison of Wortel: ICT (MS Office 2010), a bakery program, a industrial painter program, language courses in French, English, Spanish and Dutch.	Formal: Basic and uppersecondary education - Specialities (vocational education): Construction, Electrician, Woodworking, Hortycultutre  Informal courses: Anger management (training to commute aggressiveness),  Traffic safety program,  Family- and couplerelationship violence minimising, Lifestyletraining, Socialskills development, Right time, EQUIP, Win,  New way, Besides supportgroup about heath and addiction. Official language A1 level 80 hour and  A2, B1, B2 level 150 hour.
<b>What are penitentiary instruments used for educational motivation of prisoners ?</b>	For each hour of course participation the prisoner receives 0,62 euro from Justice Ministry  They can leave there cells during the courses  As prisoners get the same certificates as outside the prison they can use there diploma's to find a job once they are released.	Valuation of risk and motivating.
<b>What are the links with the educational institute outside ?</b>	Same teachers as outside  Same books and didactical material as outside  Same testing material and certificates as outside  If they are released then the prisoner can complete the program in one of	Every prison has collaboration-agreement with uppersecondary school and vocational education school from outside.  To arrange informal courses, prison workers are leaders to social courses; with tuition company having convention to language teaching –

	the institutes of adult education nearby home.	company sends teacher.
<b>Possible negative impacts of having education inside for the prison staff ?</b>	Security issues, prison rules which conflict with educational methods and practices.	Not observed.
<b>How and by whom is the teacher hired for the prison course ?</b>	In formal learning by the institute of adult education.  In informal learning by the Ministry of Justice or by non governmental organisations.	School and language school are hiring teachers for formal education and language courses.  Prison is hiring teachers for social courses.
<b>The number of new teachers from 01-10-2012 until 01-10-2013 ? (formal and informal learning)</b>	1 Bakerycourse  1 Industrial painter course  1 Spanish course  2 ICT courses  1 Dutch course  Total: 6 teachers	TEK* (Tallinn Construction School) - 1 new teacher (later 2 new.)  TTG* (Tallinn Adult Uppersecondaryschool – 4 new teachers.  Informal – 14 new teachers.
<b>How and by whom is the pedagogical mentoring done ?</b>	The mentor of the institute of adult education follows the teachers in class situations. Some teachers discuss specific problems with their colleagues of the same topic outside the prison	At TTG-school andragogy specialist, higherteacher, managers and headmaster.  At TEK – manager of prisoneducation, higherteacher.
<b>How and by whom is the organisational mentoring done ?</b>	The Consortium of Adult Education has a specific coordinator which is supporting the teachers in the class organisation	Schools manager of prisoneducation (+ we have memo for new teachers), higherteacher; In prison leader of socialactivities and manager of security are providing instructions.
<b>Does a new teachers has to take a specific training during the first year at the post ?</b>	Each new teacher has 2 intructionmeetings: One with the coordinator of the Consortium of Adult Education and one with the pedagogical mentor. The organiaction “Klasbak” organases each year for new teachers a meeting on the organisational of the Ministry of Justice	Don` t have special training for new teacher. New teacher has to take part conversation about socialactivities and security instruction.

<b>What kind of training exists for teachers whom are already active in prison ?</b>	The organisation “Klasbak” organises on regular moments meetings on various topics of prison education	1-2 times in one year instruction meeting about security rules in prison.
<b>If yes, which are the possible providers of the specific teacher training form above ?</b>	Organisation “Klasbak”	We don't have trainers for specific topics.  Potential provider can be Estonian Academy of Security Sciences

### 3. CONCLUSION

The importance of training for mentors cannot be overstated. Teachers and school administrators involved in the survey emphasize that training for mentors must be ongoing. Some programs provide mentors with ready access to the counsel of higher education faculty. Others provide mentors with common office space, which allows them to meet with each other on a regular basis, discuss coaching strategies, share instructional resources, and plan additional ways to assist their protégés.

Successful programs also protect their mentors from the burden of administrative duties. “Mentors,” insists Wim Van Elsen of the AP Polytechnical Institute of Antwerp, “should be trained in how to communicate to the staff that they are carrying out appointments, observations, and very specific responsibilities. It should be clear from the district administration to the site administration that mentors are not asked to be test director or any of those other things that are semi-administrative jobs, because pretty soon that’s the way they’ll be perceived, as an administrator, not as a confidential mentor.”

**A1.2. Research on the systems of validation and certification for the target skills. Analysing the adaptability of such systems to inmates (also extra European ones).**

## EXCHANGE OF METHODOLOGIES IN EDUCATION OF DETAINEES

### A CORRECTIONAL VOCATIONAL PROGRAM FOR INDUSTRIAL PAINTERS

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## **1. INTRODUCTION**

With a century-old tradition of expanding educational access to everyone, particularly historically underrepresented groups and non-traditional students, the center for adult education in Belgium are a natural partners for projects that are offering adult secondary vocational education. This is evident in the demographic makeup of today's community adult education population; most of the students of the Asturia vzw are older than eighteen, more likely to be racial and ethnic minorities, and often attend classes part time as they juggle other responsibilities. The centers of adult education in Belgium also tend to cost less, with tuition rates of € 1,50/hour for regular inscription in 2016 and free for inmates, compared to other private institutions outside prison. This low cost makes the centers of adult education programs particularly attractive to prisons, since community and federal funding for correctional education has not kept pace with the growing prison population. Further, centers for adult education have a reputation for greater course flexibility and more direct contact with local community populations, especially industry. Often businesses requiring additional training and professional development for their employees approach their local institutes to provide such education. This tendency to seek out new client bases while responding to societal changes is important for prison secondary vocational education.

## **2. DEVELOPMENT**

### **2.1. MODULAR STRUCTURE OF THE PROGRAM**

The structure supporting vocational adult education, whether centralized (coordinated at the community level), decentralized (coordinated on an institution-by-institution basis), or a combination of the two, can affect program content and the transferability of the credits, certificates, and degrees earned by inmates. In general, the more decentralized a system is, the more difficulty it has with ensuring that courses and programs articulate among formal institutes and are recognized by business and industry. As the government has succeeded in getting employers to recognize their prison-based educational programs, they are stimulating the correctional facilities and the various centers of adult education to provide inmates the same modular courses as outside prison. Moreover, since most correctional programs are offered on-site rather than through distance education, the absence of a standard modular system could create transfer issues for inmates since inmates are often transferred from one facility to another and therefore may be unable to continue the course or program in which they were previously enrolled. A similar transfer issue could occur when inmates are released from prison; their hometown is generally not the same town where they were incarcerated and enrolled in college courses. The region "Kempen" in Belgium is an example of a centralized model with a standard modular system for correctional courses. Since 2007, the collaboration between the centers of adult education and the prisons has provided classes to more than 1,000 inmates annually. This partnership was created by VOCVO, a new authority with mandate assigning responsibility for the design of correctional education in the region "Kempen". VOCVO dictates everything from the management structure of the partnership to the programming parameters, such as how new prison programs are established, which agency has responsibility for which tasks, and inmate eligibility and participation regulations. An important priority for VOCVO, is parity of course quality offered to inmates and non-incarcerated individuals. Moreover, to ensure that correctional education programs maintain a coordinated and systematic focus, a joint course/program approval process has been adopted by the centers for adult education. Before a course may be recommended by VOCVO for

approval, it must be reviewed by all the active partners. In making these recommendations, the partners consider the appropriateness of the program for the offender population (e.g., licensing requirements and safety issues), regionwide labor market demands, availability of funds and space, and offender average length of stay at a facility. Courses and programs also must lead to specific certificates or degrees. Inmate certificates and degrees, as well as institute transcripts, are identical to those offered outside of prison and recognized by the government.

**2.2. FINDINGS**

For many correctional programs in Belgium, one of the biggest challenges for the centers for adult education is the low completion rates resulting from inmate transfers between prisons or work assignments that force or allow them to withdraw from the program. Though secondary vocational education in general has been criticized for low graduation rates, critics speak even louder about the correctional programs, because public funds are used for programs that carry political baggage. Further, these low completion rates have a variety of effects specific to the incarcerated population, including failure to “credential” inmates with educational certificates that would help them gain employment after release, taxpayer money wasted paying for incomplete certifications, poor instructor morale as inmates cycle through their classes, and a general undervaluing of adult education within the correctional setting. In an attempt to address low completion rates due to inmate transfers, the centers of adult education have a agreement with the local prisons to hold inmates enrolled in the vocational program for industrial painters until they complete their coursework. On occasion, however, other factors (e.g., drug treatment) “trump” this agreement. When considering these transfers, the centers of adult education work closely with VOCVO to determine the best solution with the results of Tabel 1.

**Tabel 2. Certificates Awarded in the vocational program for industrial painters in the prison of Wortel**

	1 <sup>st</sup> sem 14-15		2 <sup>nd</sup> sem 14-15		1 <sup>st</sup> sem 15-16	
	# Students	Certificates awarded	# Students	Certificates awarded	# Students	Certificates awarded
Basic painting and wallpaper work (40 hours)	10	8	10	5	10	8
Wallpaperwork (80 hours)	10	6	10	7	12	9
Decorative painting (80 hours)	12	9	11	9	11	8
Manual opaque painting	11	9	10	5	8	7

(60 hours)						
Manual non-opaque painting (100 hours)	9	7	10	4	9	6

### 3. CONCLUSION

Our recent experiences indicate that a high percentage of the inmates have reached the end of the program and were successful during the assessments. Even more, there were twice as much candidates in the first semester of 2014-2015 for the program than there were places for students.

Although recent trends seem to indicate that prisons are recognizing the value of partnering with the centers for adult education to provide correctional education, the practical arrangements are often not easy to establish. Specifically, it is imperative that members of the department of justice conduct serious research analyzing the merits of such programming. While some noteworthy research exists, all too often studies on prison education are conducted with unsound methodologies and incomplete data. Areas for future research include:

- Comparing recidivism rates, employment rates and earnings, and other post-release outcomes for those who participate in (and complete) prison education and those who do not, with careful attention given to control groups.
- Examining the study outcomes of the inmates and compare them with the outcomes of students outside prison.

Analyzing how services and support (e.g., articulation agreements, case management, career counseling, and job placement) may help inmates use or further their vocational education.

#### **A1.3. Study of the European work reintegration systems for prisoners and on the application of such models.**

#### **COMPARING STRATEGIES OF PRISON EDUCATION IN BELGIUM, SPAIN AND TURKEY**

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## **1. INTRODUCTION - AIMS AND TERMS OF REFERENCE OF THE STUDY**

### *1.1. Aims*

The study was established to analyse and make recommendations on the development and impact (strengths, weaknesses, opportunities and threats) of prison education in Belgium, Spain and Turkey.

Specifically, this report seeks to make a comparative analyses in the fields of:

- Inmate evaluation;
- Academic evaluation;
- Educational areas in prison;
- Penitentiary instruments used by the prison for educational motivation;
- Integration with the ordinary educational institutes outside the prisons;
- Prison benefits;
- Evaluation and control.

### *1.2. Terms of reference*

According to international conventions and recommendations the offender has the same right to education as other citizens. Offenders have a range of complex needs and reasons for their offending behaviour. Many have education and skills deficits and therefore the provision of learning opportunities is considered to be an important way of increasing their reintegration and inclusion in society. It is also anticipated that “filling the gap” can help in the prevention of further development of a criminal career.

Prison education and training is a cross-cutting theme, of relevance not only to lifelong learning policy but also to the areas of employment and social affairs, justice, freedom and security. This study focuses on relevant policy developments in three European countries within the area of education and training, which will be described in the main body of the document.

### **European Framework for Education and Training**

While policies for education and training continue to be developed at Member State level, European actions have helped to encourage greater cooperation and collaboration. Most recently, the Strategic Framework for European Cooperation in Education and Training set out four long-term strategic objectives for Member States:

- Making lifelong learning and mobility a reality;
- Improving the quality and efficiency of education and training;
- Promoting equity, social cohesion and active citizenship;

- Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training.

This study demonstrates how the four objectives are relevant to prison education and training. Specific developments at Member State level, as well as projects supported by EU funding, help to achieve these aims in the context of prison education and training. The developments identified for this study include policies and initiatives to support and / or improve the quality of lifelong learning in prisons, to enable and empower offenders to access their right to education and training, and to support offenders to develop knowledge, skills and competences, from basic skills to creativity, to facilitate their rehabilitation.

### **Key Competences: Literacy and basic skills, personal and social competences**

At European level, there is a clear commitment to ensuring that all European citizens have the key competences they need to access employment and achieve personal fulfilment, social inclusion and active citizenship. The European Framework for Key Competences for Lifelong Learning<sup>16</sup> identifies the key skills individuals require and is made up of competences in ‘traditional’ subjects (e.g. mother tongue literacy, numeracy, knowledge of foreign languages, science and ICT skills) and also other ‘softer’ skills, such as learning to learn, social and civic competence, taking initiative, entrepreneurship, cultural awareness and self-expression. Member States are encouraged to use the Framework to develop the provision of key competences as part of their lifelong learning strategies. Furthermore, the 2007 Action Plan on Adult Learning includes a specific objective on raising the skills levels of European citizens, and supporting them to go ‘one step up’ (to achieve a qualification at least one level higher than before). The Action Plan also states that it is not enough to simply attract people into education and training, there must also be a real opportunity for them to raise their level of qualification and integrate better in all aspects of life. While there is currently no robust evidence to suggest that a lack of basic skills (literacy, language and numeracy) is predictive of offending, it is true that a large proportion of those in prison have low levels of qualifications and low levels of literacy and numeracy. Likewise, there is no evidence linking specific learning difficulties to offending, but impaired basic skills are related to a number of other factors which can be associated with offending, including poor school experience, unemployment, social exclusion and various psychological or cognitive factors linked to self-concept and attitudes to offending<sup>29</sup>. It is also indicated that offenders with impaired basic skills are even more motivated to increase their competence levels during incarceration<sup>30</sup>. Nevertheless, there is research to suggest that basic skills training can improve prisoners’ skills, although whether this training alone can have a positive impact on employment is questioned<sup>31</sup>. There is however some evidence to show that basic skills learning can contribute to a reduction in re-offending<sup>32</sup> and there is evidence that low skills are a major barrier to employment prospects, no matter what other disadvantages an individual faces. It has also been argued that a modern society and today’s labour market require higher levels of basic skills compared to the production labour of earlier societies, and members of the community with lower skills and competence levels are therefore more vulnerable to changes in the labour market.

## **2. DEVELOPMENT**

### **2.1. ESTABLISHING THE STUDY**

Following an initial meeting in Belgium on the 9th October 2011. One project rapporteurs of each partner were appointed who were responsible for conducting the national aresearch. One of the three was designated ‘general rapporteur’. The countries included in the projects were responsible for obtaining national information on the field of Inmate evaluation, Academic evaluation, Educational

areas in prison, Penitentiary instruments used by the prison for educational motivation, Integration with the ordinary educational institutes outside the prisons, Prison benefits and Evaluation and control.

They reported their findings to the general rapporteur who was responsible for producing the final integrated report.

The initial mapping exercises on the regional situations in the three countries were aided by the use of a individual partner findings that were then integrated into the final report. The mapping exercise gained enough reliable information to generate a general picture of the current state of prison education in the region. Mapping was undertaken on a national basis and a range of European states was surveyed. Information was also gained from a number of international organisations.

**2.2. ORGANISATION AND APPROCHE TO THE RESEARCH**

The remit of this project was to explore the current and future impact of prison education in Belgium, Spain and Turkey within the European Union. The project maps, by country and the on-site visits in all the participating countries give the participants a clear view of the situation on the ground. Following the mapping exercise the patterns and impacts of prison education where across Europe were explored by a literature study. This initial research then formed the basis for the rest of the project. The next stage involved the identification of the main factors determining the supply and demand of prison education, together with its probable future pattern of growth in Europe. The nature of the evolving European education market then formed the background for evaluating the effectiveness of existing regional and national approaches to prison education.

Finally, the research identified ‘good practice’ associated with the conduct, control and alternative ways to accommodate the implications of prison education on several European conferences. The resulting identification of potential and actual problems associated with prison education then formed the basis of the recommendations to policy makers.

**2.3.FINDING**

The following sheet is the result of the survey in the three participating organisations The respondents were asked to reflect upon prison education from their national perspectives. It must be stressed that most responses represent the personal views of the individuals concerned and not official positions held by their organisations.

**Table 3. Comparative analyses on 7 fields of prison education**

<b>FIELDS</b>	<b>SPAIN (CEUTA)</b>	<b>TURKEY (ISKENDERUN)</b>	<b>BELGIUM (TURNHOUT)</b>
<b>Inmate Evaluation</b>	From day one. The evaluation is done from a multidisciplinary perspective beginning at the very first day of the entrance in prison.	The compulsory attendance of the detainees is asked so from the first day the evaluation starts.	From day one. The evaluation is done from a multidisciplinary perspective beginning at the very first day of the entrance in prison.

<b>Academic Evaluation</b>	Teachers set the standards, participating their evaluation to other professionals in prison. The academic evaluation might influence the course of the prison sentence.	Academic evaluation is done up to the vocational standards that the ministry of education of has specified. Courses have modules and each module has a standard scale for evaluation.	Academic evaluation and certification is done by the school, in the same way as outside prison. The academic evaluation doesn't influence the course of the prison sentence.
<b>Educational areas in prison</b>	Specific areas for education and professional training  Specific living units for inmates involved in any sort of academic course.  Specific office for teachers in the prison.	The courses are given in the classrooms and workshops inside the prison. The courses are given both in the closed prison and semi-open prison.  Painting, Kitchen maid, Service commies, Plumbing , Xylography, Barbering, Welding, Furniture, Led lighting, Tiling, ICT, literature courses.	Languages  ICT-courses  Vocational education (ex industrial painter)  Cooking.

**Table 3.1. Comparative analyses on 7 fields of prison education**

<b>FIELDS</b>	<b>SPAIN (CEUTA)</b>	<b>TURKEY (ISKENDERUN)</b>	<b>BELGIUM (TURNHOUT)</b>
<b>Penitentiary instruments used by the Prison for educational motivation</b>	Prison benefits, decided at the Prison Board, the basics include: honorific mentions, academic material, monetary grants, placement in specific units, depending on the sentence prison leaves.	The detainees who exhibit positive attitude during the courses may be sent to semi-open prison.  Monetary grants.	Small monetary grants.  Honorific mentions.
<b>Integration with the ordinary educational</b>	The link with the academic institute	The courses are opened up to the protocol	The CVO is responsible for

<b>institute outside</b>	outside is strength from the first day of imprisonment. Once outside the link is maintained. No academic fees for those dependants on the Prison.	between the two ministries.  On the local base the courses are opened by the courtesy of the governor of the district.  The institution is responsible for the whole evaluation and certification.	evaluation and certification inside and outside prison.
<b>Prison benefits</b>	Third degree status - staying in prison only at night -, telematic surveillance - being controlled at home not in prison-, shortening the sentence – probation.	The courses have positive effect on the peace in the prison as the detainees are busy with doing something they are interested.  Monetary effects;  Detainees learn, produce and earn in the upstream courses opened within circulating capital.	None.
<b>Evaluation and Control</b>	Control continues after leaving prison by the Prison Social Services until the sentence is definitely cleared. The education or professional evolution is controlled at least once every three months. Teachers reports are considered.	The evaluations of the courses are done by the teachers.  The security is provided by the prison authority.	Evaluation and control of the educational prison programs are done by the Flemish Department of education.

Despite strenuous efforts to gather reliable information, research of this type always suffers from incomplete data. Nevertheless, sufficient was gained to give a reasonably accurate picture of increasing prison education activity and multiplying problems. A simple net-search provides corroborative evidence of this.

Across Europe, it is not surprising that very different situations exist with regard to prison education. The pattern of provision varies considerably from country to country and the challenges consequently impact in different ways. It is clear from the evidence of this study and other reports that countries



with highly protected state education sectors, that do not meet the current inmate demand, experience more problems with the flexible modular prison education programs.

### **3. CONCLUSION**

In the short-term, the potential impact of prison education is likely to stay as it is now-of medium scale and significance. Its effect varies in terms of geographical area, academic sector and types of education systems. Currently, its impact is not uniform and this is unlikely to change. However, in the longer term, strong circumstantial evidence suggests that its impact will intensify and broaden. Virtually every response from those contacted foresaw large-scale future growth. New national and international initiatives are continually being announced.

#### **3.1. POSITIVE ASPECTS**

The main positive aspects of prison education in the participating countries were reported as follows. They were all ranked with roughly equal overall importance. Prison education :

- widens learning opportunities by providing more choice for inmates;
- challenges traditional education systems by introducing more innovative programmes and delivery methods;
- helps to prepare the inmates for live after imprisonment;

#### **3.2. NEGATIVE ASPECTS**

The main negative aspects of prison education were identified as follows.

- problems associated with non-official, unregulated adult education providers (often franchise institutions and branch campuses) who remain outside official national quality assurance regimes and are not subject to internal or external audit/monitoring processes;
- inmates protection problems associated with lack of adequate information (and therefore transparency) available to the potential candidates.

Prison education relates to all dimensions of current educational debates. It affects recognition, accreditation, cultural autonomy and transparency of educational programs. The most significant findings of this project are:

- prison education courses have been, and remain, quite flexible and the idea has been adapted to the needs of each nation;
- In Spain the academic evaluation might influence the course of the prison sentence where this has no effect in Belgium and Turkey;
- Each country has a different set of instruments for educational motivation of inmates.

## REPORT POLAND 2016

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### **A.1. Studying the existing models - Poland**

#### **A1.1. Research projects and similar experiences in the EU and in other countries, including in North America.**

##### **INSTRUMENTS: analysis of available data from the Ministry of Justice of the Republic of Poland**

###### **Introduction:**

The Republic of Poland is a member of the European Union. The system of criminal law is derived from the *ius romanum*. In the previously applicable penal law of 1969 a system of essential and additional laws was in effect.

In 1997 a reform of criminal law was conducted, resulting in the complete change of criminal laws. Principal penalties were superseded by penalties, whereas penal measures were replaced with additional penalties.

The elements of criminal procedure and the execution of penalties and criminal measures were significantly changed. Since there is no death penalty in the Polish system of criminal law, the highest punishment is life imprisonment. Within the EU the Republic of Poland has deployed a number of legal acts for the implementation of States' common policy, including the prosecution and punishment of policy offenders. It is noteworthy that Poland is a party to many international conventions, dealing with human rights, including inmates in penitentiaries.

The statistical data of the Polish Ministry of Justice reveals that in 2014 there were 72292 convicted persons (including 2249 women) in prisons.<sup>1</sup>

On 31 January, 2014 the capacity of the residential units in the penitentiary branches referred to in the regulation of the Minister of Justice of 25 November 2009 comprised 83 920 seats. The number of prisoners in detention wards and prisons was 92.9%.<sup>2</sup>

In 2015 the number of sentenced to imprisonment decreased. These data are presented in the statement below.<sup>3</sup>

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<sup>1</sup> Source: [http://sw.gov.pl/Data/Files/001c169lidz/2014\\_styczen\\_statystyka\\_biezaca.pdf](http://sw.gov.pl/Data/Files/001c169lidz/2014_styczen_statystyka_biezaca.pdf) [available 29/02/16]

<sup>2</sup> Ibid.

<sup>3</sup> Statistical data of the Ministry of Justice and the Central Board of Prison Service for 2015, Warsaw 2015, p. 5

**Table 1. Structure of the inmate population of men and women**

Date	Altogether		Detainees				Convicted				Punishment			
	2014	2015	Youthful		Adults		Youthful		Adults		Youthful		Adults	
			2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
31.03	80 887	78 139	680	503	6 297	5 540	1 745	1 518	70 969	69 325	70	75	1126	1 178
30.06	78 959	75 691	534	374	6 047	4 926	1 664	1 356	69 639	67 850	56	65	1019	1 120
30.09	78 178	72 609	497	307	6 245	4 057	1 561	1 267	68 789	65 883	60	60	1026	1 035
31.12	77 371	70 836	460	315	5 778	3 847	1 506	1 163	68 619	64 501	63	60	945	950

Source: Office of Information and statistics CZSW

In Poland, those sentenced to imprisonment are held in three types of prisons (closed, semi-open and open) and in different systems (regular, programmable and therapeutic).<sup>4</sup>

**Table 2. Convicted and fined by groups and exercise regime penalties total**

Description:		Status on:							
		31.03		30.06		30.09		31.12	
		2014	2015	2014	2015	2014	2015	2014	2015
M	normal	64	74	60	50	65	69	60	63
	programmable	1 599	1 390	1 524	1 238	1 430	1 141	1 381	1 050
	therapeutic	97	93	99	102	100	88	93	88
P	normal	10 000	9 967	9 588	9 463	9 457	9 187	9 668	8 998
	programmable	20 079	18 320	19 526	17 936	18 984	17 403	18 498	16 837
	therapeutic	2 159	2 181	2 049	2 189	2 070	2 117	2 118	2 094
R	normal	16 124	16 603	15 917	16 073	15 934	15 526	16 258	15 240
	programmable	20 050	20 038	20 147	19 966	20 135	19 605	19 981	19 241
	therapeutic	2 341	2 431	2 336	2 361	2 279	2 322	2 270	2 336
* Those newly admitted and waiting for I-st classification decision		1 397	999	1 132	1 013	982	787	806	727
<b>Total:</b>		<b>73 910</b>	<b>72 096</b>	<b>72 378</b>	<b>70 391</b>	<b>71 436</b>	<b>68 245</b>	<b>71 133</b>	<b>66 674</b>
system	normal:	26 188	26 644	25 565	25 586	25 456	24 782	25 986	24 301
	programmable	41 728	39 748	41 197	39 140	40 549	38 149	39 860	37 128
	therapeutic	4 597	4 705	4 484	4 652	4 449	4 527	4 481	4 518
	* others	1 397	999	1 132	1 013	982	787	806	727
<b>Total:</b>		<b>73 910</b>	<b>72 096</b>	<b>72 378</b>	<b>70 391</b>	<b>71 436</b>	<b>68 245</b>	<b>71 133</b>	<b>66 674</b>

\* Those newly admitted and waiting for I-st classification decision

Source: Office of Information and statistics CZSW

The number of convicts sentenced again and undergoing imprisonment (habitual offenders) has remained at the same level for years and approximately 45% of the population is convicted to this kind of punishment.

<sup>4</sup> Ibid, p. 9

**Table 3. Convicted by reversion to prison**

Specification:	Total:		Under art. 64 of the Penal Code			The others:			
	2014	2015	Total:	in it		Total:	in it		
				women	youthful		women	youthful	
<b>Total:</b>	<b>39 067</b>	<b>37 247</b>	<b>23 439</b>	<b>317</b>	<b>6</b>	<b>13 808</b>	<b>354</b>	<b>126</b>	
<b>Therein:</b>	art. 64§1	19 305	18 522	290	6	0	0	0	
	art. 64§2	5 115	4 917	4 917	27	0	0	0	
sentenced undergoing a fundamental term of imprisonment once:	<b>second</b>	21 415	20 453	11 322	170	5	9 131	266	108
	<b>third</b>	9 600	9 240	6 339	75	1	2 901	62	14
	<b>fourth</b>	4 475	4 191	3 123	36	0	1 068	10	4
	<b>fifth</b>	1 833	1 776	1 384	19	0	392	7	0
	<b>sixth</b>	853	793	652	9	0	141	4	0
	<b>seventh and more</b>	891	794	619	8	0	175	5	0

Those convicted in Poland have the option of learning on many levels in prison schools and outside the prison. In Poland, in 2015 there were 3 branches of primary school, 13 branches of middle high school, 6 of vocational technical college, 3 branches of post-secondary schools, 61 high school branches and 68 which were running vocational qualification courses.<sup>5</sup> The number of convicted persons covered by teaching makes up about 5% of the population of inmates in penitentiary units in Poland.<sup>6</sup> At this point it is worth emphasizing that in the penitentiaries in Poland all sorts of other projects aimed at the rehabilitation of convicts and their integration with the environment are carried out. Of particular importance is cooperation with representatives of various religions, who are trying to shape the socially desirable attitudes of prisoners as well as their skills in such a way so as to make them useful for other people. One must not forget about the post-penitentiary help system that forms the basis of the first stage in the post-custodial reality, if the ex-prisoner has nowhere to go. What is particularly important is the fact that the latter activities are legally guaranteed.

In all prisons in Poland Prison Service is responsible for the proper execution of serving the sentence of imprisonment by convicts. It is constituted not only by protection division officers but also counselors, psychologists, doctors, therapists and educators. Every convicted person has the right to choose a program of serving a sentence (general, individual) and by virtue of the court order the punishment can be held in the therapeutic system.

In penitentiary units classes are conducted in various cultural-educational forms, also including painting, graphics or theater tutoring.

These activities can sometimes take the form of meetings with arts representatives (especially music), as a result of which convicts have an opportunity to learn about every man's possibilities in the world of impression.

<sup>5</sup> Ibid, p.24

<sup>6</sup> Ibid, p.24

**Table 4. Prisoners subject to the teaching in schools of prison and outside prison**

Specification	The number in the school year	
	2013/2014	2014/2015
<b>Total:</b>	<b>4 459</b>	<b>4 413</b>
primary schools	26	20
junior high schools	419	323
*essential vocational schools	264	X
technical colleges	191	86
post-secondary schools	79	64
high schools	1 426	1568
colleges	68	120
qualifying vocational courses	1986	2232

In Poland prisoners have the possibility of finding employment at the premises of the penitentiary unit and outside of it. The data of the Polish Ministry of Justice and the Central Board of prison service demonstrate that nearly 36% of those sentenced to imprisonment in Poland, work for salary or without it.<sup>7</sup> It should be emphasized that in the Polish legal penitentiary system convicts have no obligation of work.

#### **Development and forming of convicts' competences**

Educational activities in Poland taken up in relation to convicts serving the sentence are complex. The legislator decided that the offender has to be educated and brought back to the society as a socially valuable individual. Thus he can learn both at prison schools or outside of it. The type of school depends on his level of education and interests.

Sometimes convicts enroll in higher education if security considerations allow it. Therefore this sort of activity is not accidental. Most often prisoners reveal interest in acquiring professional skills as well as realizing their ambitions through painting, meditation, music, prose or theater. This situation can be demonstrated by one of the examples, such as the detention centre in West Pomeranian Voivodship (Goleniów) prisoners participate in the dogs training project, whereas in the Warmia and Mazury Voivodshi (Barczewo) they engage in painting frescoes. Another interesting scheme involving meditation is conducted in a prison in Wierzchowo Pomorskie. To a certain extent these interest shape the new competences, however it is difficult to determine to what degree they will be used in the post-custodial environment. Educational competences are confirmed by appropriate certificates acquired after finalizing a course or school without any notification that tutoring was conducted at the prison premises.

#### **Conclusion**

Poland does not have any framework defining the competences of convicts serving prison sentences. The only criterion that can be determined in this respect is the person's level of education at the

<sup>7</sup> Ibid, p. 25

moment of sending him to prison. What can be understood as an element or criterion describing his competences is the education acquired during his stay in prison. It is worth pointing out that extending the catalogue of prisoner's skills will significantly increase his competences in the post-prison life.

## **A1.2. Research on the target skills validation and certification system**

### **INSTRUMENTS: analysis of available data from the Polish Ministry of Justice and the Prison Service**

#### **Introduction**

Educational activities in the non-custodial environment have an unconstrained character. There is a significant number of all sort of enterprises, such as job training courses or tutoring aimed at raising qualifications. However, convicts in prisons have a much more limited access to a wide spectrum of educational offer.

As regards art and theatre convicts demonstrate a particular interest in both issues. A key element is their will to exist in the world of art as the subject of the spectacle or impression. Workshops, crafts or similar activities are very popular with convicts, yet (this must be emphasized), not all of them may participate in such classes.

The most common activities in this area is drama. Usually the well-known plays and productions related to religious holidays are staged.

#### **Acquired skills**

All skills gained in structured learning (schools, vocational courses) are certified in Poland, as indicated above. The certificate obtained at the end of a particular stage of learning (education) is the document confirming these attainments. The validity of these documents is the same as of those obtained outside of prison and as such they are commonly accepted.

Still, we have to note that ex-convicts have problems getting a job owing to their criminal record. Most employers require from their future employees a statement of clean criminal record (criminal record) and the Polish law does not prohibit such a practice.

Both the professional experience and the prison service materials reveal that convicts view their future in various ways. Re-offenders usually do not seek education or want to change their attitude to the more pro-social one. On the other hand, others have a strong need to change their lives for better, in compliance with the law and the rules of social conduct.

#### **Conclusion**

The educational skills acquired under the conditions of prison isolation in Poland are certified in the traditional manner. None of the certificates, diplomas or papers has the indication that they were issued under the conditions of imprisonment. Those that provide evidence of general education or professional competences (enabling the person to take up particular jobs) are found to be most useful.

### **A1.3. The survey of the European systems of convicts reintegration illustrated by the example of Poland**

#### **INSTRUMENTS: analysis of available data from the Polish Ministry of Justice and the Prison Service**

##### **Introduction**

Educational activities addressed to prisoners serving a prison sentence in Poland are twofold. First they are represented by schools which have been indicated in Section A.1.1. as well as other forms of general activities carried out by the Prison Service and other entities cooperating in the reintegration and rehabilitation of convicts.

##### **The development of reintegration**

Teaching convicts is underway in prisons (since September 2013 there are 18 centers of lifelong learning). Prisoners have also an opportunity to learn out of prison in educational establishments and may take higher education. In the school year 2013/2014, 4 459 prisoners were involved in learning in prison schools as well outside of it.<sup>8</sup>

"In CKU teaching is conducted at all levels of education, ie. primary school, middle school, high school, supplementary technical and post-secondary education. Furthermore, in penal institutions qualifying vocational courses funded from different sources are conducted (in 2014, 4 209 prisoners graduated from various courses).

In Poland there are also several non-governmental organizations and vocational training activities in the field of professional reintegration of prisoners. However, there is lack of good coordination in this area, both at the local and regional level. One of the basic tools of rehabilitation and social rehabilitation of the prisoners are cultural and sporting activities, usually coordinated by non-governmental organisations. Most of the carried out projects, as well as the Government and non-governmental organizations, however, are organized on a small scale and have modest budgets at their disposal, which makes the verification of their efficiency rather difficult. One of such valuable projects is "The voluntary service of the convicted in Poland", whose effect was to obtain positive changes in the attitudes and values of hierarchy, and to improve the control of aggression and self-aggression of the participating prisoners.

Within the framework of Human Capital Operational Programme, implemented over the period 2007-2013, there were many other projects carried out with the view to improving convicts' employment situation. One of them was a pilot projekt<sup>23</sup>, involving intensified vocational training, legal counselling and vocational guidance for a group of 40,000 inmates, preparing them to enter the labour market after serving a custodial sentence. Also the qualitative study of the factors impacting the effectiveness of reintegration in the context of prospective employment was financed by the EU funds.<sup>9</sup>

It should be emphasized that education of convicts and shaping the socially desirable behaviour is a task which is generally accepted in the society. The artistic activities pose some challenges for the

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<sup>8</sup> <http://sw.gov.pl/Data/Files/001c169lidz/rok-2014.pdf> [access: 03.09.2016]

<sup>9</sup> B. M. Nowak, Social reintegration convicted in selected European Union countries (in) Rehabilitation Poland 10/2015

system, not so much for the legal but the penal system which has to comply with the statutory tasks and take into consideration the security reasons.

Permits for the projects of this nature require an approval of the director of the unit (penal institution) as well as the opinion of the SW district director. The adopted in Poland classification of convicts to some extent prevents the participation of all prisoners in such activities (convicts posing specific threat or those staying in the therapeutic wards). If the implementation of such projects is successful, they are documented by the Prison Service (photos, video) and after the approval of the prison director or his superiors, the results can be presented in the form of a reportage or an article.

The scale of such projects is not significant, although in recent years an increase in the interest in such methods of creative rehabilitation has been noted. It seems that the essential competencies shaped within the theater prison in Poland is teamwork. The assignment of roles, tasks, favors such purposes. The number of people actively participating in these programs is not impressive and difficult to estimate. An important element is the passive participation of other detainees (the audience) who can be motivated to get more active in this way.

Voluntary service of the convicts or the institutional prison aid also play an important part in the project. Direct contact between the prisoners serving a long sentence and the students of pedagogy or social rehabilitation results in numerous interesting initiatives. This can be demonstrated by prisoners' attempts of creative self-realization (poetry, fairy tales) or musical expression. They also actively participate in charity events for sick children.

An interesting initiative in this respect is a project dedicated to the children of prisoners in which the latter can make a record with his own interpretation of a fairy tale or a fragment of the book which he can then communicate to his child.

The level of reintegration and rehabilitation of convicts in Poland is difficult to estimate while taking into account the described forms of education or training. Yet an argument that any form of positive action resulting in a small percentage of positive behavior is worth developing seems reasonable.



## REPORT - MONGOLIA 2016

*Prof. assoc. Elżbieta Żywucka – Kozłowska, dr Krystyna Szczechowicz, dr Marta Werbel – Cieślak*

### A.1. Studying the existing models - Mongolia

#### A1.1. Research on the projects and similar experiences in the EU and in other countries, including North America

**INSTRUMENTS:** analysis of available data from the Ministry of Justice of Mongolia

#### **Introduction:**

Mongolia is one of the Asian countries whose executive criminal law is close to the Polish law. In August 2016 the revised Penal Code in which the most severe penalty is life imprisonment will come into force. At the time of writing this report, the Criminal Code of Mongolia provides for a penalty of elimination. <sup>1</sup>It is worth emphasizing that since 1950 the moratorium on the death penalty has been in effect in this country.

In the light of the information provided by the Human Rights Report of 2013, the conditions of imprisonment in the country have improved compared to previous years. The system of execution of imprisonment does not differ from that in Poland (prisons of the closed-end type, formative and open, separate juvenile and women). The Government of Mongolia does not oppose the visitations of the representatives of international organizations in penitentiary centres. What is more, it undertakes activities with the view to improving the conditions of imprisonment.

According to the statistics of the Ministry of Justice of Mongolia it is evident that in 2014 there were 7773 inmates (4.5% of the population made up women, which is 348 people).<sup>2</sup>

The number of the suspects in detention awaiting trial is relatively low, as shown in the table below. These data suggest that the use of this preventive measure reveals decreasing trends.<sup>3</sup>

#### **Temporarily arrested in Mongolia in the years**

Year	Number in pre-trial/remand imprisonment	Percentage of total prison population	Pre-trial/remand population rate (per 100,000 of national population)
2003	1,578	20.0%	64
2005	1,885	26.9%	74
2010	1,581	22.4%	57
2014	1,145	14.7%	39

<sup>1</sup> Art. 46.1. Criminal Code of Mongolia on August 1, 2002

<sup>2</sup> <http://www.prisonstudies.org/country/mongolia> [on line March 23, 2016 year]

<sup>3</sup> Ibidem

Young people constitute a small percentage of those sentenced to imprisonment (0.4% of the inmates – the statistical data).

Mongolia has 25 prisons and the same number of temporary detention centres as well as detention wards, compatible with the police units.<sup>4</sup> The available data offers no information about the number of inmates serving a sentence under the terms of reoffending.

Prisons are equipped in therapeutic departments for the prisoners requiring specific proceedings (personality disorders and sexual preference), where they undergo therapy on the basis of a court ruling following the forensic-medical examinations.

The impact of the program takes one of the three forms: normal, therapeutic or individually programmed.

### **The development and evolution of criminal competencies**

Similarly to Poland, prisoner in Mongolia can learn (it is obligatory with adolescents), work, as long as safety concerns are complied with. The prison service in Mongolia cooperates with their counterparts in other countries, including Poland. Educational projects are carried out for the convicted inmates in penitentiary units. Most of the training concerns getting vocational and practical skills (chef, mechanic, etc. ). Moreover, cultural and educational activities are carried out. They offer an opportunity for the participants to discover the history of their own country, its traditions and possibilities of personal development.

The available material provides examples of the artistic type classes (painting, drama), yet without further discussion. As regards the education and personal development of female prisoners, the latter are treated in the same way as men. This part of the report is complemented by an annex which contains some original materials related to training new skills of the inmates.

### **Conclusion**

Both Mongolia and Poland have no framework that would determine the competences of the people sentenced to imprisonment. The starting point is their level of education at the moment of being put in prison whereas the border-line are the skills which the inmates have acquired throughout the course of detention that would allow them to seek a job.

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<sup>4</sup> <http://www.prisonstudies.org/country/mongolia> [on line March 23, 2016 year]

**A1.2. Research on the target skills system validation and certification**

**Instruments: analysis of available data from the Ministry of Justice of Mongolia**

**Introduction**

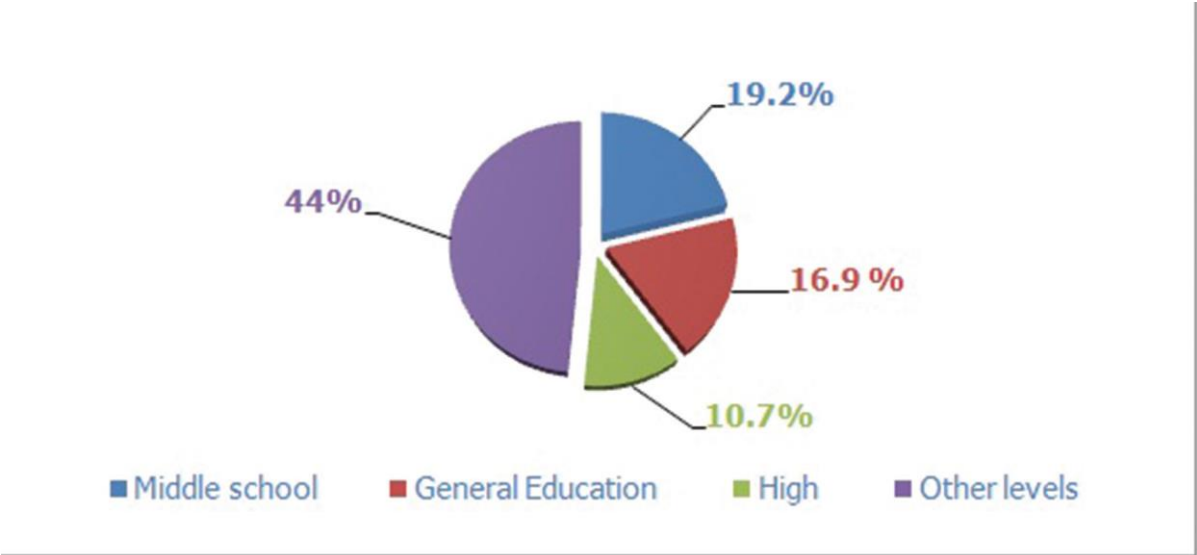
Educational activities, including those that involve general education take many forms. They are adapted to society’s needs as well as individual necessities and capabilities of inmates. Naturally, considering security reasons, not all of the needs of individuals can be satisfied under the conditions of prison isolation. Rehabilitation programmes, particularly addressed to the youngest inmates, have become a permanent element of the activities aiming at developing prisoners’ skills. During these classes the inmates learn as well as realize their artistic interests, especially painting.

**Acquired skills**

Developing new competences is done mostly with the view to educating the prisoner and helping him adapt to the post-custodial reality. The education obtained during the time of imprisonment is certified and is equally valid as that gained outside of prison.

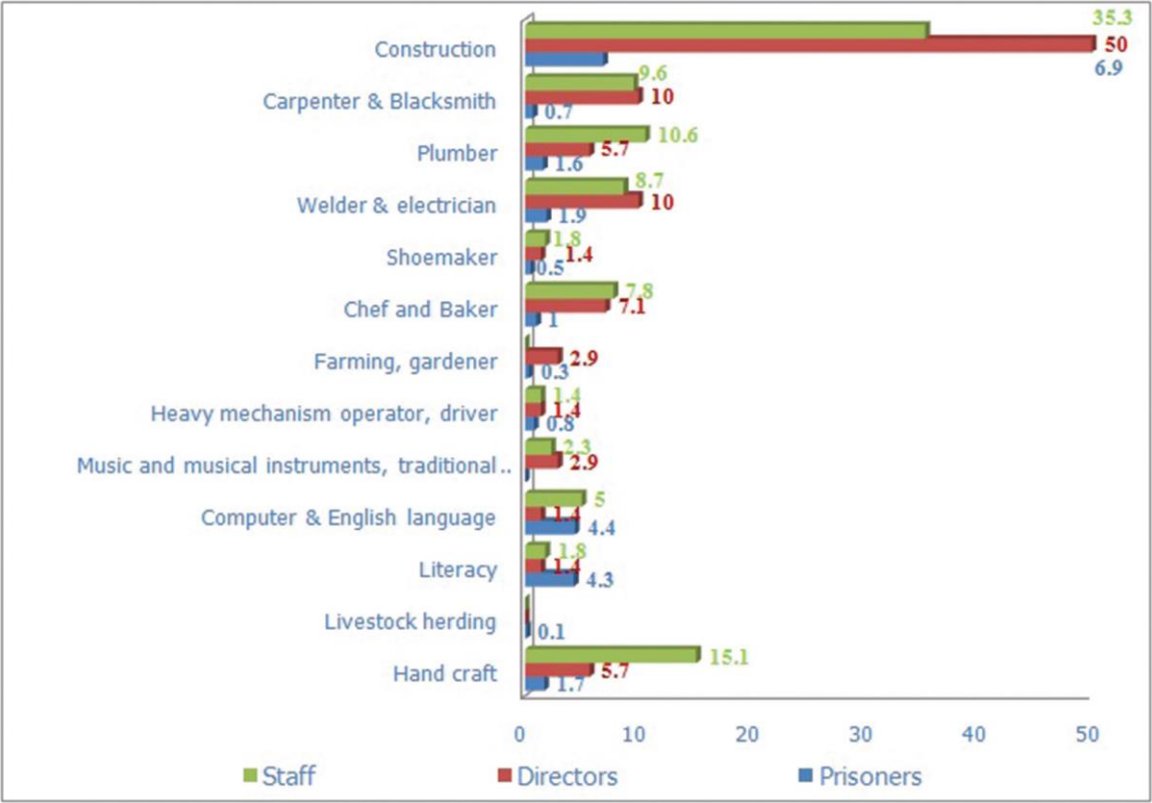
Vipassan meditation which is successfully realized in Mongolia prisons should be given special attention. The course which lasts 10 days teaches its participants to learn how to behave in compliance with the law and tradition. What is most important is the fact that on completion of the course, convicts do not return to crime.

In the light of the available data it was established that the people sentenced to imprisonment in Mongolia learn and receive education from primary school to higher education.



The certificates and diplomas from a given school are identical with those that are handed to graduates outside of prison.

Inmates participate in training organized by external entities. They may choose the type of education out of the 13 offers that are addressed to them, (craft professions, farming and herding animals, computer classes, learning the English language, dance, music).



Source: Present Conditions of Human Rights In Mongolian Prisons

The obtained education allows them to get employment on completion of the sentence. According to the available data, the choice of the type of education depends on the convict’s decision.

**Conclusion**

In Mongolia prisoners can receive education at all levels. The obtained skills are an important part of the convict’s rehabilitation process, as well as his development in compliance with the rules of social coexistence.

### **A1.3. Research on the systems of convicts reintegration on the example of Mongolia**

**Instruments:** analysis of available data from the Ministry of Justice of Mongolia and other documents

#### **Introduction:**

Reintegration of sentenced persons undergoing imprisonment has the same purpose as in other countries. Apart from the education system, prisoners' family support system is very successful. Although the leading role in all these ventures belongs to prison service other entities such as NGOs, churches and colleges are also actively involved.

The cooperation of the prison service of Mongolia with the corresponding figures in other countries raises the level of reintegration significantly.

#### **The development of reintegration and rehabilitation**

Support for the convict and his family, motivation to learn and work brings good results.

Ex-prisoners receive the post-penitentiary help which is part of the social system. Mongolia has a system of well-functioning voluntary services for former convicts and in fact some of them later get involved in voluntary work. Their activity largely consists in making the convicts realize the need for improvement and personal development. This can be exemplified by team projects during which inmates work together towards a specific purpose. Countries such as Poland, the Czech Republic or UK have practices which are an inspiration of the new possibilities of how to organize the process of rehabilitation.

The level of reintegration of convicts in Mongolia as well as in Poland and other countries is difficult to estimate accurately, yet in the light of the available documents, it can be assumed that it is satisfactory and reveals upward trends.

## **REPORT – GERMANY and LITHUANIA**

### **A.1. Studying the existing models – Germany and Lithuania**

#### **RESULTS OF RESEARCH FROM ARTISTS & ARTS ORGANISATIONS WORKING IN PRISON**

##### **IN EUROPEAN COUNTRIES: GERMANY, LITHUANIA**

#### **INTRODUCTION**

In order to develop a model for artists working in prisons across Europe, it is important to acquire background information from the target audience on their views, concerns and wishes regarding such a programme.

#### **GERMANY**

Actually in Germany ca 61 737 inmates in 185 Prisons (79 from 100.000). 5% of the Inmates are Woman, 27 % are foreigners (in the whole population between 8 and 9%). A place in a prison costs a day approx 120 € (the cost of the justice system in Germany are nearly € 3.000.000.000). In Germany, crimes are divided into two categories, Vergehen, which are minor crimes, and Verbrechen, which are more serious crimes punishable by a minimum term of one year. The German corrections systems set rehabilitation and resocialization as their primary goals. This approach is carried out on an individual, institutional, and physical basis. On an individual level, the conditions of confinement are not meant to be punitive: the punishment is separation from society represented by the custodial sentence itself. The principal goal of incarceration is to help inmates lead more independent, productive lives in society once released. As a result, life in prison aims to inculcate fundamental skills that offenders will need in the community. For example, prisoners are allowed individual expression and over their daily lives. In 2006 in Germany, 75 percent of prison sentences were for 12 months or less and 92 percent of sentences were for two years or less. In addition, Germany suspended the vast majority of prison sentences that were under two years- in about 75 percent of cases, so only a very small percentage of those sentenced ever went to prison .

In some prison systems, vocational education is delivered alongside work activities while in others vocational training forms a part of the prison education service. It is difficult to offer the same range of vocational programmes in prisons as in the ordinary education system outside prison and for the training offered to keep pace with developments in the skills in demand on the labour market. However strong links between work and training can enable students to learn theory in the classroom and conduct practice in the prison workshops. For example in Germany, the small-scale computer-recycling project 'ECO-PC' enables female prisoners in Berlin and Brandenburg prisons to undertake 'on-the-job' learning and to work towards an individualised certificate through learning units in subjects such as IT basic skills, German and mathematics.

For this study Emails were sent to artists who already worked or are working in prison or other closed institutions; facilitators (ministries of justice; art foundations; other sponsors; groups employing artists inside); and educational and advertising bodies (art therapy/pedagogy departments at

universities/colleges; multipliers (organisations for theatre pedagogy and the like). Prisons in Berlin and North Rhine-Westphalia were contacted directly: prisons are only allowed to take part in research projects once the ministry of each individual federal state has given its okay. So far, we were only allowed to approach all prisons in Berlin and 6 in NRW – one prison in Saxony replied, because we know the person responsible for the art projects inside. Previously 39 German prisons responded to the Arts & Culture in Prison survey **LITHUANIA**

The Lithuanian prison population stood at 9,754, including 1,304 remand prisoners, representing an incarceration rate of some 325 per 100,000 inhabitants, one of the highest among Council of Europe member States. And the total number of prisoners has been rising constantly over the last decade.

The poor material conditions of detention and serious levels of overcrowding in most of the establishments define the situation in prisons in Lithuania, an impoverished regime for remand prisoners, and insufficient health-care staff resources. Three different types of regime – lenient, ordinary and strict – exist for sentenced prisoners, each of them providing a different situation as regards activities and contacts with the outside world. Depending on the behaviour of the inmates, the prison administration decides which one should apply to them. A limited number of activities was being offered to inmates. In Alytus prison (1,460 places) 230 prisoners had been enrolled for vocational training in 2012-2013. The same number of inmates was able to attend school. There were 87 positions available (occupied by 131 inmates) for work on maintenance in the prison and 181 inmates were working for a state company in various workshops. The authorities indicated that the premises used for artistic activities had been improved and expanded, allowing 35 inmates – instead of the eight previously – to participate in such activities. They further indicated their intention to set up an additional training on computer literacy as well as to offer the possibility to register at the Alytus science university.

The research indicates that there are no traditions to carry out social arts projects at Lithuanian correctional institutions, but regardless of the experience the artists would be interested to work with inmates.

## **IMPORTANCE OF / RATIONALE FOR PROVIDING EDUCATION FOR PRISONERS**

According to international conventions and recommendations, prisoners have the same right to education as other citizens. Furthermore, providing learning opportunities in prisons presents a range of potential benefits to the prisoner and to society. Education and training can reduce the social costs of crime. They represent one of the key tools that help to support the rehabilitation of a prisoner and his/her reintegration into society on completion of his/her sentence. There is evidence that many prisoners have low levels of basic skills which can be addressed through learning whilst in prison, thereby improving their ability to deal effectively with the demands and challenges of everyday life and employment. Moreover, training in vocational/professional subjects can help to improve employability, which is thought to be one of the key factors that reduce the likelihood of a prisoner re-offending.

## 1. SURVEY OF CURRENT PRACTICES

### RESPONSES RECEIVED FROM INDIVIDUAL ARTISTS

	DE	LT		
<b>Overall</b> (inc. organisations – see below)	<b>28</b>	<b>22</b>		
Artists wanting to work in prisons (with organisations)	7 (1)	16		
Artists with experience of working in prisons (with organisations)	10 (6)	6		

### RESPONSES

GERMANY: A reasonable response was received from both inexperienced and experienced artists

LITHUANIA: Only just over a quarter of respondents are working/ have worked in prison.

### AGE-RANGE

GERMANY: The average age of those working prisons was 40-45.

LITHUANIA: The age of artists who want to work in prisons differs, but mostly of them are over 40 up to 60 years. Those who already were engaged in prison arts projects age is over 30 (dance) and over 40 up to 60 (art, drama, multimedia)

### MAIN ART-FORMS

GERMANY: Over half worked in drama/theatre, a few in film and literature, none in the other art-forms.

LITHUANIA: The majority artists who are interested to work in prisons are visual art professionals (12), 2 – dancers and 1 – specialist in multimedia. Artists who have worked in correctional institutions are visual art specialists (4) and dance specialists (2).

### PRISON CATEGORIES

GERMANY: Most artists work in male and juvenile prisons, a few with women and long-term prisoners

LITHUANIA: Arts professionals mainly prefer to work with female inmates, slightly less willing to work with men and juvenile.



## **COMMENTS FROM ARTISTS WHO WOULD LIKE TO/ HAVE WORKED WORK IN PRISONS**

### **BENEFITS OF ART**

**I see the artistic process as very appropriate for getting to know yourself anew and for learning to express yourself. The collective pressure of a project with the reward of a public performance, the negotiation of roles, putting yourself in another's shoes, being allowed to give creative ideas a free run – all this is an experience of great potential for everyone, but especially for those who no longer believe in themselves and in whom others no longer believe. [DE]**

Art intensifies the examination into the working of mechanisms which unfortunately are no longer questioned and enables the individual and also society as a whole to wake up and ask existential questions about human existence. [DE]

**“There has always been an interest in every man's inner world. I observe client change through art therapy sessions. Often the client has a great "hidden" artistic talent, mostly concerned with learning about the subtleties of life.” [LT]**

I would like to share my knowledge and competence to everybody. I wish to show, then a person is deep in the creative process, he/she is able to forget matters of every day's life, open out, to see ourselves, our hidden emotions, the more self-confidence. During the previous project "Come and learn" I could realize that, in half of the year because of creativity of women they could reveal thoughts, feelings and found a common language between themselves. [LT]

**The creative process overlooked the surrounding environment, and focused only how to make the deed for what it can be replaced. [LT]**

Seeing successful, well design, development and happiness of women's reluctance to say goodbye, I'm hoping that once again I will be able to carry out a similar project. [LT]

**Talented audience is able to open up the arts. In the name of human relationship to work with those who have erred, but the work can give rise to. [LT]**

I'm interesting in human psychology and processes who taking place within and very much want to find a key opportunity to change negative thinking to positive. For those who for some reason found themselves socially excluded, I would like to allow the world to see the other colours. [LT]

**Creativity heals. [LT]**

This working process is long, requires a lot of professional expertise and skills, patience and ingenuity. The ability to listen to, just stay close to the person it is very necessary and others. - This is a very important features of the work of art therapists. [LT]

**It is good to help people recover and look at yourself, give him another chance to believe in myself and the beginning of new life. The biggest reward and the evaluation of the work - when a person recognizes miscalculated and find ways to help yourself, change your life. [LT]**

I want to share my experience, I believe that it can help to growth not only for my own, but also for other peoples. [LT]

## **PRISON EXPERIENCE**

**Practising artists have to be aware of the place of their intervention, namely the correctional institution, because in a closed young offenders centre they have to pay attention to other more complex security issues than in the theatre. Consequently close cooperation and constant communication between those in charge of the centre and the artists is essential in order to be able to achieve a successful outcome of their work. In this connection it is very helpful if art projects contain a specific personnel structure (S A) [DE]**

An understanding by the project participants/ artists of the prison institution. There cannot be any element of competition or conflict of attitude in the collaboration with the inmates, along the line of “We are the good ones, those working in the prison are the bad ones.” A cooperation based on trust is essential. Projects which take place in prisons must take on board the situation and the restrictions which go with it. [DE]

**“Lots of arts made in prisons are autodidact art, e.g. wooden knives, leather arts etc. Mostly its an expression of emotions of prisoners. While working in prison, I discovered, that there are also some talented inmates, which art pieces are more intimate than classical prison drawing [ Sandra Konstante, visual artist, art therapist] [LV]**

‘To develop contact with the inmates, especially when you want to exhibit their art, takes a very long time, because we need to trust each other, and this is certainly more complicated for them than for me.’ [ Edīte Neimane, Latvian theatre director and actress] [LV]

## **BENEFITS FOR PRISONERS**

Art projects in a young offender institution should have a therapeutic aim. They concern the treatment of inmates and in addition contribute to positive public work. [DE]

**I’m interested in people, including on stage, who have had experiences, who can relate about other experiences than can happen to people – in every person there is a potential for criminal energy, anger, hate – our civilised culture suppresses the dark side of mankind – I experience biographies which then mix with other biographies or other literature and the players learn about other or similar experiences – psychologically – aesthetically terrible things happen, which a trained actor cannot bring with him – for us art and life mix, what I find great – in addition both sides bring experiences of love and aggression – you cannot of course at the same time “heal” people through a project – but the experience of common “human beings” – work can give a little piece of sensitivisation, humanisation to the individual – the psychologist in Ploetzensee Institution told me that I had achieved there what no pedagogue, no psychologist could have ... but it had to be repeated again and again with continuity and ... I also learned a great great deal about people in general, for me it is, was an unbelievable enrichment and a gift – to see happy – not confused - people – above all whilst taking applause – but mostly too that they undertook responsibility for one another, connected with one another – demanded things of one another – experienced a piece of Utopia. [DE]**

Convicted persons are the most disadvantaged people in the earth who have experienced a little love and care, it is a crime committed against the other person, they are the life of the suffering of the hostages who do not know to get out of the vicious circle. I think that the creation and the process of learning the most avalanche someone provide a new look at the environment and others. [LT]

**Because they are no different from the institutions on this side of the fence. [LT]**

We see a positive role and influence of the convicts themselves. [LT]

## **BENEFITS FOR ARTISTS**

**The people who find themselves [in prison] have a world of experiences that I don't know. It interests me to get to know their world. Through theatrical forms they possibly have the opportunity to make this world transparent in a way which is enriching for both sides. [DE]**

At some time to do away with prisons, shutting people away – resolve conflict in another way – I know that working in prisons demands a great deal of work – but to re-build such abandoned persons, to learn how to deal with guilt, etc. – my experiences after 7 hours of rehearsals were that all the energy was drained out of me, everything sucked from me, that was however not a bad thing, the gift of these outcomes was healing! For all those involved! [DE]

**Revealing and combining the “inside” and “outside”; creating a consciousness of the consequences of criminality, asocial behaviour and political machinations. [DE]**

In prison there is more room for creativity than in palaces. Dostoevsky wrote. [DE]

**Because I was dissatisfied with the work in “normal” theatres and it was time for me to move to another situation. The work with prisoners has no other political and social component to that in municipal theatres, it has a more direct impact, both inside and outside. [DE]**

“... I feel that my work in prisons becomes truly emotionally rewarded....” [ Sandra Konstante, visual artist, art therapist] [LV]

I think that the key moment for a fruitful artistic work is – in prison but also outside of containing walls, barriers are particularly visible in a closed room – to exist despite them “outside”. [DE]

## **COMMENTS FROM ARTISTS WHO WOULD LIKE TO/ HAVE WORKED WORK IN PRISONS**

### **WHAT ARTISTS NEED TO PREPARE THEM FOR WORKING IN PRISON**

**“Understanding better the rules and communication methods in a “total institution” would have been very useful if someone, who knew the institution from the inside, had prepared me for them. I'd then have avoided a few mistakes and faux pas.” [DE]**

Training with regard to the particular living situation of the prisoners. Understanding the basic principle of division: “When mummy says no, then daddy can't say yes.” Explanations why certain things aren't allowed in prisons, so that understanding is created. The near/distant theme must be discussed.” [DE]

It makes sense not to be afraid of prisoners. Above all you must believe in the intelligence of prisoners in order honestly to begin dealing with their permanent self-doubt. [DE]

**“Art is anger management”, and it works very well by itself, but the artist should take in mind that for centuries world has designed prison as a place to reinforce the feeling that you are worthless. You will face that still of every step.”**[ Sandra Konstante, visual artist, art therapist] [LV]

“Teaching arts is specific profession as it, and teaching arts in prisons is even more challenging. The artist should be prepared emotionally to enter the prison and to get used to the security rules and those cell blocks around. Generally its enough with official instructions from prison officers about does and don’ts, but the some certified courses with opportunity to exchange the experience with colleagues would be valuable. “ [Edite Neimane, Latvian theatre director and actress] [LV]

## **MAIN CHALLENGES FOR ARTISTS WORKING IN PRISON**

Not for selfish middle-class educational reasons, the project must be useful in achieving specific performance targets. [DE]

**The situation in individual custodial institutions and rehabilitation programmes is very differentiated and cannot be covered in one general way. It is important to have information about the specific place of action and an insight into the regulations there. The inmates don’t differ in their artistic abilities from other amateurs, pedagogic skills are also needed in other contexts.** [DE]

Because people have very different and complex personalities and also bring a very differentiated background with them, especially very different levels of education. [DE]

**Keeping the balance between the two sides (prisoners v justice system) and not letting yourself become manipulated.** [DE]

Lack of people willing to engage in artistic activities and staff to properly carry out such activities, lack thereof. [LT]

**Artistic, as well as any other activities must fit into certain security mode and frame, and the creative process is technically not entirely free.** [LT]

Motivation of convicted. [LT]

**It must be properly prepared for the environment (which promotes confidence and security), networking.** [LT]

Convicted persons fall into the next world, both inside and thoughts for escape from prison. [LT]

## **FINAL WORD**

In German Prison educational work is taking part in many prisons. Artistic projects are not so frequent. The biggest problem often is the capacity of prison staff to attend this projects.

In prisons in LITHUANIA often not a lot of capacities for educational and artistic projects existing

## ROMANIA - VASLUI PENITENTIARY

*Onichi Andreea*

### **A.1. Studying the existing models - Romania**

#### **A1.1. Research on projects and similar experiences enhanced in EU countries with distance comparison of such models with extra EU and North American experiences**

In Romania, the execution of custodial sentences is realized in penitentiaries established by a Government Decision, subordinated to the National Administration of Penitentiaries under the direct guidance of the Ministry of Justice.

The penitentiary network has a number of 33 penitentiaries for adults, 3 rehabilitation centre, 2 penitentiaries for minors, and 6 prison hospitals.

Vaslui penitentiary works since 1972 in Vaslui city, situated in N-E Romania. Vaslui penitentiary has a minimum-security regime and a population of 950 inmates.

Vaslui penitentiary has a Department of Education and Psychosocial Assistance - DEPA - with 14 specialists (1 social worker, 4 educators - officers, 1 psychologist, 1 priest, 1 sports monitor, 4 educational agents).

DEPA's role is to organize and develop psychosocial activities in order to facilitate the social and professional reintegration of inmates. It works in collaboration with government institutions and private partners (non-governmental organizations) in terms of protocols and cooperation agreements.

Activities and programs developed with inmates by DEPA's specialists target the following areas:

- Education (literacy, school education, training courses, artistic activities, voluntary work, library, theatre, religious activities, journalism, movie making, physical activities),
- Social assistance (counselling, group work, mediation),
- Psychological assistance (counselling, group therapy).

This project –Prisoners on stage – Theatre as link between inside and outside, in which we have been collaborating with Teatro dell'Ortica was a real opportunity and a chance for our institution to be involved in social theatre as an occasion to improve our competencies in using art techniques and international networking to promote social inclusion of our inmates.

Our role, as cadre learners in the project was be exchanging experiences in work with offenders, gathering specific competencies in working with prisoners, creating inter-disciplinary working teams of trainers. This project's activities and English lessons is also important for adult learners to extend educational methods, as well as for gathering international experience and innovative practices useful in penitentiary apprenticeship.

## **Characteristics of the activity in prison**

### **EDUCATIONAL ACTIVITIES**

- Literacy activities, training and qualification
- Cultural and artistic activities: creative writing, reading, theatre, painting and drawing, graphic design, dance, music, sculpture, crafts and handicrafts (embroidery, tapestry, weaving, etc.).
- Sports and recreation
- Health education programs, family life education, civics, general culture

### **Group programs:**

- Health education,
- Family life education,
- Civic education,
- General knowledge

### **SOCIAL ACTIVITIES THAT INCLUDE:**

- Assessment, information and advice on social care
- Social assistance programs aimed at: developing social skills, parenting skills, decision making skills at risk, reducing crime and recidivism, prevent violence and develop media relations support and preparation for release
- Social mediation

### **PSYCHOLOGICAL ACTIVITIES THAT INCLUDE**

- Psychological assessment, counselling and psychotherapy
- Psychological support programs for persons deprived of their liberty with history in drug addiction, persons with sexual offenses, aggression management difficulties or mental illness, suicide risk, risk of vulnerability etc.

Our staff, working permanently in the Department of Education and Psychosocial Support in Vaslui Penitentiary, carries out all these activities; we also collaborate with community partners who come to prison and conduct a series of activities.

Among our partners are:

- "Areal Northeast Vaslui" is an association that conducts a project named "Steps to Culture - Bridge to Freedom" in which is arranged and provided a workshop for art craft (painting and sculpture) and 20 persons deprived of their liberty are trained and taught traditional art.
- Humanitarian Service for Prisons - conducting weekly spiritual moral education program with prisoners
- Over time in prison have been carried out activities by other partners such as: Centre for Evaluation and Counselling Vaslui, Vaslui Red Cross, Close to You Association Iasi, Iasi Social Alternatives Association, various volunteer personnel.

Every person sentenced to prison is evaluated in terms of educational, social and psychological needs. Depending on the identified needs by each expert for each prisoner shall be made an individualized intervention plan that includes activities and programs, which allow him to participate during detention. This plan is reviewed periodically and in response to changes occurring since the last review individualized plan will be reorganized by recommending new activities and programs to be attended.

#### **A1.2. Research on the systems of validation and certification for the target skills. Analysing the adaptability of such systems to inmates**

Over time, in Vaslui Penitentiary *theatre therapy* was used and theatre was made with a special stage played on various themes such as conflict negotiation, fairness and justice, the birth of Jesus, etc.

These theatre plays that had the as audience the prisoners, their families and representatives of public institutions in the community also students from various high schools in the city have been successful, especially appreciated for ability of the actors involved and how prisoners were able to get inside the characters, to read and to send messages.

Theatre proved to be an effective method of rehabilitation, prisoners being able to experience different roles (positive or negative), to see and feel while public reaction and behaviour towards society implicitly pro and / or antisocial.

Drama therapy offers the possibility of discovering the creative potential that every prisoner has.

Annually, a theatre festival is organized by the National Administration of Penitentiaries involving all the penitentiaries in Romania with strong preoccupation in art and theatre. This fact proves once more that rehabilitation for those who made an error can be done using art and talent of people we work with.

By conducting theatre in prisons we obtain the following results:

- Develop networking and communication skills to prisoners
- Prisoner's free time would be spent in an effective way

- Increase the satisfaction of detainees, they feel valued
- Decreases the number of negative events in prison
- Raise awareness of the issue of detainees
- Ensure transparency of activities carried out with prisoners
- Initiating new collaborations with community partners

Social reintegration of those who committed crimes it is a complex process by which inmates adapts successfully in living conditions in society without breaking the rules.

Social reintegration includes a family and a professional integration.

A former inmate is socially reintegrated if he returns in being a part of his community and takes into consideration the rules, if he learns how to live in a peacefully manner with his family, fulfilling his roles and obligations. We can say that we successfully reached the target if that person chooses to accept his life the way it is without doing things that could bring him back in prison.

Artistic activities carried out with prisoners are part of their education and rehabilitation. The theatre helps prisoners to become able to express themselves freely although they are deprived of their liberty. Theatre offers inmates the opportunity to develop their personality.

Roles they interpret in a play help them learn to cope with problematic situations without breaking the law. It helps to find optimal solutions for any contingency. Inmates learn to manage their resources efficiently and cope with risk situations.

Theatre offers inmates the opportunity to communicate and relate. Part of / team must first theatre can learn to relate to other band mates. For some prisoners is vital to learn to relate to those around them. They thus learn to work together, to fulfil its tasks in this team and help colleagues to play the role that they received.

Thus develop empathy and altruistic capabilities that will help them relate effectively with colleagues both as detention and penitentiary staff and especially with their families and people in the community where they are coming after their release.

The theatre is a link between prisoners and the outside world. Presenting theatre outside prison allows prisoners to talk about themselves and about their community issues.

Although it seems incredible there is for shore, a real link between the world of the prison and the school. There are many children and young people in prison that are coming from school.

The first benefit from a good collaboration between prisons and schools is to achieve prevention of crimes among students. If students would know what it means to get detained in a prison they would probably think twice when facing the probability of committing crimes.



Students need to know what restrictions come once you get closed inside a prison and how difficult it is to accept the loss of your freedom. A visit made by students inside the prison can contribute to decrease the number of crimes that they commit.

Vaslui Penitentiary collaborates with schools institutions our county. Based on these collaborations visits of students were made (including students who have problems with the police) in prison. They were explained the detention, how much can I lose if I end up in prison, and especially how hard it will be to reintegrate socially after a time in prison.

Also Vaslui Penitentiary organized a theatre scene where our team attended and also student from high school were invited to play.

Theatre can be a bridge between inside and outside. As noted above theatre is a way of communicating with the outside world .

Theatre is a good way to fight prejudice and discrimination faced by prisoners.

Theatre gives prisoners the opportunity to talk about them, to show who and how they really are. Theatre allows inmates to spread the news about them and the audience in turn is able to know the problems of prisoners, to know them and try to accept them as they are.

Prisoners are part of the community, they are only for a time kept isolated from the community and in prisons, maybe we don't know how to deal with the fact that here we can find neighbours, our friends, our relatives ... They are people who sat next to us and after they finish the sentence will stay with us. Therefore marginalization and exclusion from society is not a solution. Acceptance and finding solutions to problems faced by prisoners is an important step towards a more secure and better life.

The theatre is therefore not only a way to combat prejudice but also a mean by which the community can know how and can participate in solving the problems of persons in risk of marginalization and social exclusion.

Other types of intervention that put involving collaboration of the prison with the external environment such as:

- Organizing art exhibitions manufactured by inmates in prison
- Development of sports competitions between teams of prisoners and teams of students / free people
- Conducting seminars / discussions on various topics involving both detainees and civil society representatives
- Involving the prisoners in working in community
- The involvement of prisoners in volunteering and helping people in need.

### **A1.3. Study of the Romanian work reintegration systems for prisoners and on the application of such models**

#### **Characteristics of the activity in prison**

#### **EDUCATIONAL ACTIVITIES**

- Literacy activities, training and qualification
- Cultural and artistic activities: creative writing, reading, theatre, painting and drawing, graphic design, dance, music, sculpture, crafts and handicrafts (embroidery, tapestry, weaving, etc.).
- Sports and recreation
- Health education programs, family life education, civics, general culture

The educators carry out the following programs and activities:.

- Literacy courses, schooling and vocational training in various trades
- Cultural and artistic activities: - theatre, music, dance, magazine publishing prisoners where they are published articles, poetry and prose composed of detainees;
- Manufacture of handicrafts items and organizing exhibitions with these objects (paintings, sculpture, hand made cards, etc.)
- Sports and recreation: sporting events: football, tennis, chess

Group programs:

- Health education,
- Family life education,
- Civic education,
- General knowledge

#### **SOCIAL ACTIVITIES THAT INCLUDE:**

- Assessment, information and advice on social care
- Social assistance programs aimed at: developing social skills, parenting skills, decision making skills at risk, reducing crime and recidivism, prevent violence and develop media relations support and preparation for release
- Social mediation

Prison social workers carry out the following programs and activities:

- Assesses each inmate to identify social problems and establish an individualized plan with him during detention intervention
- Offers social assistance and counselling for prisoners to solve social problems they are facing
- Pursuing social work group aimed at: developing social skills, parenting skills, decision making skills at risk, reducing crime and recidivism, prevent violence and develop media relations support and preparation for release.
- Dealing with mediating link between detainees and their families or between detainees and other private or public institutions to address various social problems they face during detention.

### **PSYCHOLOGICAL ACTIVITIES THAT INCLUDE**

- Psychological assessment, counselling and psychotherapy
- Psychological support programs for persons deprived of their liberty with history in drug addiction, persons with sexual offenses, aggression management difficulties or mental illness, suicide risk, risk of vulnerability etc.
- Prison psychologists carry out the following programs and activities:
- Evaluate each detainee psychologically to identify the risks they may pose
- Provides assistance and counselling inmates to solve / improve psychiatric problems that they face
- Carry out psychological assistance programs addressed to certain categories of persons deprived of liberty, namely: a history of addiction and drug use with sexual offenses, aggression management difficulties with mental illness, suicide risk, risk of vulnerability.

Usually, each group working on a program has on average between 12 and 15 people.

For group programs, a closed group that does not allow inclusion of others throughout the course.

Specialized intervention purpose on people serving sentences of imprisonment in the penitentiary is to facilitate social reintegration after release both in family and professional by training and skills development to these people and help them adapt to the society.

The specialists in our department conduct prisoners group programs and individual activities.

First step in running a group program with detainees is the selection of prisoners who may participate in the program. This selection is based on the needs identified in the assessment of educational, social

and psychological availability manifested by the prisoner and the rest of the punishment, which he has executed.

After the selection of prisoners to participate in the program a working group is made of about 10 to 15 people, we choose the room that will run the program, set during deployment and scheduling, and ask permission from the director of the prison to run this program.

Once we receive approval from the director, we inform detainees of the working group on the program: purpose, objectives, duration, and thematic zone. Agreed rules group, every prisoner shall sign a commitment to participate in the program and exclusion criteria of the program. Every session is done and the coordinator notes the presence of each inmate. With serious reasons from those who are absent.

Every program session has a default theme and takes between 60 minutes and 90 minutes. Of the methods and techniques used in the program include: brainstorming, discussion, worksheets, questionnaires, etc.

At the beginning and end of each program there is an initial and a final evaluation of the program and the participation of each detainee. At the end of each program shall be awarded marks owned by participation he had in the program.

Each of professionals engaged in rehabilitation of inmates' available textbooks / folders of programs. These maps are approved by prison director and include topics that will be followed by discussion.

Currently in Vaslui Penitentiary outside experts are not involved in rehabilitation activities.

Occasionally, students and volunteers in psychology or social work come in different prisons wishing to work in rehabilitation of the prisoners. They are guided in activities that take place in prison teaching unit.

During their work, specialists faces some of these problems:

- Financial and material of the economic crisis that hit Romania, financial and material resources allocated to rehabilitation in prison is reduced. To cope with this problem try a more efficient management of existing resources and at the same time is given to attract external funding grants.
- Human: number of specialists involved in the rehabilitation of prisoners is relatively small compared to the needs of prisoners. Thus arises over staff workload. To avoid this interference prioritize.
- Working environment: prison is a working environment with many restrictions applicant and staff working here. There are many strict rules to be followed and reduce the wellbeing of employees. Further work with prisoners is difficult because they are a special category with many gaps and needs. Prison is an environment in which they are gathered together many people with limited education and antisocial behaviour. There are also detainees with mental health problems requiring special intervention and support. To overcome the problems of the prison environment promotes effective communication between staff and between staff and prisoners. Unit staff also regularly attends training courses, which are taught to properly manage crisis situations.

We try to offer to every person we held here a real possibility to spend his time in a constructive way. For those who want and can work we try to find employers that need their services or they can help us inside the prison by making food for others or cleaning. We make efforts to enforce at this level the concept of volunteer working – prisoners are encouraged to work without being paid in money but in time taken of his punishment.

Prisoners who can't be involved in labour can participate in educational, social or psychiatric activities according to their needs. During the final period of detention every prisoner is learned with specializes personnel how to deal with freedom, is taught who to take his life back from the moment he came here.

Family support for prisoners is a great help in achieving our goal; those in problem are helped to reinitiate the real and constructive communication with their families.

We receive great help from volunteers, people who choose to care and to help educational and spiritual the prisoners who are really in need.

## **CYPRUS REPORT**

### **A.1. Studying the existing models - Cyprus**

#### **A1.1. Research on projects and similar experiences enhanced in Cyprus**

#### **INSTRUMENTS: SEARCHING SECONDARY SOURCES**

Answers to questions relating to the researched country:

##### **Introduction:**

The legal situation in Cyprus is quite simple, taking into consideration the fact that Cyprus is a relatively small country and only one prison operates within it. The central prison of Nicosia, the only correctional facility of the island, is divided in six different sections:

1. The department for female prisoners,
2. The department for persons in custody who are not yet convicted,
3. The department for minors (aged 16-21),
4. The open prison,
5. The center of guidance and outside employment and rehabilitation of prisoners (they go to work regularly during the day outside of the prison and at night they come and stay),
6. The department for mentally ill prisoners.

Regarding the closed prison, the security measures are extremely high because it is the part of the prison that accommodates the majority of the prisoners. As far as the open prison is concerned, the security measures are significantly lower and the prisoners of the open prison are working in it and they can ask for permission to spend a day outside. When a prisoner has a good behavioural record and is cooperative, s/he can apply for the open prison. For the center of guidance and outside employment and rehabilitation of prisoners, the prisoners who only have one month until one year until they are released can apply. The criteria for this is that they regularly work outside in the society and return to the prison at night where they stay in specially-accommodated spaces of the prison and they can spend the weekends at their home alternately. For all of the above, there are certain criteria for the prisoners to fulfill in order to be placed in them.

The number of prisoners currently fluctuates between 550-650, which means that the prison is over-populated. The percentage of habitual criminals is very high, however there is no data regarding the percentage of the socially and professionally reintegrated prisoners, as there are no probation services in Cyprus that can support the prisoners after the end of their penalty.

*1 Secondary sources may be represented by all sorts of texts, regardless of the form in which they reach our consciousness. The most important is the message which has the information and the meaning.* – for more information please look at “Research methods in the Skills for freedom project” document, p. 10

The person who is responsible for preparing and operating the educational and professional reintegration process of the prisoners is the responsible coordinator of the school, who collaborates with the Ministry of Education. There are different educational programs that are offered to the prisoners. There are experienced professionals who are allocated in the prison and run workshops where they guide the prisoners to learn different arts. Currently, a technical school is being developed which will combine theory with practice.

### **Development:**

The prison educational department does extended efforts to involve formal as well as non-formal education activities as much as possible, and for this reason there are six different departments in the schools. There are classes that offer professional training as well as the possibility for the prisoners to take some formal exams (e.g. ECDL, IGCSE etc.), there are classes that offer informal learning (e.g. theatre team, chorus team, and orchestra team), sports (there are basketball and football teams). The aforementioned activities do not take place at random; they serve particular purposes. The most important aim of these activities is to allow the prisoners to take up something they would like to learn, which they would have not learned if they had not gone to prison. It is also a very good way to deter the prisoners from other dangers such as drugs. In the context of these activities, various competences are developed which play an important role in their reintegration in the society and in socializing. They are also significant because it is an opportunity for them to learn something which interests them that can be useful after their release and also for cultivating new skills.

### **Conclusion:**

The prison offers the opportunity to the prisoners to obtain certifications as frameworks which can determine their competences. Some classes can allow the prisoners to take some formal exams as mentioned above, as the prison has educational exam centers. For other classes, e.g. Adult Education, the prisoners get a relevant certificate. Another interesting thing is that prisoners can attend distance learning to obtain bachelor or even PhD (there are currently some prisoners who do that but only from Universities inside Cyprus). With the recent change in the prison administration, there is currently a technical school being developed and when the prisoners complete three years of study, they can get the relevant apolytirion (school certificate). The prisoners have also the opportunity to continue their school studies once they are released.

**A1.2. - Research on the systems of validation and certification for the target skills. Analysing the adaptability of such systems to inmates (also extra European ones).**

**INSTRUMENTS: SEARCHING SECONDARY SOURCES**

Answers to questions relating to the researched country:

**Introduction:**

Some of the educational activities that someone can take up in the non-custodial environment are foreign language courses, ICT/computer classes, dance/music/theatre classes etc. In the context of the Cyprus prison, the prisoners have the opportunity to take up several educational activities: computer classes, theatre classes, music classes, arts and crafts classes, dance/chorus/music classes, distance learning, hagiography (religious painting), copper engraving; all the aforementioned activities are offered to both women and men prisoners and the majority of them are closely connected with arts and the theatre. Most of the prisoners who take up these activities are self-taught and there is a special shop in the prison where their creations are sold and there is the possibility to present them externally.

**Development:**

In the majority of cases, the educational activities that take place in the prison are confirmed. The theatre activities are coordinated and monitored by a professional actor and the theater team of the prison department participates in the Amateur Theater Festival (a prisoner was recently honoured with the B' male role award). Concerning the rest of the educational activities, there is certification through the Adult Education Centers with the relevant certificate, since the prison collaborates with the Adult Education Centers of Cyprus.

Even though huge efforts are done to enhance the educational activities within the prison, unfortunately they are not always recognized by potential employers. The prisoners are stigmatized after they are released and most of the employers reject them as soon as they find out that they served a sentence.

The prisoners have a very positive approach to the different certifications that are proposed to them. They derive great ethical and personal satisfaction since they manage to do something substantial in their life, something that they did not have the chance to do before because most of them are early school leavers. They are particularly proud and treat it seriously as an opportunity and motivation for their life after prison.

**Conclusion:**

In the prison, a technical school started to operate (there is no gymnasium or primary school), and also the prisoners can take up distance learning to obtain a bachelor degree or any other equivalent diploma. The most popular is the technical school for the reason that the majority of the prisoners have left the school early so it is an opportunity for them to complete it and have a basic education. Distance learning is also starting to be developed more. There are efforts being done to establish also gymnasium and lyceum in the near future.



### **A1.3 - Study of the European work reintegration systems for prisoners and on the application of such models.**

#### **INSTRUMENTS: SEARCHING SECONDARY SOURCES**

Answers to questions relating to the researched country:

##### **Introduction:**

In the context of the Cyprus prison, the prisoners have the opportunity to take up several educational activities: computer classes, theatre classes, music classes, arts and crafts classes, dance/chorus/music classes, distance learning, hagiography (religious painting), copper engraving; all the aforementioned activities are offered to both women and men prisoners and the majority of them are closely connected with arts and the theatre. They are suggested in order for the prisoners to develop soft skills (socializing with others), to function as a distraction from other dangers such as drugs, and to develop other relevant skills that might help them succeed in their reintegration process after they are released from prison. The responsible people for their selection are the prison administration, the school coordinator as well as the Ministry of Justice and the Ministry of Education.

##### **Development:**

The aforementioned educational activities are performed by teachers who are assigned by the Ministry of Education with contract, or they sometimes come from private and state universities or NGOs. The educational activities can be formal, non-formal and informal. The year 2015 in the Prisons Department, six school divisions in the various wards were operated, thus giving to all the prisoners the opportunity to participate in the various educational programs. It is worthy to mention that in 2015, the prisoners were enabled to make their own suggestions through the use of questionnaires about which other educational classes they wish to take up, and if the interested persons were enough, the classes would be created. The total number of prisoners who participated in educational activities were 246, almost half of all the inmates. They operate so that the prisoners can obtain social skills for reintegration as well as for communication with their family; it depends on each prisoner what area of skills exactly they wish to develop.

Both soft and hard skills are developed in the context of the different educational activities. A number of administrators are involved in the process: the schools are operated in collaboration with the Ministry of Education who assigns teachers in the prison schools through contracts with the prison administration. The administration decides which classes will function, with consultancy from the Ministry of Education and the Ministry of Justice as well as the person who is the coordinator of the prison school. In fact, the responsibilities of the school coordinator include, among others, the designation of the educational programme, its upgrade, the development of different collaborations, finding new ways of certifying the prisoners' knowledge and the guidance of the prisoners who study in the prison school.

All educational activities, including examinations, always take place within the premises of the prison. The trainings are addressed to all the prisoners; however this can sometimes depend on the condition of each prisoner. Lastly, it is not permitted to film the trainings, unless there is a relevant permission from the Prison Director and if it's a big arts activity such as a theatre show.

In the context of the Cyprus prison, the prisoners have the opportunity to take up several educational activities which are connected with art: theatre classes, music classes, arts and crafts classes, dance/chorus/music classes, hagiography (religious painting), copper engraving; all the aforementioned activities are offered to both women and men prisoners and the majority of them are closely connected with arts and the theatre. The skills gained from the aforementioned arts activities are social skills mostly and learning to collaborate with other people, skills that are indispensable in the prisoners' effort for reintegration after their release.

### **Conclusion:**

As much as the prison administration tries to make the educational activities as consistent as possible with the offered national educational programs for reintegration of prisoners, this does not in any case mean that the prisoners will definitely find some kind of employment. Even though the prisoners can benefit from them, there are no ways to measure their reintegration degree since there are no probation services in Cyprus which makes the reintegration procedure very difficult for the prisoners. When a prisoner is released in Cyprus, there is no support provided to the released ex-offenders, and as a result, the turn-over rates are extremely high for this reason.

### **References:**

- Ministry of Justice and Public Order of the Republic of Cyprus
- Cyprus Prisons Department

## REPORT – GREECE 2016

### A.1 Studying the existing models - Greece

#### A1.1 - Research on projects and similar experiences enhanced in Greece.

##### INSTRUMENTS: SEARCHING SECONDARY SOURCES <sup>1</sup>

Answers to questions relating to the researched country:

The prisons in Greece are in total (33) and divided into:

- A. General detention institutions (A and B type). Type A has indictees, prisoners for debts and convicts in prison and B type has all other categories of prisoners.
- B. Special detention institutions (Rural prisons, Central Warehouse Material Prison-KAFF, the Juvenile Detention Centres and Centres that are based on day release for prisoners - inactive rule until today)
- C. Therapeutic detention institutions (divided into general hospitals, hospitals for the mentally ill and addicts Hospital, Psychiatry, Centre for Rehabilitation of Drug Addicted Prisoners)

As of April 2016, the data show that the total number of prisoners is 9.571.

The Penitentiary Code of Greece in other matters regulates, provides measures for the education of prisoners either in prisons or in educational institutions outside prison. In general, it provides access for detainees in all three levels of education and in professional training. Primary education is compulsory for young prisoners and illiterate adults are encouraged to attend primary education or vocational training or retraining. Those who have completed primary education may continue their studies in secondary education by having study leaves that are granted and this applies also for higher education.

Furthermore, they take special measures for the training of foreigners and for those who have special educational needs. Prisoners are encouraged and facilitated with distance learning training and studying in Open Universities domestic or foreign, while function of the programs and the lifelong education or specialized training such as IEK, is provided. Also, they are encouraged and facilitated to get involve at Second Chance Schools (S.C.S), which constitute state adult education structures and they can be completed with a two-year course of study.

The organization of these programs is decided by the Prisons Board in cooperation with available bodies that can organize educational or other activities inside the prisons. For the development of those programs, there must be a Training Consultant in each Institution. For the planning and coordination of these programmes, a Training Consultant is appointed in each institution. However, there are no Training Consultants; these people until today are Social Workers and Psychologists of

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<sup>1</sup> *Secondary sources may be represented by all sorts of texts, regardless of the form in which they reach our consciousness. The most important is the message which has the information and the meaning. – for more information please look at “Research methods in the Skills for freedom project” document, p. 10*

prisons. These professionals are those who make the detection of training needs of prisoners and cooperate with organizations that provide education, proposing to the Council of

Prison (which they are also members), the implementation of education programmes in prison. The Prison Board, with the cooperation of competent bodies, organizes professional, apprenticeship or specialization training programmes. For the young prisoners, the primary education is obligatory. Illiterate adults are encouraged to attend primary education or vocational training or retraining.

In case of successful completion of at least a three-months course, the prisoner is entitled to beneficial calculating of the penalty days because of his/her studies. Beyond the educational programs, provision and implementation of exercise and sports programs are organized by the social work department of prisons in cooperation with physical education offices of local Prefectures Disposal trainers who can organize group programs sports by creating sports teams if there are suitable places.

The prison board, after consultation with the Social workers and Psychologists (failing education consultant), organizes lectures to prisoners by members of universities, colleges, scientific, professional, cultural and social institutions. The group discussions of prisoners are encouraged with the participation of specialists who organize them and monitor them. Their self-education is also facilitated by social workers and psychologists (in the absence of training consultants) who organize places for reading; library is constantly enriched with literary professional and scientific books. The prisoners can participate as individual or in a group at artistic events in troupe, chorus, art exhibition and crafts, film and other projections.

The active participation of prisoners and the general creative use of their leisure time are taken into account as positive for administering beneficial measures or prerogatives. All these are provided in the Greek Correctional Code without this meaning that they are universally applied to all detention facilities and this is due to the lack of qualified staff and lack of infrastructure and funding. So each prison organizes its own programmes according to the available educational institutions operating in each county based in each prison and sometimes they are entirely voluntary.

Nowadays, the official standard education that is provided in prisons is performed through the institution of **Second Chance Schools**, which have been created and operated only in (7) prisons of the country, attended by adult prisoners. There are still **3 Schools of standard education for minors**. Second Chance Schools started operating in prisons in 2014 providing the ability to adult prisoners that have not finished the 9-year compulsory education to be equipped with knowledge and skills and gain high school diploma. Studying in S.C.S of prisons is beneficial in calculating the penalty as one day in school equates to 2 days penalty. In these, prisoners acquire knowledge and skills and qualifications equivalent to secondary school certificate without mentioning that it was acquired in the prison. The purpose of the course is to develop skills in Greek language, mathematics, communication, foreign languages, information and culture (music, theater, painting, etc.) and the development of social skills.

Moreover, since 2014, the Professional Training Institutes (IEK) in prisons started functioning to provide professional training to graduates of Secondary Education prisoners. The professional training in IEK offers prisoners the opportunity to creatively use their time investing in the learning process, to contact and cooperate with experienced trainers to immediately apply new knowledge and skills which they acquire from their participation in the workshop and enjoy the results of their efforts experiencing positive emotions, to distinguish an object education creating effect which combines knowledge with art, to work as a team to achieve common goals and improve their quality of life by putting their newly acquired professional skills in the same service and of those around them, nurturing human

relationships, while preparing the ground for their social reintegration, acquiring substantial and recognized professional supplies. It is remarkable to mention that since April 2013, distance learning of student prisoners has started operating through the educational platform of HPC at the National University of Athens (e-learning), with training in areas of "agronomy", "food" and "environment" certificate. Finally, the student prisoner, if he/she wants, he/she can participate to the exams and if s/he has the success, s/he can continue in higher education or sabbaticals, according to the Correctional Code.

Also, in the summer of 2015, the Gymnasium - Lyceum of EEKNA, together with the General Secretariat for Lifelong Learning, Youth and School Committee of Oropos, operated Summer school on school premises, where young prisoners attended music lessons, art and physical education. EEKNA has participated in various European projects aimed at helping young offenders reintegrate within the society and developing their skills. Moreover, **at EEKNA, many theater, music and general performances have taken place.** The prisoners had the opportunity to attend theatre shows which they enjoyed and helped eliminate stereotypes.

In overcrowded closed prisons, the education of prisoners and exit permits open communication windows, vent the prisoner from the evils of inclusion and act as channel preparation for social reintegration.

International experience stresses that the organization of training programs, in addition to reducing the risk of re-engagement of detainees by law, restricts the use of force and also significantly contributes to the humanization of the prison, and the prisoners fills their time, they are reunited with educational processes, they acquire new skills and qualifications. Research shows that the involvement of prisoners in educational programs significantly increases their self-esteem and greatly improves their social skills that are inextricably linked to the reduction of recidivism and social reintegration.

Information on the effects of school function and / or expression of psychodrama workshops and training under Greek prisons - though not recorded in scientific protocols that can be strictly evaluated, show positive and lasting results.

The creative coverage of the dead time, the reconnection with the educational process, the acquisition of new skills, the contact and cooperation with the trainers who come to prison from "outside" beneficially affect the personality of the prisoner. In the stifling context of the prison, education opens a communication window, discharging the prisoner from the evils of incarceration and acting as a channel of preparation for social integration.

Research has shown that participation in educational programs significantly increases self-esteem and greatly improves the prisoners' social skills, who derive great satisfaction from their involvement in creative activities, often for the first time are given the possibility to grow and develop the positive aspects of their personality. However, most importantly is that education in prison is inextricably linked to the reduction of recidivism and social reintegration. Still, all the research emphasizes the importance of the kind of education as it has been found that reducing the relapse rate occurs only when educational programs take into account the specific needs of the population. International experience shows that the reduction of recidivism is inextricably linked to educational interventions that contribute to the development of social and artistic skills, which help in crisis management and solving problems that promote critical thinking and rational mind.

Finally, in regards to who is engaged in the rehabilitation of prisoners within the prison, these individuals are social workers and psychologists and certainly the teaching staff. After the release, the

only official body for Post-custodial care created in our country is **EPANODOS**- Center Rehabilitation for the Released and was created to facilitate and support all efforts for social and professional integration of the released (professional assistance, preparation and promotion of overall social reintegration of prisoners and the released).

It organizes programs that prepare prisoners for life after prison, aiming at their smooth reintegration into free society, implements actions to creative activities and training of prisoners, educational and cultural activities aimed at bringing images of free life in the prisons, collaborates with social services in prisons and provides prisoners with advisory services, particularly in matters related to legal issues and legal issues that have been providing support and social assistance to them and their families. It also informs prisoners and released prisoners for labor rights, for grants and financial aids, for the current subsidized training programs and help them acquire work experience, and help them research the existing vacancies, in cooperation with the Employment Agency and other relevant bodies. It provides temporary accommodation and food to the released prisoners, covering their immediate needs and stands to solve the specific problems they face. It informs and sensitizes employers and enterprises, and encourages the preferential hiring of Released. It supports the creation of social enterprises themselves released detainees. It informs and sensitizes society agencies, individuals and volunteers about the problems faced by prisoners and ex-prisoners and particularly young offenders, strengthening all actions aimed at combating stigma and social exclusion of people with criminal background. Unfortunately, this framework is operated only in Athens as no similar structures were created in the rest of the country.

EPANODOS implements actions and programs targeting vulnerable groups with separate offices for Special Social Groups including persons released from prison. The proposed schemes are both for training and education or to create individual undertaking receiving the grant or recruitment in a company with a subsidy of his/her salary. Furthermore, the Social Workers and Psychologists of prisons prepare prisoners for their release and in cooperation with agencies and community organizations (NGO Mental Health Centers, OKANA / KETHEA etc.) refer the released prisoners to further support, enabling them to process their smooth reintegration into society.

Education in prison, aims at creative coverage of the dead time, the acquisition and upgrade of social and basic skills, the acquisition of new skills, finding employment on release and reducing crime. The education of prisoners meets by definition particular difficulties and obstacles, as it takes place in a totalitarian-character institution where the particular civilization of prison overcrowding, high mental illness rate, the excessive anxiety, fear, institutionalization, withdrawal and depersonalization (features all of confinement) make any attempt to improve the prison conditions extremely difficult.

#### **A1.2. Research on the systems of validation and certification for the target skills. Analysing the adaptability of such systems to inmates (also extra European ones).**

##### **INSTRUMENTS: SEARCHING SECONDARY SOURCES**

Answers to questions relating to the researched country:

Inmates who want to learn, they can enjoy all the educational opportunities that other citizens have. This can be done through the rule of granting educational permission during which prisoners can be introduced in higher education through entrance examination after the successful introduction of their

leaving the prison with special educational license issued by the competent Council of Prison and continues until their completion, and if shown to perform his/her student duties to control the performance of the Social Worker.

They can also enroll in a Second Chance Schools of the county in case there is no such school in prison and also can attend any educational institution (IEK Technical vocational school, etc.) where the faculty sought is of higher level of studies than the already completed studies of the prisoner. Of course after graduation they will receive a qualification without mentioning that it acquired while incarcerated.

It is worth noting that from 2010, local **Lifelong Learning Centers (L.L.C)** began to operate, forming a basic adult education structure, where the municipalities undertake to implement local programs for lifelong learning which address all adults, unemployed and employees, regardless of gender, education level, country of origin, religion, place of residence, youths, students, etc., subject only to their interest for knowledge and active and there is development of independent learning sections for socially vulnerable groups (Roma, **Prisoners**, Muslim minority, Immigrants - Immigrants, Disabled) aiming at their equal integration into modern society.

*For the prisoners the L.L.C have special programs as follows: Prisoners - Prisoners Support*

The module focuses on the personal development of prisoners trainees, so they can know themselves better, to realize their talents, their skills, their strengths, improve their self- image and to acquire a positive attitude in every personal and professional perspective. Prisoners that are under training, are familiar with techniques useful both in prison and outside of it, the development of personal, social and communicative skills and job search (managing feelings through understanding of personal sentiments and feelings of others, good use of time, successful conflict resolution, dealing with stress, job seeking techniques, CV development and interview techniques). Inmates practice through experiential activities and games. The ultimate aim is to ensure better conditions for equal opportunities, integration of prisoners' trainees in the labor market and social life after release, reduce social exclusion and configuration active citizenship attitude. At the same time, emphasis is given on information about educational opportunities, access to employment and health in prison, so there is a picture of all the programs offered and that anyone exploit them accordingly. [Duration: 25 hours]

*Prisoners - Communication in everyday life (A1)*

The purpose of the unit (A1) is to provide prisoners trainees with basic communication skills using the Greek language, so that they can meet daily needs or situations with typical or friendly manner. This section covers basic communication needs of prisoners who speak Greek or some other language but without a specific education level or specific level of knowledge of Greek and helps them acquire basic communication skills for everyday needs in and out of prison.

*Prisoners - Communication in everyday life (A2)*

Section A2 (basic knowledge) aimed at learners prisoners who wish to improve their lives and their daily lives into the future outside the prison in regard to communication skills in Greek language. It follows the module A1 (basic knowledge) and at this level the student prisoner may use the Greek language (speak and write way), formal or friendly, to meet daily needs and communication situations.

### *Gypsies prisoners– Language skills I*

It addresses the members of the Roma community living in Greece and wishes to develop or improve their knowledge of the Greek language. The module is designed for adult learners from the initial level to the level of the basic user language. End users are expected to develop language, communication and intercultural skills that will enable them to understand and use spoken and written language, formal or friendly, to meet daily needs and communication situations.

### *Gypsies prisoners – Language skills II*

It addresses the members of the Roma community living in Greece and wishes to develop or improve their knowledge of the Greek language in order to operate independently and effectively in common communicative situations and respond easy to the needs of daily transactions. Thus, the trainees will be able to understand the main points, but several details of the information orally transmitted and related to issues of everyday life in the public and private space.

### *Immigrants prisoners - Support in everyday life*

The aim is the improvement of the daily life of immigrants in the Greek society, to understand better and explain their selves to others, to implement practical ways to improve their knowledge of the Greek language.

### *I create my own business*

The financial crisis and high unemployment steer many professionals in utilizing opportunities or to create their own job, opening a business. Others have a good business idea and having identified a gap in the market seeing an opportunity to open before them. However there are a lot of knowledge to be acquired and skills to cultivate to the project for a new entrepreneur to succeed. The "I create my own business" course aims to introduce each participant to basic concepts and techniques to create his own business. Each student focuses on the design of a real business venture and follows the steps of the section.

**Concerning educational programs related to theater and the arts in general**, they either form part of the curriculum in the Second Chance Schools prison with theatrical performances and artistic events organized by the teachers of the school and the Prison Board (as we have already reports), or theatrical and artistic groups are organized with the participation of prisoners in them and in collaboration with NGOs, national and local Theatres and volunteers teatrologists, actors and drama therapists from the community. Also several actions have been under implementation of European projects.

Indicatively some relevant actions are:

The organization "**Technodromo**" is an NGO dealing with vulnerable groups created for our contact with marginalized social groups through the art theater and by extension all the arts involved in this (dance, music, art, etc.). With the actions of attempts each time to connect to the theatrical act, people from vulnerable social groups by themselves acting persons, argue that the theatrical act as process activates the human psyche and redemptive function. The last three years it operates at the Hospital of the Korydallos prison with HIV-positive men group.



The **NGO Amaka** also implements programs in prisons. In autumn it has implemented the program "I communicate therefore I am free" a program that included exchanges of materials (letters, poems, photographs without faces, drawings) between students and prisoners at the Prisoners Institution of Youth in Avlona. Schools were in socially difficult areas and were touched by the issue of confinement, the use of margin.

Since October of 2015, AMAKA participates in the European "E.U.R.O.P.E. project - European Union Rapprochement for Offenders and Pupils Education", which aims to organize various educational and cultural activities on inclusion and human rights. It aims at young people, prisoners and social workers and volunteers who are working and supporting the vulnerable populations. The purpose of the actions is the training and briefing of participants on issues related to human rights, European legislation and the common cultural heritage of the Union spaces. For the achievement of program objectives, creative art therapy workshops, educational workshops and other actions were held both within prisons and outside of them.

The **Theatre group of Epanodos** (which is the official body for the reintegration of ex- prisoners) consists of an amateur group of people from 20-50 years.

The aspect of coordinators and participants is typical: *"They are more aware, have opinions and knowledge of their actions, many have served long penalties in prison. Among them are people who are not delinquents, and they are mixed great as they pull others for knowledge and other interests". "Generally we don't begin with a plan, we make improvisations and we are interested to see what they want to say, what they need. Last year we launched the "Metamorphoses" at the Empros and in September will move up another show. It is important that group meetings in which the first period will talk about how we spend and much of what is said are material for our work. Difficulties however are great, many participants did not have any money or work, everyday problems often pull them back and the outside help is very small".*

Also in the Agricultural Prison of Tiryntha: **The graduate program "The Drama in Education and Performing Arts in lifelong learning" of the department of Theatre Studies of Nafplion** performs another theatre - pedagogic action. On the occasion of the International Day for the Elimination of Violence against Women in 2013, **the National Theatre** has implemented an action carried out by the **"Theatre at Home"** in the "Second Chance School" Women in Prison Eleonas, in Thiva.

Two years ago in cooperation with the NGO Amaka, at the same Institution of prisoners, a European art therapy program operating in area prisons of five countries, Belgium, Italy, Serbia, Poland, Greece and recipients prisoners began: the **«PAROL -writing and art beyond walls, beyond borders»..**

In June of 2015, **the EPANODOS-Center Rehabilitation Released, KETHEA IN ACTION, the 18 ANO** and the **TECHNODROMO**, organized the Onassis Cultural Foundation, an artistic, educational and scientific tribute on "The Art removes the shadow of fear in and out of jail." This polymorph tribute combining theater, speech, education and scientific approach, aimed to highlight the importance of art in reintegrating prisoners, ex- prisoners and adults, who are in rehabilitation process.

Workshops were included for professionals, performances by theater groups of collaborating institutions and scientific conference about the contribution of theater art in social reintegration and eminent scientists and artists participated from Greece and abroad.

Under the artistic events of the **Athens & Epidaurus Festival 2013**, the group painting exhibition "Communities in jail window in society" was hosted at Warehouse Piraeus 260, with members of the Therapeutic Community projects KETHEA IN ACTION. The exhibition artists were members of the Therapeutic Community KETHEA IN ACTION, prisoners in the Judicial Prison Korydallos.

### **A1.3. Study of the European work reintegration systems for prisoners and on the application of such models.**

#### **INSTRUMENTS: SEARCHING SECONDARY SOURCES**

Answers to questions relating to the researched country:

As it was already thoroughly mentioned in the previous section, the prisoners are offered various opportunities for educational activities, mainly in order to cultivate certain skills that will help them in reintegrating in the society. The prisoners can be granted special educational permissions to study outside the prison during which prisoners can be introduced in higher education through entrance examination after the successful introduction of their leaving the prison with special educational license issued by the competent Council of Prison and continues until their completion, and if shown to perform his/her student duties to control the performance of the Social Worker.

The prisoners have the opportunity to study in the Second Chance Schools (S.C.S) in case there is no such school in prison and also can attend any educational institution (IEK Technical vocational school, etc.) where the faculty sought is of higher level of studies than the already completed studies of the prisoner. After graduation they will receive a qualification without mentioning that it acquired while incarcerated.

In the context of the Lifelong Learning Centers, there are special courses particularly addressed to prisoners, which were mentioned previously.

Concerning educational programs related to theater and the arts in general, they either form part of the curriculum in the Second Chance Schools prison with theatrical performances and artistic events organized by the teachers of the school and the Prison Board (as we have already reports), or theatrical and artistic groups are organized with the participation of prisoners in them and in collaboration with NGOs, national and local Theatres and volunteers teatrologists, actors and drama therapists from the community. Also several actions have been under implementation of European projects.

Education in prison, aims at creative coverage of the dead time, the acquisition and upgrade of social and basic skills, the acquisition of new skills, finding employment on release and reducing crime. The education of prisoners meets by definition particular **difficulties** and obstacles, as it takes place in a totalitarian-character institution where the particular civilization of prison overcrowding, high mental illness rate, the excessive anxiety, fear, institutionalization, withdrawal and depersonalization (features all of confinement) make any attempt to improve the prison conditions extremely difficult.

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## **Summary of the Reports prepared by the Partner Countries in the *Skills for Freedom* Project**

The reports which are subject to this summary have been created by the countries which participated in the project deemed as *Skills for freedom*. This enterprise was aimed at assessing the skills developed through art and theatre in the community of people sentenced to imprisonment. However, the very purpose of the project was supposed to have much more far-reaching outcomes for the participants since teaching some skills for the sake of pure art is not satisfactory from the educators and the very recipients of the education process point of view. What was underpinning the whole project was the issue of combining inmates' existing and the newly-acquired skills and their use in the post-prison life, making the process of rehabilitation and re-integration easier and offering the ex-convicts a more valuable and fulfilling life.

The countries that took part in this venture included Italy, Bulgaria, Poland, Turkey, Germany, Cyprus and Belgium. In creating their reports each country based their research on the same premises with the view to making the study findings as much uniform as possible.

### **Report - Italy 2016**

The report provided by an Italian partner begins with an explanation of the very concept of **"rehabilitation"** which is at the very heart of prison's activity. This is a very-well structured introduction to the whole idea of the problem of bringing ex-convicts into society and accommodating them in such a way so that they would not feel compelled to return to crime.

The author of the report sheds light on the penitentiary system in Italy, giving a brief description of the four categories that Italian prisons have been divided into, due to the specific type of prisoners they house. The report mentions the difficulties that the authorities are facing in view of the social and political tension caused by increased immigration and consequently overpopulated prisons. It also brings in the information about the steps undertaken to realize the premises of art.19 of the Italian Constitution regarding the education in the Penitentiary System which eventually facilitate the process of convicts' rehabilitation.

The rehabilitation process can be achieved through a number of measures undertaken throughout inmates' stay in prison, consisting in the scientific observation of prisoners' personality. Such methodology of working with convicts facilitates their social rehabilitation since a particular treatment program tailored to the convict's personality is adopted and carried out over the period of his imprisonment. The mentioned program involves education and prisoner's progress is constantly evaluated.

Education is offered to prisoners in two ways: formal and non-formal tuition which is formally recognized through the system of certification. Art and artistic workshops teach them the skills that will help them in their future life and will improve its quality through self-development.

### **Report - Bulgaria 2016**

The report begins with a short note on the works conducted with reference to the development of Bulgarian legislation with the view to making it more compatible with the European standards. Although through the period between 1900 and 1992 rehabilitation reforms were implemented, the process of reforms in prisons has not been finished until now which led to occasional riots and protests in jails in the 1900s, in 2001, 2005 and 2007.

The author of the report adds that with the growing number of offenders sentenced to incarceration and the diminishing number of the latter, the problem of overcrowded jails is one of the burning issues of the penitentiary system. At the moment custodial sentences are served in prisons, juvenile correctional facilities and prison camps associated with the latter.

Depending on the gravity of the committed crime, convicts are allocated to different types of incarceration and solitary confinement which is strictly connected with the rights and obligations they have. Those staying in the minimum security correctional camps have access to cultural, sport, religious or other events located at the premises of the camp. They can also attend schools and courses which allows them to receive education and then appropriate degree or certificate.

As regards their individual personality those serving a sentence under the maximum security rules can be ordered by the Commission for the Execution of Penalty to work or participate in educational, instructional or sports activities. These activities are recognized as the best tool

for rehabilitation through learning various useful skills and self-development and consequently the whole process is monitored by Municipality council committees, Boards for prevention of juvenile crime and antisocial behavior, territorial offices of the Ministry of Labour and Social Policy, social, religious, and other non-governmental organizations. The activities themselves are monitored by a probation officer of the prison or juvenile facility.

The array of courses and all sorts of correctional activities related to the national programme for the reintegration of inmates is definitely impressive. Apart from formal education informal training courses are offered to inmates. Participation is voluntary, yet as long as the skills acquired through the learning process are useful in the post-custodial life, these courses will attract prisoners' attention.

### **The United States of America**

This report was based on the information of similar projects realized in the USA. The appropriate data comes from the US Bureau of Justice Statistics and Internet resources on projects and programmes carried out in US prisons

Apart from giving the information regarding the number of inmates serving a sentence of imprisonment in state and federal correctional facilities, the author cites some statistics demonstrating the trends in offending and reoffending.

The rehabilitation process is carried out through various reentry programmes. They include the programmes realized during imprisonment with the view to preparing the inmates for prospective release; the programmes conducted during the release period when the ex-prisoners are put in touch with various services they need; finally the long-term schemes when the re-offenders try to reintegrate into the society and need support and supervision.

Educational programmes are regarded as the well-spent finances and the crime preventing tool. There is a great variety of formal and non-formal educational and training courses offered to inmates and this approach is reasonable in the ever-expanding and increasingly competitive society where education and qualifications help prevent recidivism.

## **Report - Turkey 2016**

The report from a Turkish partner focused on the measures of executing a custodial sentence in this country. As the basis of the formal information regarding the penitentiary system, the data and the publications from Turkish Republic Ministry of Justice, Turkish Republic Ministry of National Education, Turkish Employment Service (İŞKUR) have been used.

The author provides the information regarding the number of penitentiary institutions and the number of convicts serving their sentence as well as mentions the cultural and sporting activities that prisoners have access to. The report describes in details the procedures that inmates have to undergo if they want to enter the educational, vocational training, social or cultural activities. The adequacy of all the courses is monitored by the Ministry of National Education. Those who successfully complete these courses receive certificates with the logo of the aforementioned institution.

The report gives detailed information on how many inmates are involved in all kinds of educational and vocational trainings during which they obtain the skills necessary in the post-custodial life and receive the certification which does not differentiate between the convicts and non-convicts.

## **Report - Canada 2016**

The information regarding the penal institutions in Canada is based on the data from the Department of Justice of the Canada Republic

There are three different types of prisons, that is maximum, medium and minimum security facilities. Most of these penal institutions hold educational and vocational programmes which equip the offenders with the necessary skills that they will need in the process of reintegration into the society. Certification is provided by third party organizations such as Colleges and Industry Training Authorities. Having successfully completed the trainings, some prisoners may be eligible for work release programmes in the community.

Education and training are highly regarded as it has been proved that the inmates who participate in them re-offend less often than those not involved in any form of education or vocational training.

## **Report - Belgium and Estonia 2016**

The authors of this report focused on the comparison between prison institutions in Estonia and Belgium with reference to educational programmes conducted by beginning teachers.

The research included many questions vital to the study. They concerned the length of the sentence of imprisonment, the number of inmates, the number of those who enrolled in the course of formal education and those who successfully completed those courses. Also the questions regarding the number of prisoners participating in the non-formal education and how their existing skills are assessed before they join the mentioned courses are included in the study. Other questions concerning the legal status of the certification, the educational programmes available to prisoners and the penitentiary measures used to motivate the inmates and a few others enquiring about the teachers and the courses available are part of the survey.

The report provides the findings from the research on the state of education among the prisoners in Belgium which according to the official data is not satisfactory due to various factors affecting the quality and effectiveness of the offered teaching and training. There are some measures undertaken to address the low rate of courses completion, one of which is entering into cooperation with centres for adult education.

## **Comparing strategies of prison education in Belgium, Spain and Turkey**

The aim of the report was to analyse and make recommendations on the development and effect of prison education in Belgium, Spain and Turkey. The study focused on the following aspects, such as inmate evaluation, academic evaluation, educational areas in prison, the penitentiary measures used for inmates' motivation, integration with other educational institutions outside the prison, prison benefits and finally evaluation and control.

Within the European Union operates the European Framework for Key Competences for Lifelong Learning which recognizes the key skills which are necessary to make up the competences in traditional subjects, eg. mother tongue, literacy, numeracy, knowledge of foreign languages, science and ICT skills, as well as soft skills such as learning to learn, social and civic competence, taking initiative, entrepreneurship, cultural awareness and self-expression. Therefore, the EU encourages the member countries to develop all these skills and their knowledge is especially desired when it comes to inmates since supposedly those who are aware of them reoffend less often.



In the course of the research the findings of the three countries were compared and consequently the positive and negative aspects were identified. What is also interesting is the fact that in Spain academic evaluation might affect the course of the prison sentence, whereas this does not apply to Belgium and Turkey. Moreover, each country has different instruments to motivate the inmates when it comes to education.

### **Report - Poland 2016**

The Polish study was carried out based on the analysis of the data from the Ministry of Justice of the Republic of Poland. In the course of the research the types of the prison (closed, semi-closed and open) and systems (regular, programmable and therapeutic) as well as the structure of the inmate population were considered.

According to the official information the inmates in Polish penitentiary institutions can enter into education of all sorts and at all levels both in prison schools and the outside of it in educational establishments. Moreover, the inmates are provided with the possibility of working at the prison premises and outside of it. This makes up quite a large group (36%) although it has to be noted that according to the Polish legal system inmates have no obligation to work.

What is important with regard to the Polish law is the lack of the framework that would define the competences of convicts. Thus these competences should be measured before inmates embarking on the course and after finishing it which would reflect the true level of the skills and knowledge acquired. What is positive though, from the convicts' perspective is the element of certification which is exactly the same when the skills and knowledge are evaluated under the custodial and non-custodial conditions.

### **Report - Mongolia 2016**

The methods of executing a custodial sentence in Mongolia were analysed on the basis of the materials from the Ministry of Justice of Mongolia. The study revealed that there is a similarity to the Polish penitentiary system when it comes to the providing the inmates with a possibility to learn and work within the prison. In fact, the educational projects are

functioning successfully, giving the inmates a chance to learn, educate themselves, undergo personal development through various media, particularly art.

### **Report - Germany and Lithuania**

On comparing the penitentiary systems in both countries and access to educational and vocational courses it has been found that there are considerable differences which put the prisons in Lithuania at a disadvantage. This is mainly due to poor material conditions and high level of overcrowding in most of the prisons as well as insufficient health-care staff resources. It is mostly up to the administration of the prison to decide who and how many inmates can enrol in the course.

As a result of the research it was assessed that there is no tradition of introducing social arts projects into the Lithuanian prisons, however the artists signalled their interest in working with inmates. In Germany, though many artists expressed their willingness to work with inmates and satisfaction of having had that experience, they complained about the insufficiently prepared prisons for that sort of activities. Consequently, the artistic projects are not so frequent in this country.

### **Report - Romania – Vaslui Penitentiary**

The survey was carried out in **Vaslui Penitentiary** which presents itself as a model penitentiary institution offering the inmates a vast array of courses and programmes that would facilitate the rehabilitation and reintegration process. These programmes comprise educational activities, group projects, the schemes aimed at developing a wide spectrum of social skills, as well as psychological activities. At the end of the detention period inmates receive counselling on how to successfully enter into the reintegration process.

### **Report – Cyprus 2016**

The situation in Cyprus penitentiary institutions is not very beneficial for prisoners. Although educational programmes for reintegration are provided, there is no guarantee that the ex-convicts will get employment with the qualifications and skills obtained in the course of

serving the sentence of imprisonment. What is more, there is lack of probation services in this country, which makes the process of reintegration very difficult and consequently the rate of re-offending is very high.

### **Report – Greece 2016**

Prisoners are offered a variety of educational activities, both at the premises of the prison and outside of it (naturally this requires special permission from the prison authorities). This gives them an opportunity of entering higher education. Moreover, they can opt for vocational training. In all these cases the certification granted does not indicate where the course has been completed.

Art enterprises (some of them implemented through the European projects) also play an important role in developing the skills which ex-prisoners will find useful in the reintegration process.

## ITALY

### A.2. Field-based observation of the different partners' contexts

#### A2.1. Research and collection of data from locally selected participants

- Questionnaires for Prisoners
- Questionnaires for Operators

### PRISONERS

#### General information about the survey

The questionnaires were distributed and filled from April 27 to May 25, 2016.

The involved prisoners were 36.

The appointed prisoners or ex-prisoners were selected from both Italian operative partner organizations (ARCI Liguria and Teatro dell'Ortica) and the questionnaires were delivered by their operators who also offered support to prisoners along their completion.

All questionnaires were filled by prisoners staying in the following Ligurian institutions: Genova Marassi (male prisoners), Genova Pontedecimo (female prisoners and "protected" male prisoners – *sex-offenders* or *mafia*), Chiavari (male prisoners), La Spezia (male prisoners).

#### Answers to the the Questionnaires

##### Q1. Age

	Participants	Percentage Figure
<b>18-30 y.o.</b>	11	30,56%
<b>30-50 y.o.</b>	16	44,44%
<b>Over 50 y.o.</b>	9	25,00%

##### Q2. Sex

	Participants	Percentage Figure
<b>Female</b>	9	25,00%
<b>Male</b>	26	72,22%
<b>No Answer</b>	1	2,78%

Q3. Country of origin

	<b>Participants</b>	<b>Percentage Figure</b>
<b>Italy</b>	15	41,67%
<b>Other*</b>	21	58,33%

\*Country and number of prisoners are hereby indicated: Albania 5, Chile 1, Dominican Republic 2, Ecuador 2, Egypt 1, Germany 1, Kenya 1, Marocco 5, Romania 1, Spain 1, Ukraine 1.

Q4. Type of the penitentiary institution \*

	<b>Participants</b>	<b>Percentage Figure</b>
<b>Open</b>	0	0%
<b>Semi-open</b>	0	0%
<b>Closed</b>	36	100%

\*All the addressed penitentiary institutions are closed; just some of them do present small semi-open sections.

Q5. Marital status

	<b>Participants</b>	<b>Percentage Figure</b>
<b>Married*</b>	12	33,33%
<b>Unmarried</b>	22	61,11%
<b>No Answer</b>	2	5,56%

\*4 long-term partnerships or relationships with children have been counted as Marriages.

Q6. Educational level\*

<b>a/ primary (6-13 years old)**</b>	<b>b/middle school (13-16 years old)</b>	<b>c/ secondary (16-19 years old)</b>	<b>d/ post-secondary education: higher education, vocational education (19 years and more)***</b>	<b>No Answer</b>
22,22%	61,11%	13,89%	0,00%	2,78%

\*In general terms it must be acknowledged that, for non-European participants there is often a relevant offset between the educational system of the country of origin and the Italian one.

\*\*One illiterate participant has been indicated here.

\*\*\*With “Higher education” participants indicated also vocational-education, intended as a diploma for specific labors (electrician, plumber, waiter, etc.).

Q7. Did you have the possibility of doing the things mentioned below during your stay in prison?\*

	<b>a/ Taking up education</b>	<b>b/ Learning a new job</b>	<b>c/ Acquiring new skills, within artistic skills**</b>
<b>Yes</b>	63,89%	47,22%	55,56%
<b>No</b>	13,89%	33,33%	25,00%
<b>No Answer</b>	2,78%	0%	0%

\*Figures are calculated considering the total amount of participants (36).

**The participants which did not address the question at all are 19,44% of the total.**

\*\*13 out of the 20 participants affirming to have acquired new skills (answer c/ above) numbered the following specific competences:

-From the point of view of education, the learning of languages (with particular attention to Italian for non-native speakers) proves to be really relevant.

-From the point of view of job-trainings, some technical (optician) and arts-craftmanship (bakery, bag-making) profiles are considered.

-From the point of artistic skills the following have been numbered: playing a music instrument (percussions), graphic design, theatre, dancing, poetry, writing and illustration.

Q8. Participation in artistic activities let you:

<b>a)</b>	<b>overcoming shyness,</b>	16,67%
<b>b)</b>	<b>better knowledge and management of emotions, emotions control,</b>	25,00%
<b>c)</b>	<b>better expression of feelings and mood</b>	27,78%
<b>d)</b>	<b>knowledge about vocal and body potential</b>	5,56%
<b>e)</b>	<b>knowledge about senses,</b>	8,33%
<b>f)</b>	<b>how to strengthen self-esteem,</b>	22,22%
<b>g)</b>	<b>behavior in a team work; cooperation,</b>	52,78%
<b>h)</b>	<b>easier acceptance of the need to preserve the imposed rules</b>	16,67%
<b>i)</b>	<b>how to face the public, self-presentation,</b>	13,89%
<b>j)</b>	<b>other**</b>	0,00%
<b>k)</b>	<b>Not applicable</b>	2,78%

\*33,33% of participants did not address the question.

Q9. Did skills acquired\*

	<b>a/ have a positive effect on your daily life in prison?</b>	<b>b/ encourage you to deepen your interest in this artistic activity (theatre, music etc.)?</b>	<b>c/ encourage you to work in this field after prison??</b>
<b>Yes</b>	44,44%	44,44%	36,11%
<b>No</b>	16,67%	13,89%	11,11%
<b>No Answer</b>	5,56%	8,33%	19,44%

\*33,33% of participants did not address the question.

Q10. Do you see your family during your stay in prison?

	<b>Participants</b>	<b>Percentage Figure</b>
<b>Yes</b>	14	38,89%
<b>No</b>	15	41,67%
<b>No Answer</b>	7	19,44%

Q11. Do you work during your stay in prison?

	<b>Participants</b>	<b>Percentage Figure</b>
<b>Yes</b>	19	52,78%
<b>No</b>	9	25,00%
<b>No Answer</b>	8	22,22%

Q12. Are you contacted by representatives of different associations, organizations, institutions or religious representatives?

	<b>Participants</b>	<b>Percentage Figure</b>
<b>Yes</b>	30	83,33%
<b>No</b>	4	11,11%
<b>No Answer</b>	2	5,56%

Q13. If yes – please provide their names:

**Catholic religious groups or affiliated associations:** Caritas - Prison priest - SEAC (Nun) - Comunità di S.Egidio -Compagnia delle Opere -S.Benedetto al Porto Teatro dell'Ortica;  
**Non-Catholic religious groups:** Amici di Zaccheo  
**Non-religious associations:** ARCI - Cooperativa Il Biscione - ARCAT - Sc'Art - Centro Solidarietà e Lavoro - CEIS

Q14. Do you have artistic skills?

	<b>Participants</b>	<b>Percentage Figure</b>
<b>Yes</b>	19	52,78%
<b>No</b>	17	47,22%

Q15. What is their level?

(percentage figures are calculated on a scale of 19 Participants, see Q14):

	<b>Participants</b>	<b>Percentage Figure</b>
<b>High</b>	0	0,00%
<b>Medium *</b>	4	21,05%
<b>Low</b>	11	57,89%
<b>No Answer</b>	4	21,05

Q16. Would you like to learn some new skills during your stay in penitentiary institution?

	<b>Participants</b>	<b>Percentage Figure</b>
<b>Yes</b>	29	80,56%
<b>No*</b>	6	16,67%
<b>No Answer</b>	1	2,78%



Q17. If yes – what?\*

Many prisoners are interested in **job-oriented skills** and profiles such as those of electrician, baker, social worker, sports trainer or restoration expert.  
 Some **artscraftmanship profiles** related to activities in jail have also been nominated: bag-making, jewelry.  
**Artistic skills** were named both in general and more specifically such as theatre, drawing, writing, playing an instrument.  
 Finally, **soft-life skills** were also considered: parenting, learning to learn.

\*24,14% -7 out of 29 prisoners- those answering affirmatively to Q16- did not specify the skills they would be interested in,.

Q18. Do you think that prison enables you to learn something which will help you find a job or will improve your situation after prison?

	<b>Participants</b>	<b>Percentage Figure</b>
<b>Yes*</b>	12	33,33%
<b>No*</b>	8	22,22%
<b>No Answer</b>	16	44,44%

\*When answering positively, most prisoners prove to be doubtful or non-completely sure of their life-improving possibilities after detention. Few of them consider their job before prison as a corner-stone of their life, detention being just an interruption of normal life for them.

Q19 Would you like to participate in skills projects?

	<b>Participants</b>	<b>Percentage Figure</b>
<b>Yes*</b>	31	86,11 %
<b>No*</b>	2	5,56%
<b>No Answer</b>	3	8,33%

Q20. If yes, then please underline one or more of the possibilities below:

(percentage figures are calculated on a scale of the total 36 Participants)\*

		<b>Participants</b>	<b>Percentage Figure</b>
a)	job interview	22	61,11%
b)	preparing a self-presentation	11	30,56%
c)	how to take care of look and appearance	1	2,78%
d)	socially accepted behaviour	10	27,78%
e)	learning about music (learning to play instruments)	10	27,78%
f)	plastic techniques	18	50,00%
g)	theatre, drama	9	25,00%
h)	presentations in public	4	11,11%
i)	tiding up	1	2,78%
j)	child care	3	8,33%
k)	animals care	2	5,56%
l)	Other**	3	8,33%

\* 13,89% of prisoners did not address the question..

\*\* Among the skills developed through projects the following three have been mentioned by prisoners: **formal education, sports, gardening and “a little bit of everything”**.

Q21. Do you think that presenting artistic outputs realized by prisoners (theatre performance, artwork etc.) might influence the positive attitude of the community towards prisoners and ex-prisoners?

	<b>Participants</b>	<b>Percentage Figure</b>
<b>Yes</b>	28	77,78%
<b>No</b>	3	8,33%
<b>Do not know</b>	5	13,89%

## OPERATORS

### General information about the survey

The questionnaires were distributed and filled from April 27 to May 25, 2016.

The involved specialists working with prisoners were 33.

The appointed participants were selected both from the Italian operative partner organizations (ARCI Liguria and Teatro dell'Ortica) and from specialists of other organizations belonging to the *Conferenza Regionale Volontariato Giustizia* (Regional Panel for Justice Volunteering). Participants must have been operating in the last three years and could be either volunteers or professionals

When filling the questionnaires, the appointed operators were asked to focus on the penitentiary institution or penitentiary institutions they work for. With the exclusion of one operator based in another Italian region (Lombardy), all questionnaires were filled by Ligurian specialists working in the following institutions: Genova Marassi (male prisoners), Genova Pontedecimo (female prisoners and "protected" male prisoners – *sex-offenders* or *mafia*), Chiavari (male prisoners), La Spezia (male prisoners).

### Answers to the the Questionnaires

Q1. Age

	Participants	Percentage Figure
<b>18-30 y.o.</b>	8	24,24%
<b>30-50 y.o.</b>	13	39,39%
<b>Over 50 y.o.</b>	12	36,36%

Q2. Sex

	Participants	Percentage Figure
<b>Female</b>	23	69,70%
<b>Male</b>	8	24,24%
<b>No Answer</b>	2	6,06%

Q3. Country of origin

	<b>Participants</b>	<b>Percentage Figure</b>
<b>Italy</b>	30	90,91%
<b>Other</b>	1	3,03%
<b>No Answer</b>	2	6,06%

Q4. Experience in working with convicts (in years)

	<b>Participants</b>	<b>Percentage Figure</b>
<b>1-3 years</b>	17	51,52%
<b>4-6 years</b>	5	15,15%
<b>7-10 years</b>	8	24,24%
<b>10+ years</b>	3	9,09%

Q5. During the time of sentence, do prisoners have the ability to:

	<b>a/ Taking up education</b>	<b>b/ Learning a new job</b>	<b>c/ Acquiring new skills, within artistic skills</b>	<b>d) be active in the field of arts?</b>
<b>Yes</b>	93,94%	78,79%	81,82%	84,85%
<b>No</b>	3,03%	15,15%	15,15%	9,09%
<b>No Answer</b>	3,03%	6,06%	3,03%	6,06%

Q6. Do prisoners meet with their family during their stay in prison?

	<b>Participants</b>	<b>Percentage Figure</b>
<b>Yes</b>	30	90,91%
<b>No</b>	2	6,06%
<b>No Answer</b>	1	3,03%

Q7. Do prisoners work during their stay in prison?

	<b>Participants</b>	<b>Percentage Figure</b>
<b>Yes</b>	27	81,82%
<b>No</b>	4	12,12%
<b>No Answer</b>	2	6,06%

\*Many operators pointed out that the labor offered to prisoners is not only almost always unskilled and low-profiled but it is also of infrequent access due to its high demand, time-taking bureaucratic access and the organization of its work-shifts.

Q8. Are prisoners being contacted by representatives of different associations, organizations, institutions or religious representatives?

	<b>Participants</b>	<b>Percentage Figure</b>
<b>Yes</b>	31	93,94%
<b>No</b>	1	3,03%
<b>No Answer</b>	1	3,03%

Q9. If yes – please provide their names

(percentage figures are calculated on a scale of 31 Participants):

	<b>Participants</b>	<b>Percentage Figure</b>
<b>Recreational and cultural volunteering associations in general</b>	18	58,06%
<b>Religious representatives</b> (Muslims, Jehovah's Witnessess, New Christians, Catholics, Buddhists)	15	48,39%
<b>Organisations or associations of Catholic inspiration</b> (Compagnia delle Opere, Veneranda Compagnia di Misericordia, Caritas, ACLI, Comunità di S.Egidio)	24	77,42%
<b>Non-religious or sporting associations/organisations</b> (Arci, Uisp, Solidarietà e lavoro, Coopse , Sc'Art, ARCAT, Teatro dell'Ortica)	19	61,29%

\*Many operators named more than one organization. It has to be noted that in centrally located penitentiary institutions (such as Genova Marassi) the number of represented associations or religions is much higher.

Q10. Do prisoners like to learn some new skills during their stay in penitentiary institution?

	<b>Participants</b>	<b>Percentage Figure</b>
<b>Yes</b>	32	96,97%
<b>No</b>	0	0,00%
<b>No Answer</b>	1	3,03%

Q11. If yes – what?

(the number of respondents is indicated)

-Nothing in particular: 7
-Professional/Working skills: 21
-Life skills (parenting, learning to learn): 7
-"Cultural" skills or Standard Schooling: 2
-Artistic or Creative skills: 9
-Theatrical skills: 1
-Playing a music instrument: 2

Q12. Do you think that prison enables to learn something which will help find a job or will improve the situation of prisoners after detention?

	<b>Participants</b>	<b>Percentage Figure</b>
<b>Yes</b>	9	27,27%
<b>No</b>	21	63,64%
<b>No Answer</b>	3	9,09%

Q13. Would you like to participate in skills for prisoners projects?

	<b>Participants</b>	<b>Percentage Figure</b>
<b>Yes</b>	31	93,94%
<b>No</b>	0	00,00%
<b>No Answer</b>	2	6,06%

Q14. If yes, then please underline one or more of the possibilities below:

(percentage figures are calculated on a scale of 31 Participants)

		<b>Participants</b>	<b>Percentage Figure</b>
a)	job interview	4	12,90%
b)	preparing a self-presentation	13	41,94%
c)	how to take care of look and appearance	5	16,13%
d)	socially accepted behaviour	15	48,39%
e)	learning about music (learning to play instruments)	10	32,26%
f)	plastic techniques	14	45,16%
g)	theatre, drama	19	61,29%
h)	presentations in public	7	22,58%
i)	tiding up	6	19,35%
j)	child care	3	9,68%
k)	animals care	5	16,13%
l)	Other*	8	25,81%

\* Photography and Graphic Design, Dance-Theatre 1, Life skills, Dancing, Cinema 1, Yoga.

I. Factors typical of prisoners' life (social) situation

Q1. What is the level of the prisoners' existing skills, within artistic skills?

	<b>Participants</b>	<b>Percentage Figure</b>
<b>High</b>	1	3,03%
<b>Medium/Low*</b>	22	66,67%
<b>None</b>	10	30,30%

\*Respondents often remarked the low level prisoners' existing skills.

Q2. Have the circles, commonly regarded as pathological, distorted the skills that the prisoners previously had?

	<b>Participants</b>	<b>Percentage Figure</b>
<b>Yes</b>	19	57,58%
<b>No</b>	1	3,03%
<b>No Answer</b>	13	39,39%
<b>If yes, what kind of circles?* (percentage figures are calculated on a scale of 19 Participants)</b>		
a) drug-addicts	15	78,95%
b) alcoholics	11	57,89%
c) homeless	6	31,58%
d) ex-prisoners	11	57,89%
e) other**	2	10,53%

\*Some respondents gave more than one answer.

\*\* Such as sex-offenders and individuals belonging to more than just one category.

Q3. What is the level of real possibility of teaching new skills and competences necessary for the man in the non-custodial environment?

	<b>Participants</b>	<b>Percentage Figure</b>
<b>Very high</b>	0	0,00%
<b>High</b>	3	9,09%
<b>Very low</b>	28	84,85%
<b>Low</b>	1	3,03%
<b>No Answer</b>	1	3,03%



Q4. What is the form and range of teaching the necessary skills and what is their effectiveness?

	Frequency	High Effectiveness	Effectiveness difficult to define	No Effectiveness	No answer
<b>a) workshops</b>	66,67%	13,79%	58,62%	0,00%	3,45%
<b>b) theatre performances</b>	87,88%	44,83%	51,72%	0,00%	3,45%
<b>c) music concerts</b>	66,67%	3,45%	62,07%	6,90%	3,45%
<b>d) lectures</b>	87,88%	27,59%	68,97%	0,00%	3,45%
<b>e) drawing/painting/manual, music, dance, drama classes</b>	78,79%	44,83%	41,38%	0,00%	3,45%

\*Frequency is calculated considering the total amount of participants (33), effectiveness is calculated considering only the answers marking at least one of the options (29 participants – 87,88% of the total)

**The participants which did not address the question at all are 12,12% of the total.**

## II. Living conditions, skills and competences of the studied prisoners

Q1. What was the most common prisoner's level of education?\*

<b>a/ primary (6-13 years old)</b>	<b>b/middle school (13-16 years old)</b>	<b>c/ secondary (16-19 years old)</b>	<b>d/ post-secondary education: higher education, vocational education (19 years and more)**</b>
39,39%	48,48%	0%	12,12%

\*Some respondents gave more than one answer, only the highest level of education has been considered.

\*\*With “Higher education” respondents indicated also and mainly Italian professional high-schools which provide students with a diploma for specific labours (electrician, plumber, waiter, etc.)

Q2. What social skills have the prisoners gained?\*

a)	overcoming shyness,	30,30%
b)	better knowledge and management of emotions, emotions control,	54,55%
c)	better expression of feelings and mood	51,52%
d)	knowledge about vocal and body potential	39,39%
e)	knowledge about senses,	24,24%
f)	how to strengthen self-esteem,	42,42%
g)	behavior in a team work; cooperation,	63,64%
h)	easier acceptance of the need to preserve the imposed rules	45,45%
i)	how to face the public, self-presentation,	21,21%

j)	other**	12,12%
k)	not applicable	0,00%

\*All participants addressed the question.

\*\*Among the other skills gained only one participant added **self-care and concentration**.

Q3.What was the social position of the prisoners?

	Participants	Percentage Figure
<b>High</b>	0	0%
<b>Medium</b>	5	15,15%
<b>Low</b>	28	84,85%

Q4.What was the level of social control?

	Participants	Percentage Figure
<b>High</b>	2	6,06%
<b>Medium</b>	13	39,39%
<b>Low</b>	15	45,45%
<b>No Answer</b>	3	9,09%

Q5.Do the prisoners feel the need to acquire social skills and new competences, within artistic, useful in their non-custodial life?

	Participants	Percentage Figure
<b>Yes</b>	29	87,88%
<b>No</b>	0	0%
<b>Do not know</b>	4	12,12%

## GERMANY

### A.2. Field-based observation of the different partners' contexts

#### A2.1. Research and collection of data from locally selected participants

- Questionnaires for Prisoners
- Questionnaires for Operators

## PRISONERS

### General information about the survey

The survey was conducted in May 2016, in five prisons in Germany:

JVA Moabit/ Berlin (Adult prison)

JVA Tegel / Berlin (Adult prison)

JVA Heidering (Adult prison)

JVA for Women / Berlin (Adult prison)

JSA Berlin (Juvenile prison)

30 prisoners were involved in the survey.

### Answers to the the Questionnaires

#### Q1. Age

	a) 18-30	b) 31-50	c) 50 and more	Sum
%	56,7%	23,3%	20%	100%
No of participants	17	7	6	30

#### Q2. Sex

	Male	Female	Sum
%	90%	10%	100%
No of participants	27	3	30

### Q3. Country of origin

	Germany	Other, ....	Sum
%	76,7%	23,3%	100%
No of participants	23	7	30

### Q4. Type of the penitentiary institution

	a) open	b) semi-open	c) closed	Sum
%	10%		90%	100%
No. of participants	3		27	30

### Q5. Marital status

	unmarried (single/divorced/widowed)	married	Sum
%	83,3%	16,7%	100%
No. of participants	25	5	30

### Q6. Education level

	%	No. of answers
a/primary (6-13 years old)	42,4%	14
b/middle school (13-16 years old)	27,3%	9
c/secondary (16-19 years old)	15,15%	5
d/post-secondary higher education, vocational education (19 years and more)	15,15%	5
Sum	100%	33

\*some respondents give more than one answer

**Q7. Did you have a possibility of doing the things mentioned below during your stay in prison?**

	a/ Taking up education		b/ Learning a new job		c/ Acquiring new skills, within artistic skills	
	%	P.*	%	P.*	%	P.*
<b>Yes</b>	80%	24	80%	24	83,3%	25
<b>No</b>	6,7%	2	6,7%	2	6,7%	2
<b>Without answer</b>	13,3%	4	13,3%	4	10%	3
<b>Sum</b>	100%	30	100%	30	100%	30

**P.\*: participants**

**c/ Acquiring new skills, within artistic skills**

**If yes – what**

Data is for participants who gave affirmative answer to the previous question

Skills	%	N of answers
Singing	2,94%	1
Writing	5,88%	2
Theater, acting	41,2%	14
Dance	5,88%	2
Music	8,82%	3
Computer	2,94%	1
Art/ Paint	20,58%	7
Foreign language	2,94%	1
Sport	5,88%	2
All kind of skills	2,94%	1
<b>Sum</b>	100%	34

**\*some respondents give more than one answer**

**Q8. Participation in artistic activities let you:**

		%	No. of answers
a)	overcome shyness,	6,1%	7
b)	know and manage better your emotions, control your emotions,	7,8%	9
c)	express better your feelings and mood	16,5%	19
d)	learn more about your vocal and body potential	12,2%	14
e)	learn more about your senses,	6,1%	7
f)	strengthen your self-esteem,	7,8%	9
g)	learn to behave in a team work; cooperate,	14,8%	17
h)	accept easier the need to preserve the imposed rules	7,8%	9
i)	face the public, self-present,	13,9%	16
j)	other	5,2%	6
k)	not applicable.	1,8%	2
	<b>Sum</b>	100 %	115

\*some respondents give more than one answer

**Q9. Did skills acquired:**

	a/ have a positive effect on your daily life in prison?		b/ encourage you to deep interest in this artistic activity (theatre, music etc)		c/ encourage you to work in this field after prison?	
	%	P.*	%	P.*	%	P.*
<b>Yes</b>	73,3%	22	86,8%	26	86,8%	26
<b>No</b>	16,7%	5	6,6%	2	10%	3
<b>Without answer</b>	10%	3	6,6%	2	3,2%	1
<b>Sum</b>	100%	30	100%	30	100%	30

P.\*: participants

**Q10. Do you see your family during your stay in prison?**

	%	No. of participants
<b>Yes</b>	93,4%	28
<b>No</b>	3,3%	1
<b>Without answer</b>	3,3%	1

**Q11. Do you work during your stay in prison?**

	%	No. of participants
<b>Yes</b>	93,4%	28
<b>No</b>	3,3%	1
<b>Without answer</b>	3,3%	1

**Q 12 Are you contacted by representatives of different associations, organizations, institutions or religion representatives?**

	%	No. of participants
<b>Yes</b>	50%	15
<b>No</b>	36,7%	11
<b>Without answer</b>	13,3%	4

**Q13. If yes – please provide their names\_\_\_\_\_**

Data is for participants who gave affirmative answer to the previous question

Name of the organization	%	No. of answers
Probation service	20%	5
Addiction help	4%	1
Islam group	12%	3
aufBruch	20%	5
Debt counseling	8%	2
Antiviolence courses	12%	3

Church	8%	2
Religion and philosophy	4%	1
Caritas	4%	1
Social skills courses	4%	1
Chess group	4%	1
<b>Sum</b>	100%	25

**\*some respondents give more than one name of organization in their replies**

**Q14. Do you have artistic skills?**

	%	No. of participants
<b>Yes</b>	86,7%	26
<b>No</b>	10%	3
<b>Without answer</b>	3,3%	1

**Q15. What is their level?**

Data is for participants who gave affirmative answer to the previous question

	high	medium	low	Without answer	Sum
<b>Yes</b>	33,3%	36,7%	13,3%	16,7%	100%
<b>No. of participants</b>	10	11	4	5	30

**Q16. Would you like to learn some new skills during your stay in penitentiary institution?**

	%	No. of participants
<b>Yes</b>	70%	21
<b>No</b>	27,7%	8
<b>Without answer</b>	3,3%	1

**Q17 If yes – what**

Data is for participants who gave affirmative answer to the previous question



<b>New Skills</b>	<b>%</b>	<b>No. of participants</b>
Theater, acting	15,8	3
Nonviolent communication	5,26	1
All kind of skills	5,26	1
Problem solving skills/ Structured living in freedom	5,26	1
Education skills /rising education levels	15,8	3
Professional skills	5,26	1
Antiviolence courses	5,26	1
Foreign language	5,26	1
Music	5,26	1
Psychiatry	5,26	1
Self-control/patience	5,26	1
To fly	5,26	1
Without answer	15,8	3
<b>Sum</b>	<b>100%</b>	<b>19</b>

**\*some respondents gave more than one answer**

**Q18 Do you think that prison enables you to learn something which will help you find a job or will improve your situation after prison?**

	<b>%</b>	<b>No. of participants</b>
<b>Yes</b>	63,4%	19
<b>No</b>	33,3%	10
<b>Without answer</b>	3,3%	1

**Q19.Would you like to participate in skills projects?**

	<b>%</b>	<b>No. of participants</b>
<b>Yes</b>	90%	27

<b>No</b>	10%	3
<b>Without answer</b>	-%	-

**Q20. If yes, then please underline one or more of the possibilities below:**

		<b>%</b>	<b>No. of answers</b>
<b>a)</b>	Job interview	12,97%	17
<b>b)</b>	Preparing a self-presentation	7,63%	10
<b>c)</b>	How to take care of looks and appearance	6,10%	8
<b>d)</b>	Socially accepted behaviour	9,16%	12
<b>e)</b>	Learning about music (learning to play instruments)	12,21%	16
<b>f)</b>	Plastic techniques	5,34%	7
<b>g)</b>	Theatre, drama	18,32%	24
<b>h)</b>	Presentations in public	10,68%	14
<b>i)</b>	Tiding up	4,58%	6
<b>j)</b>	Child care	5,36%	7
<b>k)</b>	Animals care	5,36%	7
<b>l)</b>	Others .....	2,29%	3
	<b>Sum</b>	100%	131

**\*some respondents gave more than one answer**

**Q21. Do you think that presenting artistic outputs realized by prisoners (theatre performance, artwork etc.) might influence the positive attitude of the community towards prisoners and ex-prisoners?**

	<b>%</b>	<b>N of participants</b>
<b>Yes</b>	86,7%	26
<b>No</b>	13,3%	4
<b>Without answer</b>	%	-

## OPERATORS

### General information about the survey

The survey was conducted in the period April - May 2016. It involved 30 specialists working with convicted persons.

All of them are professional artists in different artistic fields like theater direction, film production, dramaturgy, music, costume design or stage design.

### Answers to the the Questionnaires

#### Q1. Age

	a) 18-30	b) 31-50	c) 50 and more	Sum
%	30%	50%	20%	100%
No of participants	9	15	6	30

#### Q2. Sex

	Female	Male	Sum
%	50%	50%	100%
No of participants	15	15	30

#### Q3. Country of origin

	Germany	Other, ....	Sum
%	83,3%	16,7%	100%
No of participants	25	5	30

#### Q4. Experience in working with convicts (in years)

Years	%	N of participants
1	14,28%	3
1,5	4,76%	1

2	33,3%	7
3	23,80%	5
4	4,76%	1
5	4,76%	1
6	9,5%	2
7	4,76%	1
8	14,28%	3
9	-	-
10	-	-
11	-	-
12	9,5%	2
13	-	-
14	-	-
15	4,76%	1
16	4,76%	1
17	-	-
18	-	-
19	-	-
20	4,76%	1

**Q5. During the time of the sentence, do prisoners have the ability to:**

	a) Taking up education		b) Learning a new job		c) Acquiring new skills, within artistic skills	
	%	P.*	%	P.*	%	P.*
<b>Yes</b>	86,6 %	26	56,7%	17	80%	24
<b>No</b>	6,7%	2	23,3%	7	3,3%	1
<b>Without answer</b>	6,7%	2	20%	6	16,7%	5
<b>Sum</b>	100%	30	100%	30	100%	30

**P.\*: participants**

**Q6. Do prisoners meet with the family during their stay in prison?**

	<b>%</b>	<b>No. of participants</b>
<b>Yes</b>	100%	30
<b>No</b>	0	0
<b>Without answer</b>	0	0

**Q7. Do prisoners work during their stay in prison ?**

	<b>%</b>	<b>No. of participants</b>
<b>Yes</b>	86.7%	26
<b>No</b>	0 %	0
<b>Without answer</b>	13,3%	4

**Q 8. Are prisoners being contacted by representatives of different associations, organizations, institutions or religion representatives?**

	<b>%</b>	<b>No of participants</b>
<b>Yes</b>	60%	18
<b>No</b>	10%	3
<b>Without answer</b>	30%	9

**Q9. If yes – please provide their names**

Data is for participants respond affirmatively to the previous question

<b>Name of the organisation</b>	<b>%</b>	<b>No of answers</b>
Diverse	12,5	3
Probationary service	8,2	2
course of alphabetisation	4,2	1
basic education	4,2	1
Churches	41,7	10

muslim prison pastoral	4,2	1
artist projekts	12,5	3
antiviolence	12,5	3
<b>Sum</b>	100%	24

**\*some respondents give more than one name of organization in their replies**

**Q10. Do prisoners like to learn some new skills during their stay in penitentiary institution?**

	%	No of participants
<b>Yes</b>	83,3%	25
<b>No</b>	13,3%	4
<b>Without answer</b>	3,3%	1

**Q11 If yes – what**

Data is for participants respond affirmatively to the previous question

New Skills	%	No of participants
divers	10,7%	5
rhetoric	2,2%	1
expression	2,2%	1
critical mindset	2,2%	1
teamwork	4,3%	2
basic education	21,7%	10
professional education	2,2%	1
art skills (acting, Painting, etc.)	34,8%	16
sport	13,1%	6
advanced training	2,2%	1
organization	2,2%	1
future orientation	2,2%	1
<b>Sum</b>	100%	46

**\*some respondents give more than one answer**

**Q12. Do you think that prison enables to learn something which will help find a job or will improve prisoner's situation after prison?**

	%	No of participants
<b>Yes</b>	93,4%	28
<b>No</b>	3,3%	1
<b>Without answer</b>	3,3%	1

**Q13. Would you like to participate in skills for prisoners projects?**

	%	No of participants
<b>Yes</b>	90%	27
<b>No</b>	6,7%	2
<b>Without answer</b>	3,3%	1

**Q14. If yes, then please underline one or more of the possibilities below:**

		%	No. of answers
<b>a)</b>	Job interview	6,74%	6
<b>b)</b>	Preparing a self-presentation	15,73%	14
<b>c)</b>	How to take care of looks and appearance	4,49%	4
<b>d)</b>	Socially accepted behavior	10,11%	9
<b>e)</b>	Learning about music (learning to play instruments)	15,73%	14
<b>f)</b>	Plastic techniques	7,86%	7
<b>g)</b>	Theatre, drama	23,59%	21
<b>h)</b>	Presentations in public	11,23%	10
<b>i)</b>	Tiding up	1,12%	1
<b>j)</b>	Child care	0%	0
<b>k)</b>	Animals care	0%	0

<b>l)</b>	Others .....	3,4%	3
	<b>Sum</b>	100%	89

\*some respondents give more than one answer

### I. Factors typical of prisoners' life (social) situation

#### Q1. What is the level of the prisoners' existing skills, within artistic skills?

	%	No. of answers
<b>a/ high</b>	13,15 %	5
<b>b/ medium, low</b>	71%	27
<b>c/ none</b>	13,5 %	5
<b>Without answer</b>	2,7 %	1
<b>Sum</b>	100%	38

\*some respondents give more than one answer

#### Q2. Have the circles, commonly regarded as pathological, distorted the skills that the prisoners previously had?

	%	No. of participants
<b>No</b>	3,3 %	1
<b>Yes</b>	70 %	21
<b>Without answer</b>	26,7 %	8
<b>Sum</b>	100%	30

If yes, what kind of circles?*	%	No. of answers
f) drug addicts	39 %	21
g) alcoholics	24 %	13
h) homeless	3,7 %	2
i) prisoners that left the prison earlier	17 %	17



j) other,	1,8 %	1
<b>Sum</b>	100%	54

\*some respondents give more than one answer

**Q3. What is the level of real possibility of teaching new skills and competences necessary for the man in the non-custodial environment?**

	%	No. of answers
<b>a/ very high</b>	3,1 %	1
<b>b/ high</b>	37,5 %	12
<b>c/ very low</b>	56,3 %	18
<b>d) none</b>	3,1 %	1
<b>Sum</b>	100 %	32

\*some respondents give more than one answer

**Q4. What is the form and range of teaching the necessary skills and what is their effectiveness?**

		HE		DE		NE		Without answer	
		%	P.*	%	P.*	%	P.*	%	P.*
<b>a</b>	<b>workshops</b>	70 %	21	26,7%	8	-	-	3,3 %	1
<b>b</b>	<b>theatre performance</b>	36,7 %	11	56,7%	17	3,3 %	1	3,3 %	1
<b>c</b>	<b>musicconcerts</b>	53,4 %	16	40 %	12	3,3 %	1	3,3 %	1
<b>d</b>	<b>lectures</b>	6,7 %	2	50 %	15	40 %	12	3,3 %	1
<b>e</b>	<b>drawing/painting/manual, music, dance, drama classes</b>	60 %	18	36,7 %	11	-	-	3,3 %	1

HE – high effectiveness,

DE – effectiveness difficult to define, NE – no effectiveness

P.\*: participants

## II. Living conditions, skills and competences of the studied prisoners

### Q1. What was the most common prisoner's level of education?

	%	No. of answers
a/ primary (6-13 years old)	33,3 %	20
b/middle school (13-16 years old)	43,4 %	26
c/ secondary (16-19 years old)	5 %	3
d/ post-secondary education: higher education, vocational education (19 years and more)	18,3 %	11
<b>Sum</b>	100%	60

\*some respondents give more than one answer

### Q2. What social skills have the prisoners gained?

		%	No. of Answers
a)	overcoming shyness,	10.80%	17
b)	better knowledge and management of emotions, emotions control,	9.49%	15
c)	Better expression of feelings and mood	15.82%	25
d)	knowledge about vocal and body potential	11.39%	18
e)	knowledge about senses,	4.43%	7
f)	how to strengthen self-esteem,	15.82%	25
g)	behavior in a team work; cooperation,	15.18%	24
h)	easier acceptance of the need to preserve the imposed rules,	8.22%	13
i)	how to face the public, self-presentation,	6.96%	11
j)	Other .....	1.26%	2
k)	Not applicable.	0.63%	1
	<b>Sum</b>	100%	158

\*some respondents give more than one answer

**Q3.What was the social position of the prisoners?**

	<b>%</b>	<b>No. of participants</b>
<b>a/ high</b>	-	-
<b>b/middle</b>	23,3%	7
<b>c/ law</b>	70%	21
<b>Without answer</b>	6,7%	2

**Q4.What was the level of social control?**

	<b>%</b>	<b>No. of participants</b>
<b>a/ high</b>	-	-
<b>b/middle</b>	70%	21
<b>c/ law</b>	20%	6
<b>Without answer</b>	10%	3

**Q5.Do the prisoners feel the need to acquire social skills and new competences, within artistic, useful in their non-custodial life?**

	<b>%</b>	<b>No. of participants</b>
<b>a/ yes</b>	33,4%	10
<b>b/ no</b>	3,3%	1
<b>c/ difficult to define</b>	60%	18
<b>Without answer</b>	3,3%	1

## BULGARIA

### A.2. Field-based observation of the different partners' contexts

#### A2.1. Research and collection of data from locally selected participants

- Questionnaires for Prisoners
- Questionnaires for Operators

### PRISONERS

#### General information about the survey

The survey was conducted in the period from 8<sup>th</sup> April – 25<sup>th</sup> May 2016 , in three prisons in Bulgaria - in Plovdiv, Stara Zagora and Sliven /total number of prisons is 12/. Prison in the town of Sliven is the only specialized institution for women / adult and juvenile /. At the time of the survey, there were 230 convicted persons resided there, all aged over 18 years.

59 prisoners were involved in the survey, of 44 of which were men.

#### Answers to the the Questionnaires

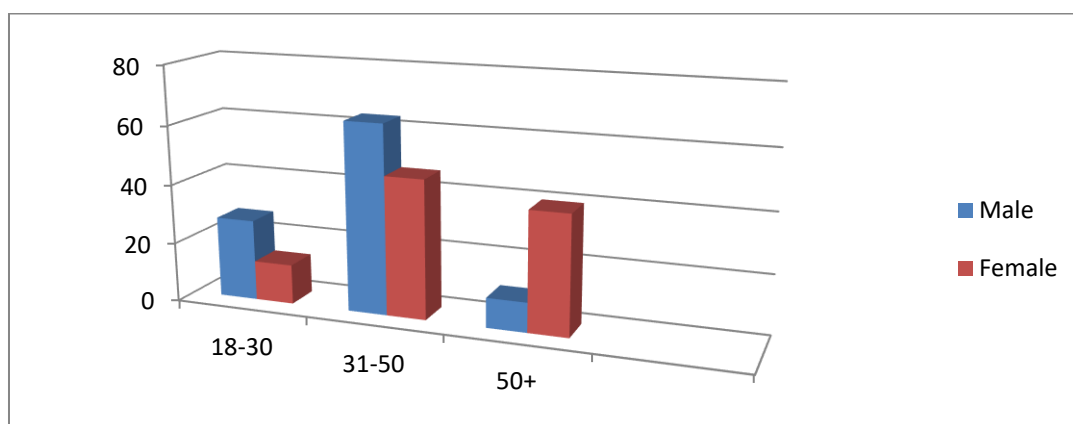
##### Q1. Age

	<b>b) 18-30</b>	<b>b) 31-50</b>	<b>c) 50 and more</b>
Yes	23.7%	59.3%	17%

##### Q2. Sex

	<b>Female</b>	<b>Male</b>
Yes	25.4%	74.6%

Distribution of respondents by sex and age:



### Q3. Country of origin

	Bulgaria	Other, ....
Yes	96.62 %	3.38%

### Q4. Type of the penitentiary institution

	b) open	c) semi-open	d) closed
Yes			100 %

### Q5. Marital status

	c) unmarried (within single/divorced/widowed)	d) Married
Yes	59.3 %	39%

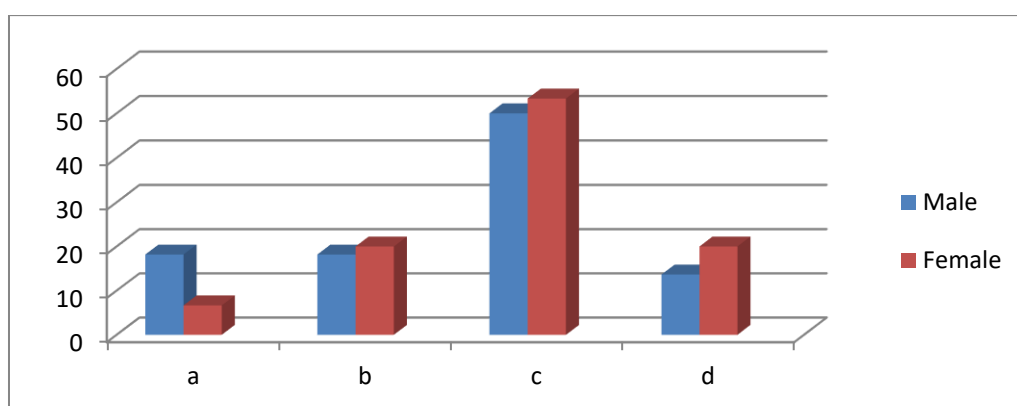
In regards with marital status, approximately 39% of the covered individuals are married and this percentage is significantly higher among women - 60% , while for men it is only 32 % . Just one of all respondents refused to answer this question / 1.7% /

### Q6. Education level

	a/primary (6-13 years old)	b/middle school (13-16 years old)	c/secondary (16-19 years)	d/post-secondary education: higher education, vocational education (19

			<b>old)</b>	<b>years and more)</b>
Yes	15.25%	18.6%	50.9%	15.25%

This result is in contradiction to statistics on the education level of inmates in Bulgaria. It should be borne in mind that the survey is voluntary. Hypothetically, the low educational level and linguistic difficulties refuse participation in this kind of research because of concerns about difficulties with understanding of the questions. The next chart shows the correlation between gender and education among the respondents .



**Q7. Did you have a possibility of doing the things mentioned below during your stay in prison?**

Without answer – 5 % at all

	<b>a/ Taking up education</b>	<b>b/ Learning a new job</b>	<b>c/ Acquiring new skills, within artistic skills</b>
Yes	25.4%	54,2%	40.7%
No	35.6%	25.4%	17%
Without answer	33.9%	15.25%	37.3%

**c/ Acquiring new skills, within artistic skills**

if yes – what .....

	N of answers
Singing	2
recitation	1
Theater, acting	6
National dances, dancing	2
applied arts	1
professional courses	2
Art design course	1
face the public	1
All kind of skills	2

#### Q8..Participation in artistic activities let you:

Without answer – 6.78%

		Yes
j)	overcome shyness,	18,6%
k)	know and manage better your emotions, control your emotions,	27,12%
l)	express better your feelings and mood	30,5%
m)	learn more about your vocal and body potential	18,6%
n)	learn more about your senses,	15,25%
o)	strengthen your self-esteem,	27,12%
p)	<b>learn to behave in a team work; cooperate,</b>	<b>45,76%</b>
q)	accept easier the need to preserve the imposed rules	22,03%
r)	face the public, self-present,	23,7%
s)	other	5%
t)	not applicable.	23,7%

**Q9.Did skills acquired:**

Without answer – 11.9%

	<b>a/</b> have a positive effect on your daily life in prison?	<b>b/</b> encourage you to deep interest in this artistic activity (theatre, music etc	<b>c/</b> encourage you to work in this field after prison?
Yes	71,2%	39%	32,2%
No	6.7%	10.1%	18.6%
Without answer	10.2%	39%	37.3%

**Q10.Do you see your family during your stay in prison ?**

	<b>%</b>
<b>Yes</b>	84.75%
<b>No</b>	15.25%
Without answer	0%

**Q11. Do you work during your stay in prison ?**

	<b>%</b>
<b>Yes</b>	66.1 %
<b>No</b>	27.1 %
Without answer	6.8 %

**Q 12 Are you contacted by representatives of different associations, organizations, institutions or religion representatives?**

	<b>%</b>	<b>N of participants</b>



<b>Yes</b>	57.7 %	34
<b>No</b>	37.3 %	22
Without answer	5 %	3

**Q13. If yes – please provide their names .....**

Data is for participants who gave affirmative answer to the previous question

<b>Name of the organisation</b>	<b>N of answers</b>	<b>%</b>
UPSDA	11	32.4
Mother Against Drugs Association	7	20.6
Initiative For Health	2	5.8
Prevention Fund IGA	2	5.8
EPU	1	2.9
Child and Space Organization	1	2.9
evangelical church	1	2.9
There Is Way	1	2.9
Bulgarian Helsinki Committee	1	2.9
Orthodox Church	2	5.8
Yes to Q12, without answer to Q13	9	26.5

**\*some respondents give more than one name of organization in their replies**

**Q14. Do you have artistic skills?**

	<b>%</b>	<b>N of participants</b>
<b>Yes</b>	64.5 %	38
<b>No</b>	30.5 %	18
Without answer	5 %	3

**Q15. What is their level?**

Data is for participants who gave affirmative answer to the previous question

	<b>high</b>	<b>medium</b>	<b>low</b>	<b>Without</b>	<b>Sum</b>

				<b>answer</b>	
Yes	18.4%	50 %	26.3 %	5.3%	100%
N of participants	7	19	10	2	38

**Q16. Would you like to learn some new skills during your stay in penitentiary institution?**

	%	N of participants
<b>Yes</b>	78 %	46
<b>No</b>	17 %	10
Without answer	5 %	3

**Q17 If yes – what .....**

Data is for participants who gave affirmative answer to the previous question

	N of participants	%
<b>Job interview</b>	1	2.2 %
<b>Theater, acting</b>	4	8.8 %
<b>Self control among drug adiction</b>	1	2.2 %
<b>All kind of skills</b>	10	21.8 %
<b>Problem solving skills</b>	1	2.2 %
<b>Education skills /rising education levels</b>	3	6.5%
<b>Professional skills</b>	8	17.4%
<b>practical Arts</b>	1	2.2 %
<b>Foreign language</b>	1	2.2 %
<b>Computer skills</b>	2	4.4%
<b>Tattoo</b>	1	2.2 %
<b>Team work</b>	2	4.4%
<b>self control</b>	1	2.2 %

<b>dancing</b>	1	2.2 %
<b>Without answer</b>	9	19.6 %
<b>I don't know</b>	1	2.2 %

\*some respondents gave more than one answer

**Q18 Do you think that prison enables you to learn something which will help you find a job or will improve your situation after prison? .....**

	<b>%</b>	<b>N of participants</b>
<b>Yes</b>	59.3 %	35
<b>No</b>	25.4 %	15
<b>I don't know</b>	3.4 %	2
<b>discipline and correctness</b>	1.7 %	1
<b>Without answer</b>	10.2 %	6

**Q19. Would you like to participate in skills projects?**

	<b>%</b>	<b>N of participants</b>
<b>Yes</b>	79.7 %	47
<b>No</b>	8.5 %	5
<b>Without answer</b>	11.8 %	7

**Q20. If yes, then please underline one or more of the possibilities below:**

Without answer – 17%

		<b>Yes</b>
a)	<b>Job interview</b>	<b>37.3 %</b>
b)	<b>Preparing a self-presentation</b>	<b>35.6 %</b>
c)	How to take care of looks and appearance	20.3 %
d)	Socially accepted behaviour	23.3 %
e)	Learning about music (learning to play	11.9 %

	instruments)	
f)	Plastic techniques	30.5 %
g)	Theatre, drama	27.1 %
h)	Presentations in public	20.34%
i)	Tiding up	10.2 %
j)	Child care	13.6 %
k)	Animals care	18.6 ,7%
l)	Others .....	5 %

**Q21. Do you think that presenting artistic outputs realized by prisoners (theatre performance, artwork etc.) might influence the positive attitude of the community towards prisoners and ex-prisoners?**

	%	N of participants
<b>Yes</b>	79.75 %	47
<b>No</b>	15.25 %	9
Without answer	5 %	3

## **OPERATORS**

### **General information about the survey**

The survey was conducted in the period till April 8 - May 25 , 2016. It involved 35 specialists working with convicted persons.

Six of them are representatives of four non-governmental organizations - Mother Against Drugs Association, Prevention Fund IGA, Foundation Panacea, Open Society Club- Stara Zagora.

Four of rthem are representatives of Center for Social Rehabilitation and Integration of Adult Offenders and Persons with Refugee Status /a structure of Plovdiv Municipality/

25 of the representatives are working in prison / 10 of them in Prison Stara Zagora, 7 of them in Prison Sliven, 8 of them in Prison Plovdiv /.

## Answers to the the Questionnaires

### Q1. Age

	<b>c) 18-30</b>	<b>b) 31-50</b>	<b>c) 50 and more</b>
<b>Yes</b>	11.4%	68.6%	20%
<b>No of participants</b>	4	24	7

### Q2. Sex

	<b>Female</b>	<b>Male</b>
<b>Yes</b>	57.1%	42.9%
<b>No of participants</b>	20	15

### Q3. Country of origin

	<b>Bulgaria</b>	<b>Other, ....</b>
<b>Yes</b>	100%	0

### Q4. Experience in working with convicts (in years) .....

<b>Years</b>	<b>N of participants</b>	<b>%</b>
0-1	1	2.9%
1	3	8.6%
2	2	5.7%
3	1	2.9%
4	3	8.6%
5	-	-
6	-	-
7	1	2.9%
8	2	5.7%
9	1	2.9%

10	4	11.4%
11	2	5.7%
12	-	-
13	1	2.9%
14	1	2.9%
15	-	-
16	1	2.9%
17	5	14.3%
18	2	5.7%
19	2	5.7%
20	1	2.9%
21	1	2.9%
Without answer	1	2.9%

**Q5. During the time of the sentence, do prisoners have the ability to:**

	<b>a/ Taking up education</b>	<b>b/ Learning a new job</b>	<b>c/ Acquiring new skills, within artistic skills</b>	<b>d) be active in the field of art</b>
Yes	88.6%	88.6%	94.2%	85.7%
No	0	2.9%	2.9%	5.7%
Without answer	11.4%	5.7%	2.9%	8.6%

**Q6. Do prisoners meet with the family during their stay in prison?**

	<b>%</b>
<b>Yes</b>	97.1%
<b>No</b>	
Without answer	2.9%

**Q7. Do prisoners work during their stay in prison ?**

	%
<b>Yes</b>	94.2%
<b>No</b>	2.9%
Without answer	2.9%

**Q 8 Are prisoners being contacted by representatives of different associations, organizations, institutions or religion representatives?**

	%	No of participants
<b>Yes</b>	94.2%	33
<b>No</b>		0
Without answer	5.7%	2

**Q9. If yes – please provide their names .....**

Data is for participants respond affirmatively to the previous question

<b>Name of the organisation</b>	No of answers	%
UPSDA	8	22.8%
Mother Against Drugs Association	8	22.8%
Prevention Fund IGA	9	25.7%
Thirst for Life Association	2	5.7%
Child and Space Organization	1	2.9%
<b>Evangelical church</b>	<b>14</b>	<b>40%</b>
Bulgarian Helsinki Committee	7	20%
<b>Orthodox Church</b>	<b>16</b>	<b>45.7%</b>
Center for Social Rehabilitation and Integration /Plovdiv	4	11.4%
Center for Social Rehabilitation and Integration /Burgas	1	2.9%
Labour Office	4	11.4%

Foundation Panacea	5	14.3%
BASP - Bulgarian Family Planning Association	2	5.7%
DAFNE	3	8.6%
Social Assistance Directorate	5	14.3%
JUSTICE AND EQUALITY Foundation	1	2.9%
DROPLS – part of „Prison Fellowship Internathional“(PFI)	6	17.1%
Found - Kalei	1	2.9%
Regional Health Inspectorate	3	8.6%
Ombudsman	3	8.6%
SAPI Social Activities and Practices Institute	1	2.9%
Open Society Club- Stara Zagora	1	2.9%
Civil Society Support Organization	1	2.9%
Yes to Q8, without answer to Q9	6	17.1%

**\*some respondents give more than one name of organization in their replies**

**Q10. Do prisoners like to learn some new skills during their stay in penitentiary institution?**

	%	No of participants
<b>Yes</b>	82.9 %	29
<b>No</b>	11.4 %	4
Without answer	5.7 %	2

**Q11 If yes – what .....**

Data is for participants respond affirmatively to the previous question

	No of participants	%
<b>Job interview</b>	1	2.9%



Socially accepted behaviour	1	2.9%
<b>All kind of skills</b>	1	2.9%
<b>Social skills</b>	2	5.8 %
<b>Education skills /rising education levels</b>	7	20 %
<b>Professional skills **</b>	21	60 %
<b>Foreign language</b>	1	2.9%
<b>Computer skills</b>	2	5.8 %
<b>Without answer</b>	6	17.1 %

\*some respondents give more than one answer

\*\* **Professional skills** – includes professional courses and qualifications to acquire a new profession

**Q12. Do you think that prison enables to learn something which will help find a job or will improve prisoners situation after prison? .....**

	No of participants	%
<b>Yes</b>	24	68.6 %
<b>Yes - social skills</b>	1	2.9 %
<b>Yes - qualification</b>	1	2.9 %
<b>Yes – profession and education</b>	1	2.9 %
<b>No</b>	4	11.4 %
<b>Without answer</b>	3	8.6 %

**Q13. Would you like to participate in skills for prisoners projects?**

	%	No of participants
<b>Yes</b>	77.1 %	27
<b>No</b>	20 %	7
<b>Without answer</b>	2.9 %	1

**Q14. If yes, then please underline one or more of the possibilities below:**

Without answer – 8.6 %

		<b>Yes</b>
m)	Job interview	40 %
n)	<b>Preparing a self-presentation</b>	<b>54.3 %</b>
o)	How to take care of looks and appearance	37.1 %
p)	<b>Socially accepted behaviour</b>	<b>45.7 %</b>
q)	Learning about music (learning to play instruments)	5.7 %
r)	Plastic techniques	11.4 %
s)	Theatre, drama	17.1 %
t)	Presentations in public	11.4 %
u)	Tiding up	5.7 %
v)	Child care	14.3 %
w)	Animals care	8.6 %
x)	Others .....	0

### **III. Factors typical of prisoners' life (social) situation**

**Q1. What is the level of the prisoners' existing skills, within artistic skills?**

Without answer 5.7 %

	<b>a/ high</b>	<b>b/ medium, low</b>	<b>c/ none</b>
Yes	8.6 %	71.4%	11,4 %

**Q2. Have the circles, commonly regarded as pathological, distorted the skills that the prisoners previously had?**

	%
<b>No</b>	2.9%
<b>Yes</b>	80 %
Without answer	17.1 %
<b>If yes, what kind of circles?</b>	
k) drug addicts	71.4 %
l) alcoholics	60 %
m) homeless	31.4 %
n) prisoners that left the prison earlier	2.9 %
o) other, what.....	Lack of education and profession -2.9 % Subculture -2.9 %

**\*some respondents give more than one answer**

**Q3. What is the level of real possibility of teaching new skills and competences necessary for the man in the non-custodial environment?**

Without answer – 48.6%

	a/ very high	b/ high	c/ very low	d) none
Yes		17.1 %	31.4%	2.9%

**Q4. What is the form and range of teaching the necessary skills and what is their effectiveness?**

Without answer – 2.9 %

		<b>HE</b>	<b>DE</b>	<b>NE</b>	Without answer
<b>a</b>	<b>workshops</b>	31.4 %	62.6 %	2.9 %	0

<b>b</b>	<b>theatre performance</b>	34.3%	45.7 %	8.6 %	8.6 %
<b>c</b>	<b>musicconcerts</b>	20 %	54.3 %	11.4 %	11.4 %
<b>d</b>	<b>Lectures</b>	11.4 %	40 %	34. 3%	11.4 %
<b>e</b>	<b>drawing/painting/manual, music, dance, drama classes</b>	37.1 %	40 %	8.6 %	11.4 %

HE – high effectiveness, DE – effectiveness difficult to define, NE – no effectiveness

## II.Living conditions, skills and competences of the studied prisoners

### Q1. What was the most common prisoner’s level of education?

Without answer – 5.7 %

	<b>a/ primary (6-13 years old)</b>	<b>b/middle school (13-16 years old)</b>	<b>c/ secondary (16-19 years old)</b>	<b>d/ post-secondary education: higher education, vocational education (19 years and more)</b>
Yes	57.1 %	45.6 %	5.7 %	0

\*some respondents give more than one answer

### Q2.What social skills have the prisoners gained?

Without answer – 14.3 %

	<b>Yes</b>
overcoming shyness,	20 %
<b>better knowledge and management of emotions, emotions control,</b>	<b>77.1 %</b>
Better expression of feelings and mood	48.6 %
knowledge about vocal and body potential	14.3 %

knowledge about senses,	8.6 %
how to strengthen self-esteem,	25.7 %
<b>behavior in a team work; cooperation,</b>	<b>60 %</b>
<b>easier acceptance of the need to preserve the imposed rules,</b>	<b>60 %</b>
how to face the public, self-presentation,	17.1 %
other .....	0
not applicable.	2.9 %

**Q3.What was the social position of the prisoners?**

Without answer – 14.3 %

	<b>a/ high</b>	<b>b/middle</b>	<b>c/ low</b>
Yes	0	28.6 %	60 %

**Q4.What was the level of social control?**

Without answer – 11.4 %

	<b>a/ high</b>	<b>b/middle</b>	<b>c/ low</b>
Yes	2.9 %	28.6 %	54.3 %

**Q5.Do the prisoners feel the need to acquire social skills and new competences, within artistic, useful in their non-custodial life?**

Without answer – 2.9 %

	<b>a/ yes</b>	<b>b/ no</b>	<b>c/ difficult to define</b>
Yes	60 %	2.9 %	34.3 %

We have to take in account that some of NGOs work regionally or locally /and their work cover just one prison/, while state, municipal and religious organizations work on national level (Labour office, Social Support Directorate, Regional Health Inspectorate).

## **A2.2. Observation of the artistic activities in jail organized by the partner companies. Definition of the skills put into practice.**

UPSDA has realized 5 interviews with institutions cooperating with the Prisons in Bulgaria. Below we present the results of the interviews.

### **Interview 1 – Plovdiv Prison**

#### **1. What artistic activities organized for prisoners in your institution during the last 3 years?**

*We have realized “Women’s kingdom” theatre production. Besides, after realization of a Forum theatre production under “Everything is possible” project, a group of inmates are participating in preparation of another theatre performance.*

#### **2. Are you organizing such activities?**

**If yes, what kind of?**

*Realized “Women’s kingdom” theatre production. We organize recitals, readings and concerts.*

**Why you are organizing them?**

*It gives opportunity for a positive activity and stage for performance for inmates with talents.*

**What kind of competences you are willing to improve among prisoners?**

*With the organized activities and Forum theatre method in particular, we aim at preparing the inmates for meeting the real life challenges as well as training in emotion control and setting up socially accepted objectives.*

**What is the scale of people participating in such events?**

*The activities are participated mostly by better educated inmates in and all the inmates show interest in watching performances*

### **Interview 2 – „Open Society” Club – Stara Zagora**

#### **1. What artistic activities are organized for prisoners in your region during the last 3 years?**

*More than 3 years ago we have organized artistic activities for inmates at Stara Zagora Prison. Recently we have not organized such activities and haven’t heard of any.*

#### **2. Are you organizing such activities?**

No. Our present work with inmates is on vocational skills.

**If yes, what kind of?**

- n/a

**Why you are organizing them?**

- n/a

**What kind of competences you are willing to improve among prisoners and ex-prisoners?**

- n/a

**What is the scale of people participating in such events?**

- n/a

### **Interview 3 – „Panacea” Foundation - Plovdiv**

**1. What artistic activities are organized for prisoners and ex-prisoners in your region during the last 3 years?**

*Realized theatre performance in Plovdiv Prison by inspectors on social activities and rehabilitation work, as well as under „Everything is Possible” project.*

**2. Are you organizing such activities?**

no

**If yes, what kind of?**

- n/a

**Why you are organizing them?**

- n/a

**What kind of competences you are willing to improve among prisoners and ex prisoners?**

- n/a

**What is the scale of people participating in such events?**

- n/a

### **Interview 4 – „Mothers Against Drugs” Asociation - Plovdiv**

**1. What artistic activities are organized for prisoners and ex-prisoners in your region during the last 3 years?**

*Theatre production, Forum theatre production and an Art club*

**2. Are you organizing such activities?**

yes

**If yes, what kind of?**

*Forum theatre*

**Why you are organizing them?**

*The Forum theatre production was a final stage of our „Everything is Possible” project. Till then there were no experience in Plovdiv Prison with this method for rehabilitation and we wanted to check if inmates wish to participate in such theatre performances.*

**What kind of competences you are willing to improve among prisoners?**

*- Public presentation skills, self-confidence, emotion control, skills for keeping the rules, as well as team work. Las but not least achievement of better self-appraisal among people with lower social status and low literacy.*

**What is the scale of people participating in such events?**

*Inmates are interested in participating but then half of them are loosing there interest during practice of the theatre performance. The audience is more than 100 inmates.*

**Interview – Sliven Prison**

**1. What artistic activities organized for prisoners in your institution during the last 3 years?**

*- Regular theatre performances and concerts*

**2. Are you organizing such activities?**

*- Yes.*

**If yes, what kind of?**

*- Theatre performances and concerts – for every more important holiday. One stage performance in two months, average. We have also realized a theatre production for broad public in the Town of Sliven and all the tickets were sold. The whole organization on theatre production is done by the team of inspector on social activities and rehabilitation work (ISDVR) at the Prison. We have own theatrical scenery and costumes, and some of them are made by inmates.*

**Why you are organizing them?**

*- Inmates need to fill up the every day life with creative activities. “Leisure time” factor is an issue in prison.*

**What kind of competences you are willing to improve among prisoners?**

*-Skills for playing and presentation before audience, self-confidence and team work.*

**What is the scale of people participating in such events?**

*- More than 50% of inmates.*



## TURKEY

### A.2. Field-based observation of the different partners' contexts

#### A2.1. Research and collection of data from locally selected participants

- Questionnaires for Prisoners
- Questionnaires for Operators

## PRISONERS

### General information about the survey

The survey was conducted in the period till 15-31 May 2016, with prisoners from 3 prisons in Izmir.

- Buca high security penal institution
- Buca medium security penal institution
- Şakran middle security penal institution

30 prisoners were involved in this survey study.

### Answers to the the Questionnaires

#### Q1. Age

	d) 18-30	b) 31-50	c) 50 and more
Yes	23.7% (11)	59.3% (16)	17% (3)

#### Q2. Sex

	Female	Male
Yes	%7(2)	%93 (28)

#### Q3. Country of origin

	Turkey	Other, ....
Yes	%100 (30)	0

**Q4. Type of the penitentiary institution**

	<b>e) open</b>	<b>f) semi-open</b>	<b>g) closed</b>
Yes	%50 (15)		%50(15)

**Q5. Marital status**

	<b>e) unmarried (within single/divorced/widowed)</b>	<b>f) married</b>
Yes	%77 (23)	%23 (7)

**Q6. Education level**

	<b>a/primary (6-13 years old)</b>	<b>b/middle school (13-16 years old)</b>	<b>c/secondary (16-19 years old)</b>	<b>d/post-secondary education: higher education, vocational education (19 years and more)</b>
Yes	%33(10)	%0	50%(15)	%7 (2)

In Turkish educational system there are not division between middle and secondary education they are both named under secondary education. That's the reason why none of the participants choose the "b/ middle school" option.

**Q7. Did you have a possibility of doing the things mentioned below during your stay in prison?**

Without answer – 5 % at all

	<b>a/ Taking up education</b>	<b>b/ Learning a new job</b>	<b>c/ Acquiring new skills, within artistic skills</b>
Yes	43,3%	43,3%	16,7%
No	56,7%	56,7%	83,3%
Without answer	0%	0%	0%

**c/ Acquiring new skills, within artistic skills**

if yes – what .....

	N of answers
Playing Instruments	1
Cleaning,constructional work	2
Computer	1
woodworking	1
beekeeping	1
metalwork	1
jewelry design	3
Gardening	2
Cook	1
shoemaking	1

**Q8.Participation in artistic activities let you:**

	Yes
overcome shyness,	3.3 % (1)
know and manage better your emotions, control your emotions,	20% (6)
express better your feelings and mood	13,3% (4)
learn more about your vocal and body potential	23,3% (7)
learn more about your senses,	13,3% (4)
strengthen your self-esteem,	26.7 % (8)
learn to behave in a team work; cooperate,	43.3 % (13)
accept easier the need to preserve the imposed rules	50% (15)
face the public, self-present,	23.3 % (7)
other	6.7 % (2)
not applicable.	10 % (3)

**Q9. Did skills acquired:**

	<b>a/</b> have a positive effect on your daily life in prison?	<b>b/</b> encourage you to deep interest in this artistic activity (theatre, music etc	<b>c/</b> encourage you to work in this field after prison?
Yes	86.7 % (26)	33.3% (10)	40 % (12)
No	13.3% (4)	66.7 % (20)	60 % (18)

**Q10. Do you see your family during your stay in prison ?**

	<b>%</b>
<b>Yes</b>	86.7 % (26)
<b>No</b>	13.3 % (4)

**Q11. Do you work during your stay in prison ?**

	<b>%</b>
<b>Yes</b>	66.7% (20)
<b>No</b>	33.3 % (10)

**Q 12 Are you contacted by representatives of different associations, organizations, institutions or religion representatives?**

	<b>%</b>	<b>N of participants</b>
<b>Yes</b>	83.3 %	25
<b>No</b>	16.7 %	5

**Q13. If yes – please provide their names .....**

Data is for participants who gave affirmative answer to the previous question

<b>Name of the organisation</b>	<b>N of answers</b>	<b>%</b>
Sociologist, psychologist	4	13.3
Religious official	21	70
Bureaucrat	1	3.3
Journalist	1	3.3
Public Education Trainer	6	20
Probation Center Officer	1	3.3
AKUT Team	1	3.3
History teacher	1	3.3

**\*some respondents give more than one name of organization in their replies**

**Q14. Do you have artistic skills?**

	<b>%</b>	<b>N of participants</b>
<b>Yes</b>	30 %	9
<b>No</b>	70 %	21

**Q15. What is their level?**

Data is for participants who gave affirmative answer to the previous question

	<b>high</b>	<b>medium</b>	<b>low</b>	<b>Sum</b>
Yes	55.5%	22.2 %	22.2%	100%
N of participants	5	2	2	9

**Q16. Would you like to learn some new skills during your stay in penitentiary institution?**

	<b>%</b>	<b>N of participants</b>
<b>Yes</b>	78 %	18
<b>No</b>	17 %	12

**Q17 If yes – what .....**

Data is for participants who gave affirmative answer to the previous question

	N of participants	%
<b>Theater</b>	2	11.1 %
<b>Playing a music instrument</b>	6	33.3 %
<b>Painting, ceramic, sculpture</b>	4	22.2 %
<b>Craft (tailor, pastry, hairdressing)</b>	7	38.9 %
<b>Foreign language (English)</b>	3	18 %
<b>Carpentry</b>	2	11.1 %
<b>Copper embroidery</b>	1	5.6 %
<b>Gardening</b>	1	5.6 %

**\*some respondents gave more than one answer**

**Q18 Do you think that prison enables you to learn something which will help you find a job or will improve your situation after prison? .....**

	%	N of participants
<b>Yes</b>	56.7 %	17
<b>No</b>	43.3 %	13

**Q19. Would you like to participate in skills projects?**

	%	N of participants
<b>Yes</b>	80 %	24
<b>No</b>	20 %	6

**Q20. If yes, then please underline one or more of the possibilities below:**

	<b>Yes</b>
Job interview	41.7 % (10)
Preparing a self-presentation	29.2 % (7)
How to take care of looks and appearance	16.7 % (4)
Socially accepted behaviour	16.7 % (4)
Learning about music (learning to play instruments)	41.7 % (10)
Plastic techniques	8.3 % (2)
Theatre, drama	20.8 % (5)
Presentations in public	16.7 % (4)
Tiding up	16.7 % (4)
Child care	8.3 % (2)
Animals care	8.3 % (2)
Others .....sportive	4.2 % (1)

**\*some respondents gave more than one answer**

Data is for participants who gave affirmative answer to the previous question

**Q21. Do you think that presenting artistic outputs realized by prisoners (theatre performance, artwork etc.) might influence the positive attitude of the community towards prisoners and ex-prisoners?**

	<b>%</b>	<b>N of participants</b>
<b>Yes</b>	86.7 %	26
<b>No</b>	13.3 %	4

## OPERATORS

### General information about the survey

The survey was conducted in the period between 15-31 May 2016, operators from 3 prisons in Izmir.

- Buca high security penal institution
- Buca medium security penal institution
- Kırıklar high security penal institution

30 specialists working with convicted persons involved in this survey study.

### Answers to the the Questionnaires

#### Q1. Age

	e) 18-30	b) 31-50	c) 50 and more
Yes	46.7%	50%	3.3%
No of participants (Nr)	14	15	1

#### Q2. Sex

	Female	Male
Yes	66.7%	33.3%
Nr	20	10

#### Q3. Country of origin

	Turkey	Other, ....
Yes	100%	0

#### Q4. Experience in working with convicts (in years) .....

Years	Nr of participants	%
0-5	18	60%



5-10	7	23.3%
10- +	5	16.7%

**Q5. During the time of the sentence, do prisoners have the ability to:**

	a/ Taking up education	b/ Learning a new job	c/ Acquiring new skills, within artistic skills	d) be active in the field of art
Yes	100%	100%	100%	80%
	30	30	30	24
No	0 %	0 %	0 %	20%
	0	0	0	6

**Q6. Do prisoners meet with the family during their stay in prison?**

	Nr	%
<b>Yes</b>	29	96.7
<b>No</b>	1	3.3

**Q7. Do prisoners work during their stay in prison ?**

	Nr	%
<b>Yes</b>	22	73.3 %
<b>No</b>	8	26.7 %

**Q 8 Are prisoners being contacted by representatives of different associations, organizations, institutions or religion representatives?**

	Nr	%
<b>Yes</b>	27	90
<b>No</b>	3	10

**Q9. If yes – please provide their names .....**

Data is for participants respond affirmatively to the previous question

<b>Name of the organisation</b>	<b>Nr</b>	<b>%</b>
İŞKUR	9	33.3
Diyanet-Müftülük	22	81.5
İzmir Büyükşehir Belediyesi	1	3.7
STK lar	4	14.8
İzmir Denetimli Serbestlik Müdürlüğü	4	14.8
Halk Eğitim Merkezleri	4	14.8
İnsan Hakları Derneği	2	7.4

**\*most respondents give more than one name of organization in their replies**

**Q10. Do prisoners like to learn some new skills during their stay in penitentiary institution?**

	<b>Nr</b>	<b>%</b>
<b>Yes</b>	26	86.7
<b>No</b>	4	13.3

**Q11 If yes – what .....**

Data is for participants respond affirmatively to the previous question

	<b>Nr</b>	<b>%</b>
<b>Literacy training</b>	4	15.3
<b>hobbies</b>	7	26.9
<b>Hand-arts</b>	12	46.1
<b>Vocational training</b>	15	57.7
<b>Social skills (effective communication- anger control)</b>	3	11.5

**\*most respondents give more than one answer**

**Q12. Do you think that prison enables to learn something which will help find a job or will improve prisoners situation after prison? .....**

	Nr	%
<b>Yes</b>	28	93.3
<b>No</b>	2	6.7

**Q13. Would you like to participate in skills for prisoners projects?**

	Nr	%
<b>Yes</b>	19	63.3
<b>No</b>	11	36.7

**Q14. If yes, then please underline one or more of the possibilities below:**

Data is for participants respond affirmatively to the previous question

	Nr	%
Job interview	2	10.5
Preparing a self-presentation	6	31.6
How to take care of looks and appearance	6	31.6
Socially accepted behaviour	9	47.4
Learning about music (learning to play instruments)	1	5.3
Plastic techniques	2	10.5
Theatre, drama	8	42.1
Presentations in public	8	42.1
Tiding up	3	15.8
Child care	5	26.3
Animals care	1	5.3
Others (stress- anger control)	1	5.3

**\*most respondents give more than one answer**

**I. Factors typical of prisoners' life (social) situation**

**Q1. What is the level of the prisoners' existing skills, within artistic skills?**

	<b>a/ high</b>	<b>b/ medium, low</b>	<b>c/ none</b>
Nr	3	24	3
%	10	80	10

**Q2. Have the circles, commonly regarded as pathological, distorted the skills that the prisoners previously had?**

	<b>Nr</b>	<b>%</b>
<b>Yes</b>	30	100
<b>If yes, what kind of circles?</b>		
a. drug addicts	28	93.3
b. alcoholics	20	66.7
c. homeless	10	33.3
d. prisoners that left the prison earlier	16	53.3
e. other ...negative family structure, violence, bad neighborhood	2	6.7

**\*most respondents give more than one answer**

**Q3. What is the level of real possibility of teaching new skills and competences necessary for the man in the non-custodial environment?**

	<b>a/ very high</b>	<b>b/ high</b>	<b>c/ very low</b>	<b>d) none</b>
Nr	1	18	11	0

%	3.3	60	36.7	0
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**Q4. What is the form and range of teaching the necessary skills and what is their effectiveness?**

		HE		DE		NE	
		Nr	%	Nr	%	Nr	%
<b>A</b>	<b>workshops</b>	24	80	4	13.3	0	0
<b>B</b>	<b>theatre performance</b>	6	20	9	30	0	0
<b>C</b>	<b>musicconcerts</b>	10	33.3	6	20	0	0
<b>D</b>	<b>lectures</b>	7	23.3	6	20	1	3.3
<b>E</b>	<b>drawing/painting/manual, music, dance, drama classes</b>	14	46.7	3	10	0	0

**\*some respondents give more than one answer**

HE – high effectiveness, DE – effectiveness difficult to define, NE – no effectiveness

**II. Living conditions, skills and competences of the studied prisoners**

**Q1. What was the most common prisoner's level of education?**

	<b>a/ primary (6-13 years old)</b>	<b>b/middle school (13-17 years old)</b>	<b>c/ higher education, vocational education (17 years and more)</b>
Nr	20	7	3
%	66.7	23.3	10

**Q2. What social skills have the prisoners gained?**

	Nr	%
overcoming shyness,	4	13.3
better knowledge and management of emotions, emotions control,	16	53.3

Better expression of feelings and mood	14	46.7
knowledge about vocal and body potential	5	16.7
knowledge about senses,	7	23.3
how to strengthen self-esteem,	3	10
behavior in a team work; cooperation,	18	60
easier acceptance of the need to preserve the imposed rules,	20	66.7
how to face the public, self-presentation,	4	13.3
other .....	0	0
not applicable.	0	0

**\*most respondents give more than one answer**

**Q3.What was the social position of the prisoners?**

	<b>a/ good</b>	<b>b/moderate</b>	<b>c/ bad</b>
Nr	0	12	18
%	0	40	60

**Q4.What was the level of social control?**

	<b>a/ high</b>	<b>b/middle</b>	<b>c/ low</b>
Nr	0	13	17
%	0	43.3	56.7

**Q5.Do the prisoners feel the need to acquire social skills and new competences, within artistic, useful in their non-custodial life?**

	<b>a/ yes</b>	<b>b/ no</b>	<b>c/ difficult to define</b>
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Nr	14	1	15
%	46.7	3.3	50

## BELGIUM

### A.2. Field-based observation of the different partners' contexts

#### A2.1. Research and collection of data from locally selected participants

- Questionnaires for Prisoners
- Questionnaires for Operators

## OPERATORS

### General information about the survey

The survey was conducted in the period till April 8 - May 25 , 2016. It involved 17 specialists working with convicted persons (in three different prisons).

### Answers to the the Questionnaires

#### Q1. Age

	<b>f) 18-30</b>	<b>b) 31-50</b>	<b>c) 50 and more</b>
<b>Yes</b>	23.5%	41.2 %	35.3 %
<b>No of participants</b>	4	7	6

#### Q2. Sex

	<b>Female</b>	<b>Male</b>
<b>Yes</b>	94.1 %	5.9 %
<b>No of participants</b>	16	1

#### Q3. Country of origin

	<b>Belgium</b>	<b>Other, ....</b>
<b>Yes</b>	88.2 %	5.9 %



**Q4. Experience in working with convicts (in years) .....**

<b>Years</b>	<b>N of participants</b>	<b>%</b>
0-1	1	5.9%
1	2	11.8%
2	1	5.9%
3	2	11.8%
4	1	5.9%
5	1	5.9%
6	2	11.8%
7	2	11.8%
8	1	5.9%
9	-	-
10	1	5.9%
11	-	-
12	-	-
13	-	-
14	-	-
15	2	11.8%
16	-	-
17	-	-
18	-	-
19	-	-
20	-	-
21	-	-
Without answer	1	5.9%

**Q5. During the time of the sentence, do prisoners have the ability to:**

	<b>a/ Taking up education</b>	<b>b/ Learning a new job</b>	<b>c/ Acquiring new skills, within artistic skills</b>	<b>d) be active in the field of art</b>
Yes	100%	100%	100%	47.1%
No	0	0	0	52.9%
Without answer	0	0	0	0

**Q6. Do prisoners meet with the family during their stay in prison?**

	<b>%</b>
<b>Yes</b>	100%
<b>No</b>	
Without answer	

**Q7. Do prisoners work during their stay in prison ?**

	<b>%</b>
<b>Yes</b>	100%
<b>No</b>	
Without answer	

**Q 8 Are prisoners being contacted by representatives of different associations, organizations, institutions or religion representatives?**

	<b>%</b>	<b>No of participants</b>
<b>Yes</b>	82.4%	14
<b>No</b>	17.6	3
Without answer	0	0

**Q9. If yes – please provide their names .....**

Data is for participants respond affirmatively to the previous question.

<b>Name of the organisation</b>	No of answers	%
<b>CAW</b>	<b>6</b>	<b>19.3%</b>
<b>VDAB</b>	<b>5</b>	<b>16.1%</b>
CVO (adult education)	4	12.9%
CBE	2	6.45%
Religion representatives	2	6.45%
Libraries	1	3.22%
Sport organizations	1	3.22%
Anonymous Alcoholics	1	3.22%
Imams	3	9.67%
Priests	2	6.45%
De Rode Antraciet vzw	1	3.22%
Chaplain	2	6.45%
Catholic Church	1	3.22%
Yes to Q8, without answer to Q9	4	28.57%

**\*some respondents give more than one name of organization in their replies**

**Q10. Do prisoners like to learn some new skills during their stay in penitentiary institution?**

	%	No of participants
<b>Yes</b>	94.1%	16
<b>No</b>	0	0
Without answer	1	5.9%

**Q11 If yes – what .....**

Data is for participants respond affirmatively to the previous question

	No of participants	%
Language courses	5	14,28%

<b>Technical skills (to acquire a job: plumbing, masonry, sanitary, painting, making furniture, electricity)</b>	<b>8</b>	<b>22,86%</b>
<b>7</b>		<b>20%</b>
<b>Gastronomic skills (for job: baker – cook)</b>	<b>6</b>	<b>17,14%</b>

<b>Skills that increase chances to find a job</b>	<b>1</b>	<b>2,86%</b>
<b>Job interview</b>	<b>1</b>	<b>2,86%</b>
<b>Social skills</b>	<b>1</b>	<b>2,86%</b>
<b>Arts ( painting - restoration) - creativity</b>	<b>2</b>	<b>5,71%</b>
<b>Sewing</b>	<b>1</b>	<b>2,86%</b>
<b>Animal Care</b>	<b>2</b>	<b>5,71%</b>
<b>Musical/Instruments</b>	<b>1</b>	<b>2,86%</b>
<b>Without answer</b>	<b>2</b>	<b>12,5%</b>

\*some respondents give more than one answer

**Q12. Do you think that prison enables to learn something which will help find a job or will improve prisoners situation after prison? .....**

	No of participants	%
<b>Yes</b>	12	70,59%
<b>Possibly</b>	2	11,76%
<b>Yes, in some ways</b>	1	5,88%
<b>Yes – professional skills</b>	2	11,76%
<b>No</b>	-	

Without answer	-	
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**Q13. Would you like to participate in skills for prisoners projects?**

	%	No of participants
<b>Yes</b>	94,1%	16
<b>No</b>	-	-
Without answer	5,9%	1

**Q14. If yes, then please underline one or more of the possibilities below:**

	<b>Yes</b>
<b>Job interview</b>	<b>52.9%</b>
<b>Preparing a self-presentation</b>	<b>41.2%</b>
How to take care of looks and appearance	23.5%
Socially accepted behaviour	17.6%
Learning about music (learning to play instruments)	17,6%
Plastic techniques	5.9%
<b>Theatre, drama</b>	<b>29.4 %</b>
<b>Presentations in public</b>	<b>35.3 %</b>
Tiding up	- %
Child care	- %
Animals care	11.8%
<b>Others – Baker, Art Skills, Languages, ICT, professional skills, sports (Yoga) .....</b>	<b>35.3%</b>

**I. Factors typical of prisoners' life (social) situation**

**Q1. What is the level of the prisoners' existing skills, within artistic skills?**

Without answer 23.5%

	<b>a/ high</b>	<b>b/ medium, low</b>	<b>c/ none</b>
Yes	-	52.9%	23,5%

**Q2. Have the circles, commonly regarded as pathological, distorted the skills that the prisoners previously had?**

	<b>%</b>
<b>No</b>	-
<b>Yes</b>	47.1%
Without answer	52.9%
<b>If yes, what kind of circles?</b>	
p) drug addicts	100 %
q) alcoholics	75%
r) homeless	- %
s) prisoners that left the prison earlier	12.5 %
t) other, what.....	-%

**\*some respondents give more than one answer**

**Q3. What is the level of real possibility of teaching new skills and competences necessary for the man in the non-custodial environment?**

Without answer –29.4%

	a/ very high	b/ high	c/ very low	d) none
Yes	-%	47.1 %	23.5%	- %

**Q4. What is the form and range of teaching the necessary skills and what is their effectiveness?**

		HE	DE	NE	Without answer
<b>a</b>	<b>workshops</b>	43.8 %	18.8%	0.00%	37.5%
<b>b</b>	<b>theatre performance</b>	11.8%	41.2%	0.00 %	47.1%
<b>c</b>	<b>musicconcerts</b>	5.9%	41.2%	5.9%	47.1%
<b>d</b>	<b>lectures</b>	23.5%	17.6%	17.6%	41.2%
<b>e</b>	<b>drawing/painting/manual, music, dance, drama classes</b>	29.4%	23.5 %	0.00%	47.1%

HE – high effectiveness, DE – effectiveness difficult to define, NE – no effectiveness

**II. Living conditions, skills and competences of the studied prisoners**

**Q1. What was the most common prisoner’s level of education?**

Without answer – - %

	a/ primary (6-13 years old)	b/middle school (13-16 years old)	c/ secondary (16-19 years old)	d/ post-secondary education: higher education, vocational education (19 years and more)
Yes	21.4 %	42.9 %	35.7 %	-

\*some respondents give more than one answer

**Q2.What social skills have the prisoners gained?**

		<b>Yes</b>
u)	overcoming shyness,	17.6%
v)	better knowledge and management of emotions, emotions control,	11.8%
w)	<b>Better expression of feelings and mood</b>	<b>29.4 %</b>
x)	knowledge about vocal and body potential	5.9 %
y)	knowledge about senses,	5.9 %
z)	<b>how to strengthen self-esteem,</b>	<b>41.2 %</b>

<b>aa)</b>	<b>behavior in a team work; cooperation,</b>	<b>82.4%</b>
<b>bb)</b>	<b>easier acceptance of the need to preserve the imposed rules,</b>	<b>17.6%</b>
cc)	how to face the public, self-presentation,	23.5 %
dd)	other .....	0
ee)	not applicable.	- %

**Q3.What was the social position of the prisoners?**

Without answer – 17.6%

	<b>a/ high</b>	<b>b/middle</b>	<b>c/ low</b>
Yes	0	17.6%	29.4 %

**\*answer 'b-c': 35.3%**

**Q4.What was the level of social control?**

Without answer – 11.4 %

	<b>a/ high</b>	<b>b/middle</b>	<b>c/ low</b>
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Yes	11.8 %	17.6 %	23.5 %

\*answer b-c: 5.9%

**Q5. Do the prisoners feel the need to acquire social skills and new competences, within artistic, useful in their non-custodial life?**

Without answer – 11.8 %

	a/ yes	b/ no	c/ difficult to define
Yes	41.2 %	0 %	47.1 %

## PRISONERS

### General information about the survey

The survey was conducted in the period from 8<sup>th</sup> April – 25<sup>th</sup> May 2016 , in three prisons in Belgium - in Merksplas, Turnhout and Wortel. 86 prisoners were involved in the survey, all of them are men.

### Answers to the the Questionnaires

#### Q1. Age

	g) 18-30	b) 31-50	c) 50 and more
Yes	39.53%	47.67%	10.47%

#### Q2. Sex

	Female	Male
Yes	0%	100%

**Q3. Country of origin**

	<b>Belgium</b>	<b>Other, ....</b>
Yes	45.3 %	54.7%

**Q4. Type of the penitentiary institution**

	<b>h) open</b>	<b>i) semi-open</b>	<b>j) closed</b>
Yes			101 %

**Q5. Marital status**

	<b>g) unmarried single/divorced/widowed</b>	<b>(within h) married</b>
Yes	75.29 %	20%

Without answer: 4.71%

**Q6. Education level**

	<b>a/primary (6-13 years old)</b>	<b>b/middle school (13-16 years old)</b>	<b>c/secondary (16-19 years old)</b>	<b>d/post-secondary education: higher education, vocational education (19 years and more)</b>
Yes	9.52%	27.38%	44.05%	9.52%

Without answer: 9.52%

**Q7. Did you have a possibility of doing the things mentioned below during your stay in prison?**

	<b>a/ Taking up education</b>	<b>b/ Learning a new job</b>	<b>c/ Acquiring new skills, within artistic skills</b>
Yes	88.37%	43.02%	33.72%
No	2.33%	25.58%	34.88%
Without answer	9.30%	31.40%	31.40%

**c/ Acquiring new skills, within artistic skills**

if yes – what .....

	<b>N of answers</b>
Painter - Decorator	8
ICT courses	1
Theater, acting	1
Baker	3
Retail	1
Art design course	1
Sports (Football and Fitness)	4
Skills4Freedom	1
Music	3
Technical skills (construction, mechanics, car,...)	2

**Q8.Participation in artistic activities let you:**

	<b>Yes</b>
overcome shyness,	5.81%
know and manage better your emotions, control your emotions,	5..81%
express better your feelings and mood	5.81%

learn more about your vocal and body potential	6.98%
learn more about your senses,	5.81%
<b>strengthen your self-esteem,</b>	<b>10.47%</b>
learn to behave in a team work; cooperate,	9.30%
accept easier the need to preserve the imposed rules	4.65%
face the public, self-present,	4.65%
other	1.37%
<b>not applicable.</b>	<b>48.24%</b>

**Q9.Did skills acquired:**

	a/ have a positive effect on your daily life in prison?	b/ encourage you to deep interest in this artistic activity (theatre, music etc	c/ encourage you to work in this field after prison?
Yes	70.59%	81.40%	71.76%
No	10.59%	5.81%	11.76%
Without answer	18.82%	12.79%	16.47%

**Q10.Do you see your family during your stay in prison ?**

	%
<b>Yes</b>	69.41%
<b>No</b>	28.24%
Without answer	2.35%

**Q11. Do you work during your stay in prison ?**

	%
<b>Yes</b>	43.53 %
<b>No</b>	52.94 %
Without answer	3.53%

**Q 12 Are you contacted by representatives of different associations, organizations, institutions or religion representatives?**

	%	N of participants
<b>Yes</b>	61.90%	52
<b>No</b>	28.57 %	24
Without answer	9.52%	8

**Q13. If yes – please provide their names .....**

Data is for participants who gave affirmative answer to the previous question

<b>Name of the organisation</b>	N of answers	%
Moral consultant	3	7.14 %
Chaplain	9	21.43 %
Imam	17	40.48 %
Priest	4	9.52 %
Help for practical affairs	1	2.38 %
Reverant	1	2.38 %
Preacher	4	9.52 %
Teaching	1	2.38 %
Psychological Aid	2	4.76 %
Without answer	11	21,15%

**\*some respondents give more than one name of organization in their replies**

**Q14. Do you have artistic skills?**

	%	N of participants
<b>Yes</b>	62.79 %	54
<b>No</b>	29.07 %	25
Without answer	8.14 %	7

**Q15. What is their level?**

Data is for participants who gave affirmative answer to the previous question

	high	medium	low	Without answer	Sum
Yes	13.10%	48.81 %	7.14%	30.95%	100%
N of participants	11	41	6	26	84

**Q16. Would you like to learn some new skills during your stay in penitentiary institution?**

	%	N of participants
<b>Yes</b>	51.16%	44
<b>No</b>	32.56 %	28

Without answer	16.28%	14
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**Q17 If yes – what .....**

Data is for participants who gave affirmative answer to the previous question

	N of participants	%
<b>Art (Sculpture - working with clay – Painting, drawing..)</b>	5	12.19%
<b>Music (General or ex. Violin, making beats, DJ)</b>	8	19.51%

<b>Computer Skills (Graphic)</b>	1	2.44%
<b>Film &amp; Video</b>	1	2.44 %
<b>Courses (general)</b>	3	7.31%
<b>Different Skills</b>	3	7.31%
<b>Language Course (Spanish,...)</b>	2	4.88 %
<b>Technical Skills ( car mechanic, electricity, construction with wood...)</b>	4	9.76 %
<b>Sports</b>	3	7.31%
<b>To think, to invent</b>	1	2.44 %
<b>General education (knowledge, spelling, grammar, writing)</b>	3	7.31%
<b>Do something positive back for society</b>	1	2.44 %
<b>Everything that is good</b>	1	2.44%
<b>Dance</b>	1	2.44 %
<b>What is available</b>	1	2.44%
<b>Cooking</b>	1	2.44%
<b>Baker</b>	1	2.44%
<b>Acting</b>	1	2.44%
<b>Without answer</b>	5	11.36%

\*some respondents gave more than one answer

**Q18 Do you think that prison enables you to learn something which will help you find a job or will improve your situation after prison? .....**

	%	N of participants
<b>Yes</b>	52.38 %	44
<b>No</b>	28.57 %	24
<b>I don't know</b>		
<b>discipline and correctness</b>		

Without answer	19.05 %	16
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**Q19. Would you like to participate in skills projects?**

	%	N of participants
<b>Yes</b>	81.40 %	70
<b>No</b>	5.81 %	5
Without answer	12.79%	11

**Q20. If yes, then please underline one or more of the possibilities below:**

	<b>Yes</b>
<b>Job interview</b>	<b>40.70 %</b>
Preparing a self-presentation	27.91%
How to take care of looks and appearance	13.95%
Socially accepted behavior	17.62 %
<b>Learning about music (learning to play instruments)</b>	<b>31.40%</b>
Plastic techniques	9.30%
Theatre, drama	20.93 %
Presentations in public	13.95%
Tiding up	9.30 %
People care	19.77 %
<b>Animals care</b>	<b>29.07%</b>
Others .....	6.85%



**Q21. Do you think that presenting artistic outputs realized by prisoners (theatre performance, artwork etc.) might influence the positive attitude of the community towards prisoners and ex-prisoners?**

	%	N of participants
<b>Yes</b>	65.88 %	56
<b>No</b>	20 %	17
Without answer	14.12%	12

## CYPRUS

### A.2. Field-based observation of the different partners' contexts

#### A2.1. Research and collection of data from locally selected participants

- Questionnaires for Prisoners
- Questionnaires for Operators

## PRISONERS

### General information about the survey

Eurosuccess has successfully completed the process of the field work targeting the aforementioned target group, i.e. individuals in prison. Eurosuccess has used the proposed questionnaire template and has reached a total of 30 persons in the Cyprus Prison.

The average age of the respondents is between 31 – 50 years old; young people 18 – 30 and older people 50+ are significantly less common. A percentage of 85% - 90% are male prisoners and out of the total number of offenders, 60% are foreign, mostly coming from Romania, Poland, Georgia and Greece. The majority of prisoners are in the closed prison and around 10 persons are in the open prison. Regarding the prisoners' marital status, most of the women are single or married, whereas the men are single or separated. The young offenders are single. The average educational level of the prisoners can be reported to primary school – two thirds of the prisoners – and the rest have completed gymnasium or lyceum.

In the question whether there is the possibility to take up some activities during their stay in prison, the women answered definitely yes, giving emphasis on the development of social activities. The majority of men have answered that they are also willing to take up some activities during their stay, giving importance on those skills which can be proven useful in finding a job after their release. The minors have answered that they would also be willing, however they have only specified their willingness to be trained but not for which reason (e.g. for a job).

Moving on to the next question that was about their participation in artistic activities, the prisoners have reported that these activities can help them:

- learn more about their vocal and body potential (this was mostly applied to women),
- strengthen their self-esteem,
- learn to behave in a team work; cooperate,
- face the public, self-present.

From this question, it is evident that the prisoners are more than willing to actively participate in artistic activities that will help them in the future to improve their lives, to find employment and to consequently achieve reintegration in the society.

Most of the prisoners have reported that the skills which were acquired have a positive impact in their daily life in the prison and the persons who attend such activities, are encouraged to show interest in the particular artistic activity. However, most of the people reported that after their release from prison, they are not encouraged to work in that particular field.

All of the prisoners have the possibility to meet with their family: the people whose family is in Cyprus meet them in person, whereas the foreigners are able to communicate with their family members online. Most of the prisoners have also worked at some time of their stay in prison, except for those prisoners who were deemed not proper to work (e.g. those who committed serious offenses).

The prisoners are regularly contacted by several religious teams, such as Muslims, Jehovah witnesses, Christian Orthodox etc. The persons who are mostly close to religions are women and some men, but it is rare among the young offenders.

In the question whether they have well-developed artistic skills, the women have answered yes, and the same goes for the majority of men and young offenders. The average level of these skills is medium, which is however quite promising.

It is worth mentioning that almost all respondents reported that they would like to learn new skills during their stay in prison. Women have noted down mostly social skills like family management and care of children, the men reported professional as well and social skills and the young offenders emphasized on the development of social skills.

In the question whether they believe that the prison gives them the opportunity to learn something that will be helpful in finding a job or that the prison allows them to learn something that will improve their situation after their release, the majority of respondents answered “yes”, and a few answered “no”. This is quite promising, as we can see that there is a potential for further development given the fact that there are some substantial foundations.

Lastly, all of the respondents have answered that they would be willing to participate in projects that promote the development of skills. These include:

- job interview (mostly for men)
- How to take care of looks and appearance
- Learning about music (learning to play instruments)
- Plastic techniques (a few)
- Theatre, drama
- Presentations in public
- Tidying up (for men, cooking lessons in particular)
- Children care (mostly for women)
- Animal care (mostly for women)

In the question whether they think that presenting artistic outputs realized by them (theatre performance, artwork etc.) might influence the positive attitude of the community towards prisoners and ex-prisoners, all of the prisoners have answered positively, mainly because this is a very effective way of putting themselves out there and socializing, as well as for the fact that the outside world can learn more about their activities and abilities, further enhancing their reintegration in society.

### Answers to the the Questionnaires

#### Q1. Age

	a) 18-30	b) 31-50	c) 50+
Percentage	10%	66.66%	23.33%
Number of participants	3	20	7

#### Q2. Sex

	Female	Male
Percentage	10%	90%
Number of participants	3	27

#### Q3. Country of origin

	Cyprus	Other (Romania, Poland, Georgia, Greece)
Percentage	40%	60%
Number of participants	12	18

#### Q4. Type of penitentiary institution

	a) open	b) semi-open	c) closed
Percentage	30%		70%

#### Q5. Marital status

	<b>i) unmarried single/divorced/widowed</b>	<b>(within</b>	<b>j) married</b>

Percentage	75%	25%

Q6. Education level

	<b>a/primary</b>	<b>b/middle school</b>	<b>c/secondary</b>	<b>d/post-secondary education:higher education, vocational education</b>
Percentage	65%		35%	

Q7. Did you have a possibility of doing the things mentioned below during your stay in prison?

	<b>a/ Taking up education</b>	<b>b/ Learning a new job</b>	<b>c/ Acquiring new skills, within artistic skills</b>
Yes	60%	85%	60%
No			

**c/ Acquiring new skills, within artistic skills**

if yes – what .....

	N of answers
Singing	
recitation	
Theater, acting	20
National dances, dancing	15
applied arts	1
professional courses	18
Art design course	
face the public	
All kind of skills	10

\*Prisoners noted more than one option.

**Q8. Participation in artistic activities let you:**

	Percentage
overcome shyness,	
know and manage better your emotions, control your emotions,	
express better your feelings and mood	
learn more about your vocal and body potential	10%
learn more about your senses,	
strengthen your self-esteem,	40%
learn to behave in a team work; cooperate,	75%
accept easier the need to preserve the imposed rules	
face the public, self-present,	30%
other	
not applicable.	

\*Prisoners noted more than one option.

**Q9. Did skills acquired:**

	a/ have a positive effect on your daily life in prison?	b/ encourage you to deep interest in this artistic activity (theatre, music etc	c/ encourage you to work in this field after prison?
Yes	90%	75%	20%
No			

**Q10. Do you see your family during your stay in prison?**

	%
Yes	100%
No	
Without answer	0%

**Q11. Do you work during your stay in prison?**

	%
<b>Yes</b>	82%
<b>No</b>	18%

**Q 12 Are you contacted by representatives of different associations, organizations, institutions or religion representatives?**

	%	N of participants
<b>Yes</b>	80%	24
<b>No</b>	20%	6

**Q13. If yes – please provide their names .....**

	No of participants
<b>Christian Orthodox</b>	17
<b>Catholics</b>	4
<b>Jehovah witnesses</b>	1
<b>Muslims</b>	2

**Q14.Do you have artistic skills?**

	%	N of participants
<b>Yes</b>	93.33%	28
<b>No</b>	6.66%	2

**Q15. What is their level?**

\*Data is for participants who gave affirmative answer to the previous question.

	high	medium	Low
%	6.66%	70%	16.66%
No of participants	2	21	5

**Q16. Would you like to learn some new skills during your stay in penitentiary institution?**

	%	N of participants
<b>Yes</b>	96.66%	29
<b>No</b>	3.33%	1

**Q17 If yes – what .....**

	No of participants
Social skills	27
Family management	3
Care of children	3
Professional skills	22

\*Prisoners noted down more than one answer.

**Q18 Do you think that prison enables you to learn something which will help you find a job or will improve your situation after prison? .....**

	%	N of participants
<b>Yes</b>	73.33%	22
<b>No</b>	20%	6
<b>I don't know</b>	6.66%	2

**Q19. Would you like to participate in skills projects?**

	%	N of participants
<b>Yes</b>	100%	30
<b>No</b>		

**Q20. If yes, then please underline one or more of the possibilities below:**

	Number
Job interview	21
Preparing a self-presentation	



How to take care of looks and appearance	14
Socially accepted behavior	
Learning about music (learning to play instruments)	11
Plastic techniques	4
Theatre, drama	
Presentations in public	18
Tiding up	15
Child care	5
Animals care	6
Others .....	

**Q21. Do you think that presenting artistic outputs realized by prisoners (theatre performance, artwork etc.) might influence the positive attitude of the community towards prisoners and ex-prisoners?**

	%	N of participants
<b>Yes</b>	100%	30
<b>No</b>		

## **OPERATORS**

### **General information about the survey**

Eurosucces has successfully distributed and received answers from partner companies (associations, prisoners, penitentiary workers, prison directors, educators, theatre workers, entrepreneurs, trade associations) in the context of the project Skills for Freedom. The interview template with the indicative questions was very helpful in understanding better the artistic activities organized in jail by the partner companies.

We will present below the data we derived from the five relevant people who have answered our interview questions.

The respondents' age was between the ages 31-50, which means not too young but not too old either, something which is important when dealing with young offenders. They all come from Cyprus and on average they have been working with convicts for 10 years.

From everyone's experience, the convicts are given the opportunity to be educated, to learn a new job, to acquire new skills but also to be active in the field of art. They have also reported that prisoners are sometimes contacted by representatives of different religions, but they have not specified which ones.

Something crucial that all respondents provided us with was the fact that they all believe the prisoners would like to learn some new skills during their stay in prison. Particularly, they have indicated some of these skills: painting, copper engraving, how to land a job, social skills as well as artistic skills.

However, the majority of the respondents reported that the prison does not fully enable the prisoners to learn something useful that will come handy when looking for a job. Therefore, here we can detect the need for the prisons to be more adjusted to the needs of the prisoners, especially with particular importance given to their reintegration after their release, taking into consideration that in Cyprus there are no probation services to monitor the ex-offender's progress, if any. Furthermore, this point contradicts the previous one: although the prisoners seem to be very willing to learn new skills during their stay in the prison, the prison does not satisfy this extremely important need.

All the respondents of the questionnaire have reported that they would be more than willing to participate in projects that concern the prisoners' development of skills, and more particularly in the following sectors:

- job interview
- preparing a self-presentation
- how to take care of look and appearance
- socially accepted behaviour
- learning about music (learning to play instruments)
- theatre, drama presentations in public
- child care

Currently, the average level of the prisoners' skills as far as artistic skills are concerned, is medium to low. The respondents have reported that some pathological circles have distorted the skills that the prisoners previously had, and in particular, these concern the drug addicts and the prisoners that left the prison earlier, mostly. The respondents have also answered that the level of real possibility of teaching new skills and competences necessary for the man in the non-custodial environment is high, which is in contrast with those people who are held in prison.

Regarding the form and range of teaching the necessary skills and their effectiveness, it was reported that theatre performance as well as lectures and drawing/painting/manual, music, dance, drama classes can be of high effectiveness, and workshops' and music concerts' effectiveness can be difficult to define.

The average educational level of the prisoners is primary school (approximately two thirds of the total number of prisoners) and the rest have completed gymnasium and lyceum. The social skills that the prisoners have gained include: better expression of feelings and mood, knowledge about vocal and body potential, how to strengthen self-esteem, behavior in a team work; cooperation and easier acceptance of the need to preserve the imposed rules. The average social position of the prisoners is low, and the level of social control is medium. Lastly, in the question whether the prisoners feel the need to acquire social skills and new competences, within artistic, useful in their non-custodial life, it was reported that it is difficult to be defined.

**Answers to the the Questionnaires**

**Q1. Age**

	<b>h) 18-30</b>	<b>b) 31-50</b>	<b>c) 50 and more</b>
<b>%</b>		100%	
<b>No of participants</b>		5	

**Q2. Sex**

	<b>Female</b>	<b>Male</b>
<b>%</b>	20%	80%
<b>No of participants</b>	1	4

**Q3. Country of origin**

	<b>Cyprus</b>	<b>Other</b>
<b>%</b>	100%	

**Q4. Experience in working with convicts (in years) .....**

<b>Years</b>	<b>N of participants</b>	<b>%</b>
0-10	4	80%
10+	1	20%

**Q5. During the time of the sentence, do prisoners have the ability to:**

	<b>a/ Taking up education</b>	<b>b/ Learning a new job</b>	<b>c/ Acquiring new skills, within artistic skills</b>	<b>d) be active in the field of art</b>
<b>Yes</b>	5	5	5	4
<b>No</b>				

**Q6. Do prisoners meet with the family during their stay in prison?**

	%
<b>Yes</b>	100%
<b>No</b>	

**Q7. Do prisoners work during their stay in prison?**

	%
<b>Yes</b>	90%
<b>No</b>	
Without answer	10%

\*Most of them yes, except for those deemed inappropriate to work, it has been reported.

**Q8. Are prisoners being contacted by representatives of different associations, organizations, institutions or religion representatives?**

	%	No of participants
<b>Yes</b>	100%	5
<b>No</b>		

**Q9. If yes – please provide their names .....**

The respondents did not provide particular names.

**Q10. Do prisoners like to learn some new skills during their stay in penitentiary institution?**

	%	No of participants
<b>Yes</b>	100%	5
<b>No</b>		

**Q11 If yes – what .....**

Data is for participants respond affirmatively to the previous question

	No of participants	%
<b>Painting</b>	2	40%
<b>Copper engraving</b>	1	20%
<b>Artistic skills</b>	4	80%
<b>Social skills</b>	5	100%
<b>Professional skills</b>	5	100%

\*participants provided more than one answer.

**Q12. Do you think that prison enables to learn something which will help find a job or will improve prisoners situation after prison? .....**

	No of participants	%
<b>Yes (general skills)</b>	1	20%
<b>No</b>	4	80%

**Q13. Would you like to participate in skills for prisoners projects?**

	%	No of participants
<b>Yes</b>	100%	5
<b>No</b>		

**Q14. If yes, then please underline one or more of the possibilities below:**

	Yes
Job interview	5
Preparing a self-presentation	4
How to take care of looks and appearance	3

Socially accepted behaviour	3
Learning about music (learning to play instruments)	4
Theatre, drama	5
Presentations in public	5
Child care	2

**I. Factors typical of prisoners' life (social) situation**

**Q1. What is the level of the prisoners' existing skills, within artistic skills?**

	a/ high	b/ medium, low	c/ none
Number		5	

**Q2. Have the circles, commonly regarded as pathological, distorted the skills that the prisoners previously had?**

	Number
<b>No</b>	1
<b>Yes</b>	4
<b>If yes, what kind of circles?</b>	
u) drug addicts	4
v) prisoners that left the prison earlier	4
w) other, what.....	

**Q3. What is the level of real possibility of teaching new skills and competences necessary for the man in the non-custodial environment?**

	a/ very high	b/ high	c/ very low	d) none
Yes		100%		

**Q4. What is the form and range of teaching the necessary skills and what is their effectiveness?**

		HE	DE	NE	Without answer
<b>a</b>	<b>workshops</b>		5		
<b>b</b>	<b>theatre performance</b>	5			
<b>c</b>	<b>Music concerts</b>		5		
<b>d</b>	<b>Lectures</b>	5			
<b>e</b>	<b>drawing/painting/manual, music, dance, drama classes</b>	5			

HE – high effectiveness, DE – effectiveness difficult to define, NE – no effectiveness

## **II. Living conditions, skills and competences of the studied prisoners**

**Q1. What was the most common prisoner's level of education?**

	a/ primary (6-13 years old)	b/middle school (13-16 years old)	c/ secondary (16-19 years old)	d/ post-secondary education: higher education, vocational education (19 years and more)
Yes	5			

**Q2.What social skills have the prisoners gained?**

	<b>Yes</b>
overcoming shyness,	
better knowledge and management of emotions, emotions control,	
Better expression of feelings and mood	3
knowledge about vocal and body potential	2
knowledge about senses,	
how to strengthen self-esteem,	4
behavior in a team work; cooperation,	5
easier acceptance of the need to preserve the imposed rules,	3
how to face the public, self-presentation,	
other .....	
not applicable.	

**Q3.What was the social position of the prisoners?**

	<b>a/ high</b>	<b>b/middle</b>	<b>c/ low</b>
Number			5

**Q4.What was the level of social control?**

	<b>a/ high</b>	<b>b/middle</b>	<b>c/ low</b>
Number		4	1



**Q5. Do the prisoners feel the need to acquire social skills and new competences, within artistic, useful in their non-custodial life?**

	<b>a/ yes</b>	<b>b/ no</b>	<b>c/ difficult to define</b>
Yes			5

## POLAND

### A.2. Field-based observation of the different partners' contexts

#### A2.1. Research and collection of data from locally selected participants

- Questionnaires for Prisoners

#### Questionnaires for Operators

The research in Poland was conducted in Barczewo incarceration which is a closed-type prison for men. The study which was not preceded by a survey was approved by the Director of the prison and it embraced the prisoners serving a sentence of imprisonment and the staff members (teachers and officers of the Prison Service).

### PRISONERS

#### General information about the survey

The survey was conducted over the period from 20 May to 13 June 2016, with prisoners from one prison in Barczewo (high security penal institution). 35 prisoners were involved in this survey study.

#### Answers to the the Questionnaires

##### Q1. Age

	<b>i) 18-30</b>	<b>b) 31-50</b>	<b>c) 50 and more</b>
Yes	17 (48,57 %)	15 ( 42,85% )	3 ( 8,57% )

##### Q2. Sex

	<b>Female</b>	<b>Male</b>
Yes	0 (0%)	35 ( 100% )

##### Q3. Country of origin

	<b>Poland</b>	<b>Other, ....<sup>1</sup></b>
Yes	32 ( 91,42% )	3 ( 8,57% )

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<sup>1</sup> Bulgaria 1, Albania 1, Syria 1

**Q4. Type of the penitentiary institution**

	<b>k) open</b>	<b>l) semi-open</b>	<b>m) closed</b>
Yes	0 (0% )	0 (0% )	35 ( 100% )

**Q5. Marital status**

	<b>k) unmarried / single/divorced/widowed</b>	<b>l) married</b>
Yes	28 ( 79,99% )	7 ( 20,01% )

**Q6. Education level**

	<b>a) elementary</b>	<b>b) junior high school</b>	<b>c) secondary (16-19 years old)</b>	<b>d) post-secondary education: higher education, vocational education (19 years and more)</b>
Yes	6 ( 17,14% )	8 ( 22,85% )	19 ( 54,28 % )	2 ( 5,71% )

Polish education system consists of three types of schools: elementary, junior high school, vocational school, technical school and high school. The first two mentioned are compulsory, while others are to choose from. In the case of vocational school the graduate can obtain professional education, whereas on completion of the type of school or technical high school - general. Colleges are academies, universities, polytechnics. The university graduates obtain higher education. Moreover, in Poland there is a possibility of post-graduate education (for graduates) and doctoral studies.

**Q7. Did you have a possibility to do the things mentioned below during your stay in prison?**

Without an answer – 5 % in all

	<b>a/ Taking up education</b>	<b>b/ Learning a new job</b>	<b>c/ Acquiring new skills, within artistic skills</b>
Yes	23 ( 65,71% )	20 ( 57,14% )	6 ( 17,14% )
No	12 ( 34,28% )	15 ( 42,85% )	29 ( 82,85% )
Without answer	0 (0%)	0 (0%)	0 (0%)

**c/ Acquiring new skills, within artistic skills**

if yes – what .....

	No of answers
Playing Instruments	1 ( 2,85%)
Cleaning,constructional work	2 ( 5,71%)
Computer	1( 2,85%)
Woodworking	1( 2,85%)
Beekeeping	1( 2,85%)
Metalwork	1( 2,85%)
Jewelry design	1( 2,85%)
Gardening	2( 5,71%)
Cooking	6 ( 17,14% )
Shoemaking	1( 2,85%)

**Q8..Participation in artistic activities allowed you to:**

	Yes
overcome shyness,	1( 2,85%)
know and manage better your emotions, control your emotions,	2 ( 5,71%)
express your feelings and mood better	3 (8,57% )
learn more about your vocal and body potential	1( 2,85%)
learn more about your senses,	2( 5,71%)
strengthen your self-esteem,	1( 2,85%)
learn to behave in a team work; cooperate,	4 ( 11,42% )
accept the need to comply with the imposed rules easier	3(8,57% )

face the public, self-present,	2( 5,71%)
other	3(8,57% )
not applicable.	1( 2,85%)

**Q9.Did the acquired skills:**

	<b>a/</b> have a positive effect on your daily life in prison?	<b>b/</b> encourage you to deep interest in this artistic activity (theatre, music etc.,)	<b>c/</b> encourage you to work in this field after prison?
Yes	12 ( 34,28% )	6 ( 17,14% )	3 (8,57% )
No	23 ( 65,71% )	29 ( 82,85% )	32 ( 91,42% )

**Q10.Do you see your family during your stay in prison ?**

	%
<b>Yes</b>	30 (85,71)
<b>No</b>	5 ( 14,28% )

**Q11. Do you work during your stay in prison ?**

	%
<b>Yes</b>	10 ( 28,57% )
<b>No</b>	25 ( 71,42% )

**Q 12 Are you contacted by representatives of different associations, organizations, institutions or religion representatives?**

	%	No of participants
<b>Yes</b>	( 71,42% )	25
<b>No</b>	( 28,57% )	10

**Q13. If yes – please provide their names .....**

The data below comes from the participants who gave affirmative answers to the previous question.

<b>Name of the organisation</b>	<b>No of answers</b>	<b>%</b>
Sociologist, psychologist	25	71,42%
Religious official	30	85,71
Official	2	5,71
Journalist	1	2,85
Public Education Trainer	0	0
Probation Center Officer	20	57,14
Students	20	57,14
Teachers	3	8,57%

**\*some respondents give more than one name of an organization in their replies**

**Q14. Do you have any artistic skills?**

	<b>%</b>	<b>No of participants</b>
<b>Yes</b>	28,57%	10
<b>No</b>	71,42%	25

**Q15. What is their level?**

The data below comes from the participants who gave affirmative answers to the previous question.

	<b>high</b>	<b>medium</b>	<b>low</b>
Yes	5,71	17,14	5,71
No of participants	2	6	2

**Q16. Would you like to learn some new skills during your stay in a penitentiary institution?**

	<b>%</b>	<b>No of participants</b>
<b>Yes</b>	57,14	20
<b>No</b>	42,85	15

**Q17 If yes – what .....**

The data comes from the participants who gave affirmative answers to the previous question.

	No of participants	%
Theater	1	2,85
Playing a musical instrument	2	5,71
Painting, ceramic, sculpture	2	5,71
Craft (tailoring, pastry, hairdressing)	3	8,57
Foreign language (English)	2	5,71
Carpentry	1	2,85
Copper embroidery	1	2,85
Gardening	1	2,85

**\*some respondents gave more than one answer**

**Q18 Do you think that prison enables you to learn something which will help you find a job or will improve your situation after prison? .....**

	%	No of participants
<b>Yes</b>	28,57	10
<b>No</b>	71,42	25

**Q19. Would you like to participate in skills projects?**

	%	No of participants
<b>Yes</b>	28,57	10
<b>No</b>	71,42	25

**Q20. If yes, then please underline one or more of the possibilities below:**

	<b>Yes</b>
Job interview	10 (28,57% )
Preparing a self-presentation	10 (28,57% )
How to take care of looks and appearance	6 ( 17,14% )

Socially accepted behaviour	4 ( 11,42% )
Learning about music (learning to play the instruments)	2 (5,71% )
Plastic techniques	2 (5,71% )
Theatre, drama	1( 2,85% )
Presentations in public	3 (8,57% )
Tiding up	3(8,57% )
Child care	7 ( 19,99% )
Animals care	5 ( 14,25% )
Others .....sportive	3(8,57% )

**\*some respondents gave more than one answer**

The data comes from the participants who gave affirmative answers to the previous question.

**Q21. Do you think that presenting artistic outputs realized by prisoners (theatre performance, artwork etc.) might influence the positive attitude of the community towards prisoners and ex-prisoners?**

	%	No of participants
<b>Yes</b>	28,57	10
<b>No</b>	71,42	25

## **OPERATORS**

### **General information about the survey**

The survey was conducted from 20 May to 13 June 2016, with 28 specialists from the prison in Barczewo, ( high security penal institution )

28 specialists working with convicted persons participated in this survey study.



## Answers to the the Questionnaires

### Q1. Age

	<b>a) 18-30</b>	<b>b) 31-50</b>	<b>c) 50 and more</b>
<b>Yes</b>	17,85 %	78,57 %	3,57 %
<b>No of participants</b>	5	22	1

### Q2. Sex

	<b>Female</b>	<b>Male</b>
<b>Yes</b>	35,71%	64,28%
<b>No of participants</b>	10	18

### Q3. Country of origin

	<b>Poland</b>	<b>Other, ....</b>
<b>Yes</b>	100%	0

### Q4. Experience in working with convicts (in years) .....

<b>Years</b>	<b>No of participants</b>	<b>%</b>
0-5	9	32,14
5-10	11	39,28
10- +	8	28,57

### Q5. During the time of the sentence, do prisoners have the ability to:

	<b>a/ Take up education</b>	<b>b/ Learn a new job</b>	<b>c/ Acquire new skills, within artistic skills</b>	<b>d) Be active in the field of art</b>
<b>Yes</b>	100%	100%	21,42%	21,42%
	28	28	6	6

No	0 %	0 %	78,57%	78,57%
	0	0	22	22

**Q6. Do the prisoners meet with their families during their stay in prison?**

	No	%
Yes	26	92,85
No	2	7,14

**Q7. Do the prisoners work during their stay in prison ?**

	No	%
Yes	20	71,42
No	8	28,57

**Q 8 Are the prisoners being contacted by representatives of different associations, organizations, institutions or religion representatives?**

	No	%
Yes	20	71,42
No	8	28,57

**Q9. If yes – please provide their names .....**

The data comes from the participants who respond affirmatively to the previous question.

Name of the organization	No	%
Religious associations	20	71,42
Foundations for convicts	16	57,14
Representatives of universities	19	67,85
Representatives of state authorities	2	7,14
Artists	3	10,71
Associations to help convicts	15	53,57

Other	2	7,14
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**\*most respondents give more than one name of the organization in their replies**

**Q10. Do the prisoners like to learn some new skills during their stay in penitentiary institution?**

	No	%
Yes	26	92,85
No	2	7,14

**Q11 If yes – what .....**

The data below comes from the participants who respond affirmatively to the previous question.

	Nr	%
Literacy training	1	3,57
Hobbies	3	10,71
Craftwork	5	17,85
Vocational training	15	53,57
Social skills (effective communication- anger control)	10	35,71

**\*most respondents give more than one answer**

**Q12. Do you think that prison enables you to learn something which will help you find a job or will improve prisoners situation after prison? .....**

	No	%
Yes	20	71,42
No	8	28,57

**Q13. Would you like to participate in skills for prisoners projects?**

	No	%

<b>Yes</b>	10	35,71
<b>No</b>	18	64,28

**Q14. If yes, then please underline one or more of the possibilities below:**

The data comes from the participants who respond affirmatively to the previous question.

	<b>No</b>	<b>%</b>
Job interview	4	14,28
Preparing a self-presentation	6	21,42
How to take care of looks and appearance	10	35,71
Socially accepted behaviour	7	24,99
Learning about music (learning to play instruments)	1	3,57
Plastic techniques	2	7,14
Theatre, drama	1	3,57
Presentations in public	8	28,57
Tiding up	1	3,57
Child care	7	24,99
Animals care	5	17,85
Others (stress- anger control)	4	14,28

**\*most respondents give more than one answer**

### **I. Factors typical of prisoners' life (social) situation**

**Q1. What is the level of the prisoners' current skills, within artistic skills?**

	<b>a/ high</b>	<b>b/ medium, low</b>	<b>c/ none</b>
No	1	10	17
%	3,57	35,71	60,71

**Q2. Have the circles, commonly regarded as pathological, distorted the skills that the prisoners previously had?**

	No	%
<b>Yes</b>	28	100
<b>If yes, what kind of circles?</b>		
f. drug addicts	5	17,85
g. alcoholics	15	53,57
h. homeless	2	7,14
i. prisoners that left the prison earlier	4	14,28
j. other ...negative family structure, violence, bad neighborhood	2	7,14

**\*most respondents give more than one answer**

**Q3. What is the level of real possibility of teaching new skills and competences necessary for the man in the non-custodial environment?**

	a/ very high	b/ high	c/ very low	d) none
No	1	4	11	12
%	3,57	14,28	39,28	42,85

**Q4. What is the form and range of teaching the necessary skills and what is their effectiveness?**

		HE		DE		NE	
		No	%	No	%	No	%
<b>a</b>	<b>Workshops</b>	20	71,42	4	14,28	0	0
<b>b</b>	<b>theatre performance</b>	0	0	1	3,57	0	0
<b>c</b>	<b>Musicconcerts</b>	3	10,71	3	10,71	0	0
<b>d</b>	<b>Lectures</b>	5	17,85	2	7,14	1	3,57
<b>e</b>	<b>drawing/painting/manual,</b>	7	24,99	3	10,71	0	0

	<b>music, dance, drama classes</b>						
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**\*some respondents give more than one answer**

HE – high effectiveness, DE – effectiveness difficult to define, NE – no effectiveness

## **II. Living conditions, skills and competences of the studied prisoners**

### **Q1. What was the most common prisoner's level of education?**

	<b>a/ primary</b>	<b>b/junior high school</b>	<b>c/ higher education, vocational education</b>
No	20	6	2
%	71,42	21,42	7,14

### **Q2. What social skills have the prisoners gained?**

	<b>No</b>	<b>%</b>
overcoming shyness,	4	14,28
better knowledge and management of emotions, emotions control,	16	57,14
better expression of feelings and mood	15	53,57
knowledge about vocal and body potential	5	17,85
knowledge about senses,	3	10,71
how to strengthen self-esteem,	4	14,28
behavior in a team work; cooperation,	16	57,14
easier acceptance of the need to preserve the imposed rules,	10	35,71
how to face the public, self-presentation,	4	14,28
other .....	0	0
not applicable.	0	0

**\*most respondents give more than one answer**

**Q3.What was the social position of the prisoners?**

	<b>a/ good</b>	<b>b/moderate</b>	<b>c/ bad</b>
No	0	12	16
%	0	42,85	57,14

**Q4.What was the level of social control?**

	<b>a/ high</b>	<b>b/medium</b>	<b>c/ low</b>
No	0	10	18
%	0	35,71	64,28

**Q5.Do the prisoners feel the need to acquire social skills and new competences, within artistic skills, useful in their non-custodial life?**

	<b>a/ yes</b>	<b>b/ no</b>	<b>c/ difficult to define</b>
No	4	8	16
%	14,28	28,57	57,14

## Summary

### A comprehensive summary of the results

The draft also includes the educational elements of the research, namely the questions regarding the subjects' learning skills in a broad sense of art and educational activities in this field. Partners have accepted methodological assumptions described in the first part of the report. Studies have been conducted in the countries of the project partners. The survey questionnaires are uniform, though, it should be emphasized that the presentation of the results (demonstrated in the preceding section) is individual. The national statement was presented in the original version - only the technical side was unified, however, without interfering with the language sphere.

A comprehensive summary of the results was divided into two main parts which show the results that were obtained in the surveys conducted among the prisoners and educators, including art. Moreover, the other data that the reporting persons recognized as essential for the project were also used.

### Research results of the study conducted with inmates serving prison sentences

The studies involved a total of 306 prisoners in seven states. The distribution of the population is listed below.

**Table A. Prison population by place of detention**

<b>State</b>	<b>Number</b>	<b>Percentage</b>
<b>Italy</b>	<b>36</b>	<b>11,76</b>
<b>Germany</b>	<b>30</b>	<b>9,60</b>
<b>Bulgaria</b>	<b>59</b>	<b>18,88</b>
<b>Turkey</b>	<b>30</b>	<b>9,60</b>
<b>Belgium</b>	<b>86</b>	<b>27,52</b>
<b>Poland</b>	<b>35</b>	<b>11,20</b>
<b>Cyprus</b>	<b>30</b>	<b>9,60</b>
<b>Total</b>	<b>306</b>	<b>100</b>



The above table shows that the largest group is constituted by the prisoners from Belgium and Bulgaria. In the assumptions of the project, the basic value adopted for each partner country were minimum 30 people. The variations of 10 - 15% in such tests are taken as the standard (3 to 5 units), which does not affect the measurement results. With such significant differences in the population number, the results may be affected by an error of interpretation.

**Table B.** The gender of the respondents

Gender	Number	Percentage
Women	32	10,24
<b>Men</b>	<b>273</b>	<b>89,21</b>
No data	1	0,32
Total	306	100

The vast majority of the respondents are men, which is not a novelty, because as practice shows, men commit crimes more often than women. Another element analyzed was the inmates' age, which is important in the learning process. It is believed that the younger the individual is, the more susceptible to learning s/he will be.

**Table C.** The inmates' age

Age range in years	Number	Percentage
18-30	107	34,24
<b>31-50</b>	<b>151</b>	<b>48,32</b>
> 50	48	15,36
Total	306	100

The most numerous group in the age category were the respondents at the age from 31 to 50 years who comprised nearly 50% of the study population. This age is taken as an average, and the one at which the individual has completed education and is capable of independent existence having appropriate social skills to perform work. This element is extremely important in educational programs, which must be tailored to the level of the individual's knowledge, his skills and cognitive abilities.

The project partners have also foreseen the possibility of imprisonment not only for the citizens of their country of origin, but also for foreigners. This has important implications for the development of new educational projects, rehabilitation and re-adaptation, because they must fulfil the requirement of universality.

It should also be emphasized that the convicts serving a sentence in a state other than their own have not only limited contact with their families, but there is also the problem of cultural and language barriers.

**Table D.** The respondents' country of origin

State	Number	Percentage
Italy	15	4,80
Albania	5	1,60
Chile	1	0,32
Dominikan Republic	2	0,64
Ecuador	2	0,64
Egypt	1	0,32
Germany	24	7,68
Kenya	1	0,32
Marocco	5	1,60
Romania	1	0,32
Spain	1	0,32
Ukraine	1	0,32
<b>Others</b>	<b>67</b>	<b>21,44</b>
<b>Bulgaria</b>	<b>67</b>	<b>21,44</b>
Turkey	30	9,60

Belgium	39	12,48
Poland	32	10,24
Cyprus	12	3,84
Total	306	100

Assuming the criterion of statehood, the most numerous groups have proven to be Bulgarian and representing other countries than those listed in the table (by 21.44%). That distribution of the data can have a significant impact on the results, as these are the bigger groups than others, and therefore the answers of those respondents decisively shape the final determination.

Not without significance for the process of learning is the place of serving a sentence of imprisonment. In this case it was reasonable to determine the type of incarceration. The tripartite division has been adopted, defining three types of prisons: closed, semi-open and open. The summary of the data is demonstrated in Table E.

**Table E.** The types of prisons

Types of prisons	Number	Percentage
Closed	279	91,17
semi-open	0	0
Open	27	8,82
Total	306	100

The largest groups of prisoners serving a term of imprisonment were set in the penitentiary institutions of the closed type. This result is not surprising, because the intention and purpose of the project was to focus on that group of prisoners.

An important thing that the authors of the report were supposed to do was to determine the status of prisoners. Ties between the prisoners and close relatives have a huge impact on the process of rehabilitation. The marital status has formal, emotional and social meaning. Awareness of relationships with the other person allows to strengthen the intentional actions, aimed at the positive change. It is also important for criminological projections.

**Table F.** The marital status of the respondents

Marital status	Number	Percentage
Married	101	32,00
Single (divorced, widowed)	203	64,96
No data	2	0,64
Total	306	100

Family ties of the convicted are a very important element in the process of rehabilitation. Consequently the inmates were asked whether they maintain their contacts with relatives during the imprisonment.

The respondents from Italy gave a positive response in 14 cases and denied in 15, while 7 respondents did not answer at all. The respondents from Germany chose a positive answer in 28 cases with only one negative response and one without any response at all. 50 inmates from Bulgaria indicated a positive response, 9 of them - negative. In Turkey the majority of respondents maintain contact with relatives (26 positive answers with 4 negative ones). Equally a high score was achieved in Belgium (60 positive responses, 23 negative and in 3 cases there was no response). In Poland, 30 inmates indicated that they maintain contact with their families while the opposite view was expressed by 5 prisoners. The totally positive response was obtained in Cyprus which puts that country in the first place in the category of relationships with the loved ones while serving a sentence of imprisonment.

It was necessary to determine the existing level of prisoners' education. For the purpose of the assessment it was split into four categories: basic education, vocational, secondary and higher education. Knowledge in this field allows to adjust the curricula to the intellectual capacity of recipients. The data on the education of prisoners is demonstrated in Table G.

**Table G.** The education of the respondents (percentage)

Country	Primary school	Junior high school	Secondary school	College	No answer
Italy	22,2	<b>61,11</b>	13,89	0,00	2,78
Germany	<b>42,4</b>	27,3	15,15	15,15	0,00
Bulgaria	15,25	18,6	<b>50,9</b>	15,25	0,00

Turkey	33,00	0,00	<b>50,00</b>	7,00	0,00
Belgium	9,52	27,38	<b>44,05</b>	9,52	0,00
Poland	17,14	22,85	<b>54,28</b>	5,71	0,00
Cyprus	<b>65,00</b>	0,00	35,00	0,00	0,00

Prisoners in penitentiaries hold a diverse education which is characteristic of each population. From the values summarized in Table G it can be observed that in fact, the most representative group of prisoners is the one that has secondary education. The values relate to Bulgaria, Turkey, Belgium and Poland. Therefore, it is reasonable to adopt the thesis that the largest group are the people with higher education, which has a significant impact on learning new skills, taking the existing ones as a reasonable basis.

It was important to determine whether the respondents had the opportunity to study during their imprisonment, including the field of art. The results are summarized in Table H.

**Table H.** Educational opportunities in prison (positive responses) - percentage; multiple choices

Country	Taking up education	Learning a new job	Acquiring new skills, within artistic skills
Italy	63,89	47,22	55,65
Germany	<b>80,00</b>	<b>80,00</b>	<b>83,30</b>
Bulgaria	25,40	54,20	40,70
Turkey	43,30	43,30	16,70
Belgium	<b>88,37</b>	43,02	33,72
Poland	65,71	57,14	17,14
Cyprus	60,00	<b>85,00</b>	<b>60,00</b>

In Italy, 2,78% of the respondents did not respond to a question about education opportunities, while in Germany, there were no answers to all three questions in the first two terms of the value of 13,3% in the last 10%. Prisoners in Bulgaria did not reply in all listed categories in quantity (the order according

to the entry in the table): 33.9%-15,25% 37,3%. A similar result was obtained in the Belgian research - no response in all categories (in order of entry in the table): 9,30%-31,40%-31.40%. From the data demonstrated in table H it can be concluded that the greatest educational opportunities are offered to prisoners in Germany, Belgium and Cyprus. These values have been identified in the entry.

Rehabilitation takes many shapes, including rehabilitation through work. This is why prisoners were asked whether they have the opportunity to work at the time of imprisonment. The prisoners in Italy gave positive responses in 19 cases, 15-negative ones and 7-answers have been not provided. Germany came up with 28 positive responses, one negative and one non-response. The Turkish research gave 20 positive responses and 10 negative ones. In Belgium, there were 34 positive responses, 50 negative ones and in two cases, the respondents failed to respond. In Poland, only 10 convicts are working under the conditions of imprisonment, while 25 do not. The Cyprus research gave 27 positive and 3 negative responses.

Equally important are the activities of other entities as regards the convicts training new skills under the condition of imprisonment. The authors of the country reports have indicated that the detainees confirm the activity of these entities in that respect. In Italy, the result has been obtained in the religious group listing 83.33% of the Association excluding the denominational and other (including ARCAT-Sc'art. ). In a report from Germany the positive value is 50%, with the indication of these entities (including churches, religious associations, charitable associations, support probation). A similar result was obtained in Bulgaria (57.7% positive responses). The list includes the Helsinki Committee, UPSDA, Health Initiatives, the Lutheran Church, the Orthodox Church, the Association of Mother Against Drugs. The rapporteur from Turkey mentioned 25 positive responses, including an indication of, among other things, religious groups, the Centre Probacyjne, ACUTE, and psychologists, sociologists, representatives of the press and history educators. In Belgium, the result included chaplains, priests, imams, teachers, psychologists and consultants in the field of morality (61.90%). In Poland, the convicted (71.42%) have confirmed participation of organisations in the process of rehabilitation, among others sociologists, psychologists, representatives of religious groups, members of the press, Victim Assistance, and teachers. Cyprus obtained 80% positive results. The respondents mentioned here only the religious groups (Catholic, Jehovah's witnesses, Muslim and Orthodox Church).

**Table I.** Educational opportunities in prison (negative responses) - data rates; multiple choices

Country	Taking up education	Learning a new job	Acquiring new skills, within artistic skills
Italy	13,89	33,33	25,00
Germany	6,70	6,70	6,70
Bulgaria	35,6	25,4	17,00
Turkey	<b>56,70</b>	<b>56,70</b>	<b>83,30</b>
Belgium	2,33	25,58	34,88
Poland	34,28	42,85	82,85
Cyprus	0,00	0,00	0,00

Table I contains negative responses. Especially noteworthy are the results obtained in Turkey (the highest rates), which may indicate a weakness of the system of rehabilitation of prisoners, including education, vocational training and skills development in the field of broadly understood art.

What is particularly noteworthy are the convicts' opinions regarding the new skills obtained through artistic education. The data is presented in Table J.

**Table J.** Skills achieved through artistic education (number); multiple choices

Category	No of respondents
Overcome shyness	29
Know and better manage your emotions, control your emotions,	57
Better express your feelings and mood	48
Learn more about your vocal	36

and body potential	
Learn more about your senses	49
Strengthen your self-esteem	70
Learn to behave in a team work; cooperate,	<b>117</b>
Easier accept the need to comply with the imposed rules	<b>60</b>
Face the public, self-present,	58
Other	10
Not applicable.	72

The categories concerning the social skills (teamwork) were chosen most often. Therefore, taking training in this area will enhance the motivation to work in the desired direction. This kind of the chance can be obtained through artistic activities such as theater or learning music in a team.

Not without significance was the question about the positive results of training, namely improving the social position of the person under the conditions of prison isolation and post-custodial reality. Such information can be found in the national reports where the respondents admitted that training will significantly enhance their social status under the mentioned circumstances.

The key element of cognition are artistic skills (including the existing ones) and the new training opportunities. The data is summarized in table K.

**Table K.** The existing artistic skills

Response category	No
Yes	184
No	111
No data	11

From the presented data it can be concluded that the respondents are confident about their own artistic skills. This does not mean, however, that in fact it is so, because this evaluation is subjective.



When asked about the level of their artistic skills the middle one was most often indicated (104 positive responses), which may be regarded as an objective result. Another element of knowledge was the convicts' interest in participating in new educational programs. This question generated 188 positive responses, with 98 negative ones. In 20 cases the respondents failed to provide their answers. It seems that prisoners indeed show an interest in education while serving a prison sentence. The reason may be twofold, that is their willingness to raise the level of their own skills and also to use the excess of free time effectively. The answers to the question about respondents' opinions on the usefulness of the acquired skills in the conditions of imprisonment are quite interesting. More than half of the respondents gave a positive response (161), 102 people were of the adverse opinion and in 43 cases the respondents did not comment on this issue.

It may be said that those serving a sentence are interested in participating in the skills raising projects (Italy 86.11% of respondents; Germany - 90% of respondents, Bulgaria - 79.7%, Turkey - 80%; Belgium 81.450%; Poland-28, 57%, and Cyprus - 100%). As the most interesting skills, the respondents indicated:

1. Cyprus - social skills;
2. Poland - practical skills training (not artistic)
3. Belgium - musical skills
4. Turkey - practical skills training (not artistic);
5. Bulgaria - all kinds of new skills;
6. Germany - raising the level of existing skills (of any kind);
7. Italy - practical professional skills and the social ones.

The above-mentioned skills such as correct social behavior, preparation for job interviews (Italy); theater and self-presentation (Germany); preparation for job interviews and self-presentation (Bulgaria); the same result was obtained in Turkey; preparation for job interviews and learning to play instruments (Belgium); preparation for job interviews and self-presentation (Poland); a similar result was obtained in Cyprus, have been found to be the most desirable by the convicts participating in the skills training.

The last question that the respondents answered concerned the relationship between the newly acquired skills and their own social status in the post-custodial environment. The responses are summarized below in Table L.

**Table L.** Artistic skills of the inmates and their public perception

Category	No
Yes	223
No	63
No data	20

According to this data, the respondents are convinced that the new educational programmes will improve their image in the post-prison reality.

**Conclusions:**

On the basis of the studies carried out by the project partners from seven countries the following findings can be established:

1. The convicts are significantly interested in acquiring new skills;
2. Skills training is part of the resocialization process in all its dimensions, including art;
3. Artistic skills, such as music, drawing, painting and theater should be developed since they are mainly of convicts' interest;
4. The development of soft skills (soft-life skills) focuses on social aspects, such as the implementation of education (learning) and social roles;
5. The development of hard skills, focused on vocational training;
6. Since both types of skills (hard and soft) are not contradictory, they can enhance the convicts' education process.

**Results of research entities working with convicts sentenced to imprisonment**

While implementing the education project it was necessary to get the opinion of people working with convicts with reference to the latter ones' existing skills and training opportunities under the conditions of imprisonment. The survey involved a total of 178 people representing seven countries. The age of the respondents is presented in Table L.

**Table L** – The age of the respondents in numbers

Age category	No
18 – 30	44
31 – 50	101
Over 50	33
Total	178

The most numerously represented age group are the respondents between 31 and 50 years old. This result suggests the existence of a life experience and their skills in the broader process of rehabilitation.

**Table M** - The gender of the respondents

Sex	No
Men	71
Women	105
No data	2
Total	178

The findings generated by these studies show that there are more women than men that engage in working with convicts. Perhaps it has to do with the parity that was implemented in the European Union countries, and perhaps (this can not be ruled out), it is associated with a particular predisposition of women to work with convicts. This group however, includes not only the representatives of the formation responsible for the execution of a custodial sentence but also the people working as volunteers. Therefore, this result combines at least two operating modes - formal and non-formal. In the vast majority of persons working with convicts they hold a citizenship of the reporting state. What is important in working with prisoners is the operators' work experience as they have to evaluate inmates' capabilities to acquire new skills, including those of artistic nature. The knowledge of the convicts' psyche, in many cases isolated for a long time, to objectively assess their potentiality and evaluate whether they are credible is significant. In this part of the report the researcher does not standardize and generalize the results of his study since each country demonstrates

different experience of working with convicts. In Italy, the largest group was the one that works with convicts from 7 to 10 years; Germany - 2 years; Bulgaria - 17 years; Turkey - up to 5 years; in Belgian groups professional experience varies as it starts with one year, going through 6 and 7 years, up to 15 years; Poland is the most widely represented group with experience from 5 to 10 years, while in Cyprus it is 10 years.

The respondents also evaluated the educational opportunities of convicts during their imprisonment, pointing to education, vocational training, learning new skills in the arts. The respondents highly appreciated these opportunities (on average 85% in each of these categories). The detailed data in this area is presented in the national reports.

As regards questioning the convicts about the contacts with their families, the educators (teachers, coaches) were also queried in this respect. In Italy, the researcher received 90.91% of positive responses; In Germany it was 100%; Bulgaria - 97.1%; in Turkey - 96.7%; Belgium - 100%; Poland - 92,85%; Cyprus - 100%. Such a distribution of the responses allows making an assumption that in fact convicts have a very good contact with the loved ones and this in turn has a significant impact on the process of rehabilitation in the broad sense.

Another important element in view of the project was to determine whether the convicted have the opportunity to work in prison. The respondents indicated that more than 87% of such opportunities exist and the sentenced have the opportunity to find employment during imprisonment. A similar result was obtained with reference to the question of prisoners' contact with the representatives of organizations working for prisoners serving a term of imprisonment (over 90%). These were mainly religious organizations, sports associations, artistic, educational, probation, health, science institutions. The results prove that these organizations are genuinely interested in working with inmates, which generates such tangible results. Each of these organizations operated in a specific manner in order to comply with the existing rules of the penitentiary system.

It is noteworthy that the interest of the convicted in learning new skills was highly evaluated. The values that have been obtained in this area are impressive and include a range from 82.9% to 100%. They were found by the convicts to be useful in the post-prison life.

**Table N.** - Prisoners’ skills after serving a penalty, in the opinion of educators (in numbers)

Category answers	No
Yes	135
No	36

No data	7
Total	178

The educators find the skills acquired by the convicts under the prison isolation conditions to be essential to their lives outside of prisons, which is clear from the answers given by respondents. When it comes to the question of convicts' willingness to participate in new educational projects, the answers were varied (details in national reports). Generally speaking it could be assumed that about 60% of the respondents expressed such an interest, which may be related to the type of work with convicts (formal, outside formal). The projects on social skills and artistic skills (Italy); artistic skills and education nationwide (Germany); unions (Bulgaria); music (Turkey); professional (Belgium); music (Poland); professional and social (Cyprus) were most popular with the respondents.

Another important element was to assess the skills of the convicts. The respondents assessed these skills at the secondary level, giving it the most positive answers. It can therefore be assumed that the existing skills have some kind of added value in the process of rehabilitation. It was important to determine the impact of the convicts' environment prior to imprisonment (environmental impact). The respondents see this kind of relationship as particularly detrimental, indicating the environment of drug addicts and alcoholics. Such answers were obtained in Italy, Germany, Turkey, Belgium, Poland and Cyprus. In Bulgaria the environment of drug addicts was indicated as the most harmful, followed by that of alcoholics and finally the homeless people.

The people who work with convicts expressed their opinion as to the level of learning opportunities in prisons, finding it to be low. The exception in this respect are the answers obtained in Cyprus, which indicated a high level. It seems, however, that in such a small group of respondents (5) the outcome of this may be random or random positive.

When it comes to the convicts' level of skills, assuming that they represented the junior high school level of education, it received high rates. According to the respondents, the prisoners were mostly interested in obtaining all sorts of skills, gaining knowledge, learning the skills of cooperation, knowledge of the rules of social life or the ability to control their emotions. All of these skills were highly rated in all the national reports.

The last three questions addressed to educators focused on the social aspects regarding the convicts (the social position of the convicted person, the level of social control against the conviction and the position of the convicted person after serving a prison sentence with reference to the acquired skills). The low level of the social position of the convicted person was the most often chosen answer. The low or medium level of social control was regarded as explaining the fact of a conviction. This result

is consistent with the findings of representatives of science, in particular criminology and sociology of crime and criminal psychology. The last question was about the needs of prisoners acquiring new skills. The most numerous are positive answers and those in which respondents are not able to express an opinion (difficult to determine).

### **Conclusions:**

1. On the basis of the national reports it can be stated that the people working with reference to prisoners education should have some experience of that kind of work, however, is difficult to determine what in fact characterizes the formal or not formal status.
2. The respondents indicated the importance teaching new skills to the prisoners through art.
3. In the opinion of educators the skills gained by convicts under prison isolation conditions are important for their lives in the post-custodial environment.
4. Prisoners regarded the skills of different nature, including knowledge, skills of cooperation, knowledge of the principles of social life, control of emotions as the most important ones.
5. Art education is part of the broader area rehabilitation and generates positive results.

### **Summary**

Summing up the above, it should be noted that in all the countries represented by the partners there are educational programs implemented under the conditions of prison isolation. They are adapted to the abilities and needs of the convicts' intellectual potential as well as their interests. The training takes two forms: formal (school, apprenticeship courses) and informal, usually implemented as cultural-educational classes. This concept realizes the idea of rehabilitation through art. All these activities have a significant impact on shaping the new skills which are considered to be socially desirable and useful. The so-called soft skills include the elements of art (painting, music, theatre), while the hard skills are acquired through practical training.

## **Analysis and definition of the Framework of Skills**

In order to properly outline the framework of skills that inmates acquire during their stay in prison a short reference to how penitentiary institutions put into effect the idea of introducing art into the community of inmates and using it with the view to educating the prisoners and making it possible for them to get the type of skills that will prove necessary and useful in their after-custodial life and career is necessary. This report will also focus on the issue of implementing art related activities conducted in prison institutions in partners' countries into the framework of skills gained by inmates. The object of this part of this work is to study how the prisoners can learn new jobs, most of them related to the domain of arts, over the period of their stay in prison and use their newly acquired knowledge and skills in their after-custodial life and career.

### **A3.1 Analysis of the formerly collected data**

As results from the reports provided by the partners in the course of the research conducted among prisoners, art realized through theatrical performances and other art related activities plays a vital role in their reintegration with the society. This is evident from the questionnaires which focused on the area related to both hard and soft skills gained by inmates in the course of serving the sentence of imprisonment.

Naturally, as it has already been mentioned in the report, the questionnaires also contained other questions which shed some light on what shaped prisoners' attitude towards their present and future situation. Still, the bulk of the questions referred to artistic, particularly theatrical aspects.

This is not the purpose of this part of the report to once again discuss the educational opportunities offered to prisoners. However, in view of the results provided by the surveys, a general assessment and recommendation of what is valid to prisoners under the conditions of penitentiary ambience can be outlined.

#### ***A.3.1.1 Presentation of the results***

All partners have included the same questions regarding soft and hard skills, particularly the soft ones, that prisoners found exceptionally significant in their future lives. Since neither the

scope, nor the purpose of this part calls for detailed discussion on the percentage of prisoners' choices and inclinations, a brief presentation has to suffice.

Of all the soft skills that were found to be the most significant and desirable by the inmates the following ones were chosen most often:

- cooperation and the ability of team work,
- the ability to express feelings and moods better,
- better management of emotions,
- the ability to strengthen one's self-esteem,
- facing the public and self-presentation
- overcoming shyness,
- easier acceptance of the need to observe the imposed rules,
- knowledge about the senses,
- knowledge about the vocal and body potential.

The surveys revealed that these skills are believed to significantly improve the quality of one's life and encourage him to deepen his interest in artistic activity and perhaps prompt such a person to work in the field of art after leaving prison. Naturally, the type of responses differed depending on the country and the opportunities offered by the penitentiary institution and the economic situation present in a given country.

According to the collected data workshops, theatre performances, music concerts as well as music, painting, drawing, manual, dance and drama classes were found to be the most effective activities in teaching the desirable skills.

What is more, a lot of inmates expressed interest in participating in other skills developing projects (Italy, Germany). A high percentage of prisoners in Bulgaria mentioned the skill of knowing how to function at a job interview as important. An interesting result was gained in the case of the Belgian survey, where the highly practical and job-oriented skills such as preparing for job interview and self-presentation were emphasized as the most important. Yet, in this respect, the majority of the interviewed Polish inmates stated otherwise (71% were not interested in further participation in skills projects).



Art and its benefits have been pinpointed by some of the operators participating in the process of bringing art into penitentiary institutions. What is worth mentioning is the fact that the tangible effects of prisoners getting involved in artistic or craftsmanship activity can be made visible to the public. Moreover, the prisoners themselves believed that making the community aware of the outcomes of the projects will work towards improving their image in public. These results come in various artistic forms as presented below:

- **Bulgaria** - voluntary theatre and art activities;
- **Canada** – musical instruments, pottery, knitting, quilting and theatre courses. In the case of the latter it involves performing for live audience;
- **Cyprus** - theatre, music, arts and crafts classes, dance/chorus/music classes, hagiography (religious painting), copper engraving. All of these are closely related to arts and theatre. In this case the prisoners acquire mostly the soft skills which enable them to cooperate with other people, which will be particularly vital in their after-custodial lives;
- **Germany and Lithuania** – theatrical projects, however, the artistic projects are not so frequent;
- **Greece** – participation in artistic events, chorus, art exhibitions, crafts, film and other projects;
- **Mongolia** – arts classes, particularly painting;
- **Italy** - theatrical workshops,
- **Poland** – exhibitions of craftwork manufactured at prison and the project involving frescoes painting done by inmates;
- **Romania** – artistic activity: creative writing, reading, theatre, painting and drawing, graphic design, dance, music, sculpture, crafts and handicrafts (embroidery, tapestry, weaving, etc.);
- **Turkey** – all sorts of handicraft activity, music, playing instruments, theatre, drama and painting courses.

### **A3.2 Analysis of soft and hard skills in theatre related jobs**

The above summary of the arts related to activities realized in various forms leads to the statement that over the period of serving the sentence of imprisonment inmates are presented

with many options of learning new skills which reveals its beneficial character in many aspects.

In the course of the research certain jobs closely connected with theatre installations have been considered with reference to their importance in the theatrical business and the skills they require so that a person performing a certain job can succeed.

The attached table contains sufficient information regarding both the soft and hard skills required with reference to a particular job, so there is no need to recapitulate this data. However, a few words of explanation is necessary to shed some light on the nature of this presentation.

Since every job is characterized by the specific requirements (hard skills) which a candidate for this job has to acquire, there is no need to enter into this subject as this has been exemplified in the table. What is interesting and worth considering though, is the fact that practically very much diverse jobs require similar, if not identical soft skills, which permits a conclusion that having a successful job is not solely based on hard skills, but also on the ability to communicate with the clients and all the persons involved in the productive process.

#### ***A3.2.1 Comparison of soft skills in various jobs***

There are certain soft (social) skills which seem worthy of closer consideration as they have a profound influence on person's success on a particular job.

- **Critical thinking**- this is one of the most important skills which permeates every action people take. The ability to use knowledge for the purpose of analysing some issues and drawing reasonable conclusions with the view to making the right choices facilitates relationships with all sorts of people one meets (clients, co-workers or superiors);
- **Interpersonal skills** – communication is the key soft skill which is indispensable in every kind of job where contacts with co-workers, the boss or the clients take place;
- **Team building** – the ability to work with other people, share duties, discuss the possible choices and make the best decisions based on a joint agreement of all the people involved;

- **Effective time management** – one of the most desirable skills which allows the creator (artist, craftsman, theatre director) to make the most of the time allowed to produce the highly wanted results, particularly in the situation when there is time pressure and the product has to be delivered promptly;
- **Creative thinking** – no activity, particularly the one aimed at creating something new or of artistic quality may be void of this skill. It allows the creator, be it an artist of any kind, scriptwriter, actor, theatre director or a stage technician see the potential of the possibilities to produce something new and original;
- **Sensitivity to detail** – absolutely vital in any activity that aims at coming up with a product;
- **Responsibility** – this skill translates into any activity that the creator is responsible for. This also shows respect for the job he/she does and the person the products are addressed at;
- **Motivation and patience** – whatever job is performed without motivation and patience the effort is fruitless. Therefore both skills are essential in concluding the task;
- **Problem solving** - like critical thinking problem solving is the skill which is highly sought by employers. It doesn't involve finding immediate solutions to the problem but it proves that the person is capable of reasonably assessing the situation and coming up with an answer;
- **Constructive criticism** – the skill that allows the person to identify the ways in which he/she can make changes to improve the problematic situation and avoid similar problems in future;
- **Knowledge of foreign languages** – this skill is considered as beneficial, especially if the person has to come into contact with a foreign client or if the material necessary to do the job or get some information regarding it is in a foreign language.

Naturally, each job also requires specific soft skills which are typical of the profession, yet the ones presented above seem to be universal for every person involved in a creative process.

### ***A3.2.2 Formal vs. non-formal education***

When discussing the formal or non-formal character of the workshops or any other form of getting appropriate job skills, one must not forget the particular conditions under which inmates gain their skills.

With certain jobs formal education will require the prisoner to leave the premises of the penitentiary institution if he wants to participate in the classes. This may prove difficult, if not impossible, owing to the nature of the kind of sentence that the prisoner is serving. If the prisoners had been tried for serious armed crime, then careers involving using sharp tools will be beyond their reach. In such cases getting the qualifications for the jobs like the sculptor, light or sound technician will become unfeasible.

Apart from formal education, prisoners can always resort to the Internet providing online schooling in the form of tutorials, webinars and other programmes. This will be the most accessible manner of gaining some skills, however it will not be effective with all kinds of jobs. Although this is not hands-on experience, it supplies the inmates with valuable information which fills the gap in the formal schooling or in some cases may replace it.

In conclusion, outlining the framework of skills will be helpful in directing the efforts of arts educators to focus the prisoners' attention on the jobs most suited to their interests.

## Soft and Hard Skills

Profession	Job description	Soft skills	Hard skills	Formal education	Informal education
Artist(painter)	Falls into the category under the collective term „fine arts”. An artist uses paint to create graphic material and lettering to be used for title, background, screen advertising, commercial logo and other visual layouts.	<ul style="list-style-type: none"> <li>-critical thinking ***</li> <li>-sensitivity to detail,precision ****</li> <li>-motivation **</li> <li>-patience ***</li> <li>-problem solving***</li> <li>-maintaining positive attitude **</li> <li>-effective time management ***</li> </ul>	<ul style="list-style-type: none"> <li>-the ability to draw in a realistic manner***</li> <li>-knows the principle of constructive drawing (using symmetry, perspective lines, proportion lines)***</li> <li>- ability to draw from life **</li> <li>-ability to judge distance, understanding of perspective, think three-dimensionally***</li> <li>-when drawing human figures, he must have the knowledge of human anatomy, the proportions of the human head and body***</li> <li>-the ability to draw from memory and imagination ***</li> <li>-knowledge of materials and how to use them skillfully ***</li> <li>- must have composition skills (know how to arrange visual elements in a work of art) ***</li> <li>-must have the skill to work with colour, especially with reference to multicolour works ***</li> </ul>	<ul style="list-style-type: none"> <li>-joining formal courses;</li> <li>-entering the Drawing Academy;</li> <li>- joining accredited online Art Schools</li> </ul>	<ul style="list-style-type: none"> <li>-watching online tutorials;</li> <li>- studying art online;</li> <li>-watching programs online;</li> <li>- online webinars</li> </ul>

<b>Actor</b>	An actor communicates a character of situations to an audience through speech, body language and movement. It usually involves interpreting the work of a writer, under the supervision and support of a director. Still, some work may require the actor to devise a character or improvise the reactions of a character to a situation.	<ul style="list-style-type: none"> <li>-active listening ***</li> <li>-collaboration ***</li> <li>-empathy ***</li> <li>-flexibility ***</li> <li>- knowledge of foreign language **</li> <li>-constructive criticism ***</li> <li>-motivation ***</li> <li>-humour **</li> <li>-patience ***</li> <li>-problem solving ***</li> <li>-maintaining positive attitude ***</li> <li>-effective time managment ***</li> <li>-be able to deal with stress ***</li> </ul>	<ul style="list-style-type: none"> <li>-know how to prepare for and perform at auditions and casting sessions ***</li> <li>-be able to learn new lines at very short notice, to accommodate script changes and cuts ***</li> <li>-be able to assume a different body shape or language ***</li> <li>-have singing and dancing skills ***</li> <li>-have clear diction ***</li> <li>-be able to assume different regional and national accents **</li> <li>-be aware of how his position may be affected by: the types and positions of microphones, cameras, cables, different lighting techniques; the live audience ***</li> </ul>	<ul style="list-style-type: none"> <li>-full-time acting academies offer training in drama, dance and singing;</li> <li>-courses in the media, performing or visual art;</li> </ul>	<ul style="list-style-type: none"> <li>-watching drama;</li> <li>-watching online tutorials;</li> <li>-online webinars.</li> </ul>
<b>Carpenter</b>	The job entails constructon and repair of building structures; installing household items such as cabinets, drywall and siding.	<ul style="list-style-type: none"> <li>- critical thinking skills ***</li> <li>- sensitivity to details, precision ***</li> <li>- communication (customer relations, service) ***</li> <li>-motivation **</li> <li>-patience ***</li> <li>-problem solving ***</li> <li>-responsibility ***</li> <li>-maintaining positive attitude ***</li> <li>-effective time</li> </ul>	<ul style="list-style-type: none"> <li>-mechanical skills ***</li> <li>- math skills ***</li> <li>- computer skills (using spreadsheets) ***</li> <li>- all the skills related to building, cutting activities ***</li> <li>- knowledge of building codes, blueprint reading ***</li> <li>- ability to organise stores and equipment ***</li> </ul>	<ul style="list-style-type: none"> <li>- completing formal carpentry programs at technical schools or colleges (offers additional experience in trade);</li> <li>- completing 3-4 year apprenticeship</li> </ul>	<ul style="list-style-type: none"> <li>-online tutorial,</li> <li>- online webinar</li> <li>-reading trade-specific books and periodicals</li> </ul>

		<p>management ***</p> <ul style="list-style-type: none"> <li>-team building ***</li> <li>- knowledge of foreign languages may be useful in looking for a job abroad or dealing with foreign language customers ***</li> </ul>			
<b>Costume designer</b>	<p>The costume designer's work helps to define the overall look of theatre productions. He closely works with the Production Designer to make sure the costumes fit in with their overall vision and work with the chose lighting and camera angles. They also collaborate with the har and make-up team.</p>	<ul style="list-style-type: none"> <li>-creative thinking ***</li> <li>-imgaginative ***</li> <li>-sensitivity to detail ***</li> <li>precision ***</li> <li>-motivation **</li> <li>-patience **</li> <li>-problem solving ***</li> <li>-maintaining positive attitude **</li> <li>-effective time management ***</li> <li>-good communication skills ***</li> <li>-have the confidence to motivate the team ***</li> <li>-is able to work under pressure to strict deadlines ***</li> </ul>	<ul style="list-style-type: none"> <li>-knowledge of costume history &amp; modern fashion ***</li> <li>-have excellent design skills ***</li> <li>-have a wide-ranging cultural knowledge base ***</li> <li>- knowing how to arrange fittings for actors &amp; extras ***</li> </ul>	<ul style="list-style-type: none"> <li>- needs to get a degree or postgraduate qualification in subject such as Costume Design, Fashion, Theatre Design or Performing Arts (Production)</li> <li>-join vocational training in costume for theatre, fil &amp; television;</li> </ul>	<ul style="list-style-type: none"> <li>- reading on costume designing;</li> <li>-learning about historical periods;</li> <li>-watching films, theatrical performances;</li> <li>-watching online tutorials</li> </ul>
<b>Theatre Director</b>	<p>Brings his vision of playwright's script to life by leading the cast and crew through the production process. He is involved in</p>	<ul style="list-style-type: none"> <li>- exceptionally artistic vision and creative skills;</li> <li>-sensitivity to detail ***</li> <li>-passion **</li> <li>- be able to make decisions ***</li> </ul>	<ul style="list-style-type: none"> <li>-extensive up-to-date knowledge of theatre production techniques and equipment ***</li> <li>- knowledge how to work with actors to create a performance ***</li> <li>-get theatre</li> </ul>	<ul style="list-style-type: none"> <li>- complete a theatre (film) production course;</li> <li>- have an MA in theatre or drama directing;</li> </ul>	<ul style="list-style-type: none"> <li>- training courses and reference books on directing;</li> <li>-online tutorials;</li> <li>-online webinars.</li> <li>-reading specialist press on theatre productions,</li> </ul>

	the whole process from the design and pre-production stages to the final performance. He has to be able to coordinate effectively across a range of disciplines and with	<ul style="list-style-type: none"> <li>-be able to delegate tasks and collaborate with others ***</li> <li>-have excellent communication and interpersonal skills ***</li> <li>-be able to remain calm and think clearly under great pressure ***</li> <li>-have great self-belief **</li> <li>- be determined to succeed ***</li> <li>- know foreign languages **</li> <li>-show dedication and enthusiasm ***</li> </ul>	experience by learning about the organisational structure (eg. performing various job roles) ***		
<b>Dressmaker</b>	Dressmakers create made-to-measure clothing such as dresses, skirts, trousers and blouses for their customers . They may also repair garments. They may work for high-street fashion chain or specialist fashion house, theatre, TV and film industries.	<ul style="list-style-type: none"> <li>-creative thinking ***</li> <li>-sensitivity to detail, precision ***</li> <li>-motivation **</li> <li>-patience ***</li> <li>-responsibility ***</li> <li>-negotiating skills ***</li> <li>-multitasking **</li> <li>-maintaining positive attitude **</li> <li>-effective time management ***</li> </ul>	<ul style="list-style-type: none"> <li>-fine motor skills – ability to sew by hand ***</li> <li>-ability to operate and use sewing equipment ***</li> <li>-knowledge of design technique, needlepoint and the metric system ***</li> </ul>	<ul style="list-style-type: none"> <li>- formal courses in dressmaking, fashion and pattern cutting;</li> <li>-online adult education programs in clothing design.</li> </ul>	<ul style="list-style-type: none"> <li>-self-teaching;</li> <li>- online tutorials;</li> <li>- online webinars.</li> </ul>
<b>Light &amp; sound technician</b>	The job entails producing lighting and sound effects for live events such as theatre, concerts,	<ul style="list-style-type: none"> <li>-enthusiasm and flexibility **</li> <li>- ability to work flexible &amp; unsociable hours ***</li> <li>-motivation **</li> </ul>	<ul style="list-style-type: none"> <li>- ability to organise stores &amp; equipment ***</li> <li>- knowledge of the setting-up, adjustment and operation of theatre sound systems and</li> </ul>	<ul style="list-style-type: none"> <li>-Completion of training or vocational program in sound technology;</li> <li>- associate's and</li> </ul>	<ul style="list-style-type: none"> <li>-attending events to network with people in the industry</li> <li>- online tutorials;</li> <li>-online webinars</li> </ul>



	conferences or in film or TV productions.	<ul style="list-style-type: none"> <li>-maintaining positive attitude **</li> <li>-effective time management ***</li> <li>-the ability to work in a team ***</li> <li>-be practical and able to find quick solutions to unexpected problems ***</li> <li>-good communication and people skills ***</li> </ul>	<p>equipment ***</p> <ul style="list-style-type: none"> <li>- a technical knowledge of electriciy and electronics ***</li> </ul>	<p>bachelor's degree in sound and light engineering, broadcasting and technology</p>	
<b>Musician</b>	A musician is involved in creating/ performing music in variety of genres, such as classical music, rock, pop, jazz or folk. He can be a composer, instrumentalist and/or a singer performing in the studio or before a live audience.	<ul style="list-style-type: none"> <li>-creativity ***</li> <li>-motivation **</li> <li>-determination **</li> <li>-patience and understanding to deal with criticism and accept rejection **</li> <li>-reliability and flexibility (working long and irregular hours)***</li> <li>- self-discipline and good time management ***</li> <li>-good communication and interpersonal skills ***</li> <li>-attention to detail ***</li> <li>-knowledge of foreign languages **</li> </ul>	<ul style="list-style-type: none"> <li>-ability to internalize basic rhythms and pulse ***</li> <li>-ability to read-musical literacy ***</li> <li>-ability to perform with physical ease and technical efficiency ***</li> <li>-ability to hear the notes on the page***</li> <li>-ability to work creatively-improvise, compose, harmonize and play by ear ***</li> <li>-ability to understand basic elements of theory, form harmony ***</li> <li>-ability to respond to the interpretive elements of the composition to express the emotional character of the music ***</li> <li>-ability to conceptualize and</li> </ul>	<ul style="list-style-type: none"> <li>-completing formal musical education which offers solid musical base, allowing the future musician adapt his skills to different contexts and shape his own professional development.</li> </ul>	<ul style="list-style-type: none"> <li>- learning by acquiring musical skills through interaction with others, such as family, other musicians;</li> <li>-developing independent learning methods through self-teaching techniques;</li> <li>-online tutorials;</li> <li>-online webinars;</li> <li>-copying and exchanging ideas, knowledge and techniques</li> </ul>

			transfer musical ideas ***		
<b>Photographer</b>	Photographers use their technical expertise, creativity, and composition skills to produce and preserve images that visually tell a story or record an event.	<ul style="list-style-type: none"> <li>-creative thinking ***</li> <li>- good eye for shape, form and colour ***</li> <li>-sensitivity to detail and precision ***</li> <li>-motivation **</li> <li>-determination **</li> <li>-patience **</li> <li>-responsibility ***</li> <li>-positive attitude **</li> <li>-visual communication **</li> <li>-marketing skills (networking on social websites) **</li> <li>-time management;</li> <li>-excellent communication skills;</li> <li>-ability to make people relax;</li> <li>-problem solving;</li> <li>-adapting to the situation;</li> </ul>	<ul style="list-style-type: none"> <li>-critical skills;</li> <li>-editing skills by practising with photo-editing software (Adobe Photoshop Lightroom/Creative Suite)</li> <li>-knowledge of how to expose a photograph correctly;</li> <li>-knowledge how to read a histogram;</li> <li>-knowledge how to sharpen an image for a specific print size.</li> </ul>	<ul style="list-style-type: none"> <li>- training in a vocational school/college</li> </ul>	<ul style="list-style-type: none"> <li>-attending workshops;</li> <li>-taking lessons from another photographer;</li> <li>- watching online tutorials;</li> <li>-online webinars.</li> </ul>
<b>Scriptwriter</b>	Scriptwriter is responsible for creating characters, crafting dialogues and writing an engaging plot. The majority of scriptwriters specialise in a particular	<ul style="list-style-type: none"> <li>-creative thinking ***</li> <li>-sensitivity to detail, precision ***</li> <li>-motivation **</li> <li>-patience **</li> <li>-responsibility, enthusiasm and flexibility ***</li> <li>- ability to work flexible</li> </ul>	<ul style="list-style-type: none"> <li>-knowledge of the structure and content of the language, including the meaning and spelling of words, rules of compositions and grammar ***</li> <li>-communications and media-knowledge of media production,</li> </ul>	<ul style="list-style-type: none"> <li>- formal education – Bachelor’s Degree in creative writing or film production programs.</li> </ul>	<ul style="list-style-type: none"> <li>-read books and blogs on scriptwriting;</li> <li>-listen to the best podcasts on scriptwriting;</li> <li>-watch &amp; analyze films;</li> <li>-write outlines of the best films or play</li> </ul>

	genre, such as comedy, drama, scifi, fantasy, horror or action.	& unsociable hours ** -effective time management *** -knowledge of foreign languages ** -stress tolerance – the job requires criticism and dealing calmly and effectively with stress situations **	communication and dissemination techniques and methods *** -knowledge of the theory and techniques necessary to produce and perform the works of drama ***		
<b>Sculptor</b>	Sculptors design and shape 3-dimensional works of art, either by molding and joining materials such as clay, glass, plastic or metal, or by cutting and carving forms from a block of plaster, wood or stone.	- creative thinking *** -sensitivity to detail, precision *** -motivation ** -patience ** -effective time management ** - customer service skills *** -interpersonal skills when dealing with eg.co-workers, gallery owners and public***	-knowledge how to operate tools and materials *** -knowledge about the balance, form, the use of shape *** -knowledge about different types of art (drawing, painting) helps develop the art skills and trains one’s eye to see what he needs to see ***	-formal schooling is not required for sculpting, however many artists take classes or earn master’s degree in fine arts	-online tutorials; -online webinars; - reading books on the art of sculpting; -learning from other artists; -practice every day

**NOTE:**        \*\*\* the most important skills        \*\* important skills        \* recommended skills

## CONCLUSION

*Skills for freedom* is an international project in which the representatives of several European countries such as Italy, Turkey, Cyprus, Germany, Bulgaria, Poland, Belgium participate. This report constitutes only a recapitulation of its first stage. The main objective of this part of the project was to investigate the penitentiary systems in selected countries and related educational opportunities proposed to prisoners serving a term of imprisonment. Particular attention was drawn towards the forms of education, including art, which is part of the process of resocialization. By analysing the available documents it was established that both in the countries of origin of the project partners, as well as in others selected by the project participants, prisoners have the opportunity to study and take vocational training, as well as develop their interests. In the latter case it was emphasized that art classes conducted among the convicts take various forms and learning is informal. The formally gained education is certified in the form adopted in the given country. The certificates of education do not bear any mark indicating the place of their issuing, in this case the prison.

In order to determine the significant factors affecting the development of the skills of prisoners, surveys were conducted allowing the researchers to recognize not only the level of prisoners' education, age, interests, but also family relationships and plans for the post-prison period. To make the results most comparable the partners used the same type of questionnaires to conduct their research on the inmates participating in the project and the people engaged in work with them, be it the officers of the Prison Service or all kinds of educators and volunteers. To make the study as objective and realistic as possible, all sorts of crime categories offenders were included in the research.

Naturally, owing to a peculiar nature of penal institutions in each country, in some cases the results came out utterly different than those in partner countries.

The assumption was that the interviewees were asked the questions for a period of time ranging from 50 to 70 minutes. Such a brevity of the time of questioning resulted from a very precise structure of the questionnaire, excluding the possibility of misunderstanding the question and consequently giving a misleading answer or refusing to respond. The findings were then used to produce a comparison and analysis of the data, allowing some space for drawing conclusions relating to the group of inmates participating in the survey.

The results of the survey revealed that inmates show considerable interest in acquiring new skills, including art, which writes well both into the process of resocialization and social reintegration. No

doubts the elements of creative resocialization in prisons in many cases produce the expected results. The effectiveness of these activities is regarded as satisfactory.

Artistic nature classes are conducted in all the penitentiaries in which the study was carried out for the needs of this project. These were the classes in different forms and various types. The part containing a comprehensive presentation of the results of surveying the convicted and educators showed the inmates' interest in educational aspects. Apart from education, there were also art, particularly theater, music, but also, and others schemes, including apprenticeship. Combining the elements of skills in the art of broadly understood preparation for life in an open society, it was noticed that those that have a direct relationship with art can positively influence the education of others, in particular, dealing with control over emotions, responsibility or ability to cooperate with other people.

Finally, it worth stating that the conclusions of the survey are presented in the research part delivered by every project partner and complemented by appropriate comments.

### **Concluding remarks on the reports and the questionnaires**

The reports presented by the project partners contained very detailed information regarding the penitentiary system in their countries, focusing on the measures undertaken by the state authorities and the penitentiary institutions with the view to improving the process of inmates' rehabilitation and re-integration into the society. This process can be achieved by developing the inmates' educational opportunities through the system of institutionalized, that is formal, and non-formal education. It is generally believed that education and all forms of learning can positively enhance prisoners' intellectual and emotional development, thus having a beneficial, corrective influence on their functioning in prison.

What is important about the reports is the fact that their authors did not confine themselves to describing the system of how the issue of education is realized in penal institutions in their countries, but they also raised the problem of certification granted to the prisoners. Since the process of inmates' rehabilitaton and re-integration normally is very difficult and hampered by the inmates' past, certification without the indication where it was issued, that is the penal institution, is of great importance in the ex-convicts' post-custodial life.

All the reports as well as the conducted and commented upon questionnaires reveal that in the process of convicts education and the prospective non-prison environment, developing various skills is of great importance. This main assumption of this project was the issue of developing the skills which would be desirable through the content of their usefulness, such as the so-called soft skills and the hard ones.

All the partners have emphasized the significance of these skills, both from the inmates' point of view, as well as of those who work with prisoners regularly or occasionally as volunteers. The skills which were mentioned in all questionnaires were recognized as extremely important in enhancing convicts' chances for better future. Institutionalized education can be one source of motivation to work on these skills, however art realized through various artistic projects and installations can and does enhance these skills and consequently becomes the very medium of improving the prisoners' prospects in the process of reintegration.

Summing up it has to be emphasized that the partners' reports constitute a solid framework for the questionnaires since they shed light on how the individual comments and justifications of prisoners comply with the standards adopted by penal institutions so that the realized education policy would be consistent with the requirements of the EU.